

World History–Part 2
Teacher's Guide
Course No. 2109310

Bureau of Exceptional Education and Student Services
Florida Department of Education

2007

This product was developed by Leon County Schools, Exceptional Student Education Department, through the Curriculum Improvement Project, a special project, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Copyright
State of Florida
Department of State
2007

Authorization for reproduction is hereby granted to the State System of Public Education consistent with Section 1006.39(2), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.



World History–Part 2

Teacher's Guide

Course No. 2109310

revised and edited by

Eileen Schaap

Sue Fresen

graphics by

Rachel McAllister

page layout by

Rachel McAllister

Curriculum Improvement Project

IDEA, Part B, Special Project



Exceptional Student Education

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

Curriculum Improvement Project

Sue Fresen, Project Manager

Leon County Exceptional Student Education (ESE)

Ward Spisso, Executive Director of Exceptional Student Education

Superintendent of Leon County Schools

Jackie Pons

School Board of Leon County

Dee Crumpler, Chair

Joy Bowen

Sheila Costigan

Maggie Lewis-Butler

Fred Varn

Table of Contents

Acknowledgments	ix
Foreword	xi
User's Guide	xiii
Unit 1: The Industrial Revolution (1750-1900)	1
Unit Focus	1
Suggestions for Enrichment	1
Unit Assessment.....	7
Keys	11
Unit 2: Major Events and Achievements of the 19th Century	
(1800s)	15
Unit Focus	15
Suggestions for Enrichment	15
Unit Assessment.....	19
Keys	21
Unit 3: The Age of Imperialism (1800-1914)	25
Unit Focus	25
Suggestions for Enrichment	25
Unit Assessment.....	29
Keys	33
Unit 4: World War I and Its Aftermath (1914-1920)	37
Unit Focus	37
Suggestions for Enrichment	37
Unit Assessment.....	41
Keys	45
Unit 5: The Russian Revolution and the Soviet Regime	
(1825-1953)	49
Unit Focus	49
Suggestions for Enrichment	49
Unit Assessment.....	53
Keys	59
Unit 6: The World between the Wars (1919-1939)	63
Unit Focus	63
Suggestions for Enrichment	63
Unit Assessment.....	69
Keys	73

Unit 7: Fascist Dictators (1919-1939)	75
Unit Focus	75
Suggestions for Enrichment	75
Unit Assessment.....	85
Keys	91
Unit 8: Buildup and Events of World War II (1930-1945)	95
Unit Focus	95
Suggestions for Enrichment	95
Unit Assessment.....	107
Keys	113
Unit 9: The Cold War and the Postwar Period in Europe (1945-Present)	117
Unit Focus	117
Suggestions for Enrichment	117
Unit Assessment.....	123
Keys	131
Unit 10: Asia (1900s-21st Century)	135
Unit Focus	135
Suggestions for Enrichment	135
Unit Assessment.....	141
Keys	147
Unit 11: The Middle East, Africa, and Latin America (1900-21st Century)	153
Unit Focus	153
Suggestions for Enrichment	153
Unit Assessment.....	167
Keys	171
Unit 12: The Fall of the Soviet Union and the End of the Cold War (1945-21st Century)	177
Unit Focus	177
Suggestions for Enrichment	177
Unit Assessment.....	189
Keys	195

Appendices	199
Appendix A: Instructional Strategies	201
Appendix B: Teaching Suggestions	209
Appendix C: Accommodations/Modifications for Students	217
Appendix D: Strategies to Incorporate Reading, Writing, Speaking, and Viewing Skills	221
Appendix E: Internet Sites Suggestions	357
Appendix F: Required Public School Instruction of the History of the Holocaust.....	363
Appendix G: Correlation to Sunshine State Standards	365
Appendix H: References.....	369

Acknowledgments

The staff of the Curriculum Improvement Project wishes to express appreciation to the content revisor and reviewers for their assistance in the revision of *World History—Part 2*. We wish to also express our gratitude to educators from Broward, Dade, Gadsden, Indian River, Jackson, Leon, Pasco, Pinellas, Polk, St. Lucie, and Wakulla county school districts for the initial Parallel Alternative Strategies for Students (PASS) American History and World History books.

Content Revisor

Eileen Schaap, Social
Studies Teacher
Department Chair
Leon High School
Tallahassee, FL

Review Team

Marilyn Bello-Ruiz, Project Director
Parents Educating Parents in the
Community (PEP)
Family Network on Disabilities of
Florida, Inc.
Clearwater, FL

Janet Brashear, Home/Hospital
Coordinator
Indian River County School District
Vero Beach, FL

Dr. Wanda Cadoree-Jackson,
President/ CEO Angel Educational
Consultants
Curriculum and New Program
Development for Alternative/
At-Risk Educational Programming
Polk, Orange, Hillsborough County, FL

Dr. Robert Cassanello, Assistant
Professor of History
University of Central Florida
List Editor and Review Editor,
H-Florida
Orlando, FL

Kathy Taylor Dejoie, Program
Director
Clearinghouse Information Center
Bureau of Exceptional Education
and Student Services
Florida Department of Education
Tallahassee, FL

Veronica Delucchi, English for
Speakers of Other Languages
(ESOL) Coordinator
Language Arts Department Chair
and Team Leader
Seminole Middle School
Plantation, FL

Heather Diamond, Program
Specialist for Specific Learning
Disabilities (SLD)
Bureau of Exceptional Education
and Student Services
Florida Department of Education
Tallahassee, FL

Mark Goldman, Honor's Program
Chairman and Professor
Tallahassee Community College
Past President, Leon Association for
Children with Learning
Disabilities (ACLD)
Parent Representative, Leon County
Exceptional Student Education
(ESE) Advisory Committee
Tallahassee, FL

Sue Grassin, Social Studies
Teacher
Ridgewood High School
New Port Richey, FL

Tolar Griffin, Principal and Dropout
Prevention Coordinator
Taylor Dropout Prevention and
Technical Learning Center
Taylor County Schools
Perry, FL

Elise Lynch, Program Specialist for
Orthopedic Impairments, Other
Health Impairments, and Traumatic
Brain Injury
Bureau of Exceptional Education
and Student Services
Florida Department of Education
Tallahassee, FL

Edwina P. Mackroy-Snell, Principal
STAR Charter High School
Winter Haven, FL

Karen Milow, Social Studies Teacher
Miami Killian Senior High School
Miami, FL

William J. Montford, Chief Executive
Officer
Florida Association of School District
Superintendents
Superintendent of Leon County
Schools 1996-2006
Tallahassee, FL

Robert J. Ricard, Social Studies
Teacher
Timber Creek High School
Orlando, FL

Brian Siegle, Assistant Professor of
History
Indian River Community College
Fort Pierce, FL

Levon Terrell, Social Studies
Curriculum Specialist
Bureau of Instruction and Innovation
Florida Department of Education
Tallahassee, FL

Margaret Wood, Exceptional
Student Education (ESE) Teacher
Leon High School
Tallahassee, FL

Ronnie Youngblood, Divisional
Director
Facilities Systems Management
Leon County Schools
Tallahassee, FL

Production Staff

Sue Fresen, Project Manager
Jennifer Keele, Production Specialist
Rachel McAllister, Production Specialist
Tallahassee, FL

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 2 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 2 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 2*, course number 2109310, is given in a matrix in Appendix F.

The *World History–Part 2 PASS* is divided into 12 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 suggestions for incorporating reading, writing, speaking, and viewing skills in *World History–Part 2*.
- **Appendix E** contains the Florida public school statute mandating the instruction of the history of the Holocaust (1933-1945) into various existing courses within the school curriculum. The Holocaust is to be taught in a manner that leads to an investigation of human behavior; an understanding of the ramifications of prejudice, racism, and stereotyping; and an examination of what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- **Appendix F** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *World History–Part 2*. 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 G** lists reference materials and software used to produce *World History–Part 2*.

World History–Part 2 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 Industrial Revolution (1750-1900)

This unit emphasizes the effects of the Industrial Revolution on Great Britain; its impact on political, economic, and social institutions; and how inventions and technological advancements affected the people of the time.

Unit Focus

- why the Industrial Revolution began in Great Britain
- changes in manufacturing, labor, agriculture, and communities caused by the Industrial Revolution
- working conditions in factories during the 19th and early 20th centuries
- Marx's philosophy of scientific socialism
- ways in which labor unions improved working conditions for factory workers

Suggestions for Enrichment

1. Have students draw a chart on a piece of paper with the heading "Industrialization Brings Change." Ask students to list the following phrases down the left side of the chart: Changes in Manufacturing, Changes in the Labor Force, Changes in Agriculture, Changes in Community. Next to each phrase, have students describe the changes.
2. Have students assume the role and philosophy of either an industrialist (capitalist) or a working-class person. Conduct a debate in class using topics such as the role of labor unions, employment of children in factories, or laissez-faire economic policies.
3. Ask students to work in small groups to make a collage that shows advances in railroads, automobiles, airplanes, communications, and electronics. For class discussion, have students predict what the next 10 years hold for other technologies.



4. Ask students to pretend they are a teenager in Great Britain and write a letter to the editor of the newspaper that describes problems with life in the city during the Industrial Revolution or one that describes working conditions in a factory.
5. Have students research the life of Karl Marx, his ideas, and the impact his revolutionary ideas have had on the world. Ask students to present their research in various ways (e.g., oral presentation, drama, diary, collage).
6. Ask students to write a paragraph that describes how the Industrial Revolution has affected their life and include names of inventions that have directly or indirectly benefited them.
7. Ask students to write a paragraph or short story about what life was like prior to the Industrial Revolution or what it would have been like if there had not been an Industrial Revolution.
8. Have students examine the history of child labor, especially during the Industrial Revolution. Ask students to investigate modern exploitation of child labor.
9. Have students write a first-person story about life in a European country during the Industrial Revolution.
10. Have students draw or clip pictures to show the assembly-line process. Ask students to explain the pictures and post them in the room.
11. Ask students to bring in products with interchangeable parts.
12. Have students select an important inventor or person in business and report on his or her life. Ask students to include visuals with their reports.
13. Have students “invent” a new product to make labor easier and faster. Ask students to prepare an advertisement or commercial for their product.
14. Have students write a scenario that shows some job before and after a major invention. Videotape the scenario.



15. Have students research and create a timeline of both the English and American industrial revolutions, including important inventions, milestones, trends, and historic figures.
16. Discuss the technological revolution being experienced now in industrialized countries and compare it to the industrial revolutions in England and the United States.
17. Have students research the Industrial Revolution and answer the following questions:
 - What were the causes of the Industrial Revolution?
 - What inventions made it possible?
 - How were the English and the American industrial revolutions similar? How were they different?
 - What was the world like before and after the American Industrial Revolution?
 - What were some positive and negative effects of these changes?
 - Discuss what was revolutionary about the Industrial Revolution. Does the revolution continue?
18. Ask students to choose five of the top inventions from the English Industrial Revolution and five from the American Industrial Revolution. Have students explain what each invention was used for and why they chose to profile it. Ask students to include pictures, dates, and descriptions of the invention, and information about the inventor.
19. Ask students to research the factory system of the Industrial Revolution and answer the following: What was the factory system? When and where did it arise? What inventions made it possible? How did it revolutionize society? What were its positive and negative aspects? Explain what “division of labor” is and how it played a part in the factory system. Ask students to incorporate quotations about factory conditions from witnesses of the day.



20. Have students research persons or groups who objected to the changes brought about by the Industrial Revolution (e.g., the Luddites, Robert Owen, and writers such as Charles Dickens and William Blake) and explain why they objected and what their arguments, methods, and proposed solutions were. Were the objectors' points of view similar? Different? Ask students to take a stand and tell if they feel the objectors were justified in their opinions and whether artists play a role in debating social issues and why or why not. Have students explain their reasoning.
21. Have students choose a person in history and report on the dates that person lived, where he or she lived, and his or her accomplishments. After all students have reported, have them discuss similarities and differences of the accomplishments. Ask students to discuss if the accomplishments had anything to do with that person's culture, and explain why or why not.
22. Have students choose a country on the verge of industrialization. Ask them to pretend to be an outside consultant hired by the government and create a proposal to present to the next meeting of Congress explaining their plan for industrialization. Have students explore the national resources, culture, economy, animal habitats, cities, and indigenous peoples of the country. Ask students to be as specific in their proposed plan as possible: Where will the factories be built? What indigenous peoples' way of life should be protected and how? What industries could make use of the country's natural resources? What sort of restrictions on pollution, deforestation, and environmental degradation should be proposed in the industrialization plan? What laws should be recommended to Congress to prevent abuse of workers and the environment? What natural wonders, wild areas, and species should be protected? What sort of experts should be called upon to advise on the plan? Create people (real or imaginary). List their accomplishments and expertise, and explain why their input is valued. Have students present their proposals to the class.



23. Discuss how industrialized countries are experiencing yet another revolution. People are increasingly free to telecommute to work. What inventions made this possible? What are the pros and cons of this revolution? Ask students to project themselves 50 years into the future and ask what the world will be like then.
24. Have groups discuss the material in Unit 1. Each group will choose a recorder to write down ideas and a second person to report a summary of the discussion to the class.
25. 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 0-10 points. Check papers and tally the scores.
26. Have students design and illustrate a timeline depicting the dates of interesting facts covered in the unit.
27. Have students decorate a shoe box to illustrate a historical event.
28. Have students choose a time period or event of interest and write and/or act out a play depicting the period or event.
29. 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 behaviors demonstrated in completing the selected activities. Ask students to then revise their written explanations to describe how each activity developed or reinforced each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.
30. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

Circle the letter of the correct answer.

1. In the Industrial Revolution, people applied _____ to their lives.
 - a. science and technology
 - b. peace
 - c. industry and capitalism

2. The Industrial Revolution provided _____ for those who could afford them.
 - a. more goods
 - b. more money
 - c. bad living conditions

3. Two new classes of people that emerged as a result of the Industrial Revolution were _____ .
 - a. peasants and nobles
 - b. the working class and industrialists
 - c. nobles and clergy

4. Factories during the 19th century were _____ .
 - a. well-lighted and well-ventilated
 - b. cold in winter and hot in summer
 - c. cold in summer and hot in winter

5. Wages for men, women, and children who worked in factories were _____ .
 - a. very fair
 - b. too high
 - c. too low

6. Most factory workers during the century were _____ .
 - a. happy and well treated
 - b. usually allowed to form labor unions
 - c. getting disgusted with the way they were treated



7. Labor unions forced governments to pass laws _____ .
 - a. shutting down factories
 - b. improving working conditions and workers' standard of living
 - c. outlawing labor unions

8. One reason the Industrial Revolution began in Great Britain was that _____ .
 - a. the British people voted to let the Industrial Revolution begin there
 - b. Great Britain had plenty of natural resources and a large labor force
 - c. Great Britain needed a reason to find overseas markets

9. Capitalists _____ .
 - a. wanted the government to control the economy
 - b. believed in laissez-faire policies
 - c. did everything they could to see that workers were treated fairly

10. *Supply and demand* means _____ .
 - a. the less supplies there are, the more money people will be willing to pay for them
 - b. the more workers there are, the more money they will be paid
 - c. the more goods you make, the more they will cost

11. Laissez-faire economists believed that _____ .
 - a. government control of the economy was best
 - b. limited government involvement in the economy was best
 - c. the proletariat should control the factories

12. One economic result of the Industrial Revolution was that _____ .
 - a. there was less trade between countries
 - b. trade between countries increased
 - c. small shops and homes replaced factories



13. An important social change brought by the Industrial Revolution was that _____ .
 - a. more and more people moved to farms
 - b. there were less and less problems in the cities
 - c. cities grew at a fast pace
14. During the 20th century, industrial nations competed for raw materials and new markets for their goods. This led to _____ .
 - a. imperialist nations
 - b. free trade agreements
 - c. higher prices for goods
15. Striking workers in the 19th century were _____ .
 - a. often the target of violent and bloody acts
 - b. supported by their governments
 - c. usually given higher salaries
16. The most effective tool that union workers had when factory owners would not listen to their demands was to _____ .
 - a. work longer hours
 - b. strike
 - c. write letters to the government
17. Adam Smith, Thomas Malthus, and David Ricardo were _____ .
 - a. inventors
 - b. Marxists
 - c. laissez-faire economists
18. Socialists blamed _____ for the problems of the working class.
 - a. nationalism
 - b. the Prussian War
 - c. the Industrial Revolution
19. Socialists believed _____ .
 - a. that the capitalists who controlled the means of production used governments to increase their wealth
 - b. that capitalists would help the workers
 - c. there would always be classes in society



20. According to Marx, after the workers' revolution, a _____ will be created.
- a. democratic state
 - b. monarchy
 - c. classless society
21. Marx believed that workers should produce the goods and _____ .
- a. control the means of production
 - b. support the capitalists
 - c. only buy what they make
22. Socialism developed in _____ during the 19th century.
- a. France and Great Britain
 - b. Germany and Great Britain
 - c. France and Germany



Keys

Practice (p. 9)

1. Goods were made in small shops or homes by hand.
2. By applying science and technology, people invented machines to produce machine-made goods.
3. Workers worked long hours in horrible working conditions. Factories were very cold in winter and very hot in summer. Wages were low. Workers had no health benefits or job security.
4. industrialists—did not want to improve working conditions or pay workers higher wages; working class—wanted to be paid higher wages and work in factories that did not damage their health

Practice (p. 15)

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

Practice (pp. 16-17)

1. The peasant class did farm work.
2. The new middle class emerged.
3. The upper middle class was composed of factory owners, merchants, government employees, doctors, lawyers, and managers.
4. They used their new wealth to purchase large estates and lived in high style.
5. The working class was at the bottom of the social classes in industrial England.

6. Laissez-faire means no government interference in the economy of a country: *let things alone, or let people do as they please.*
7. A laissez-faire policy meant that capitalists would control the economy independent of government control.
8. Supply and demand means that the lower the supply of goods or workers, the higher the prices or wages; the higher the supply of goods or workers, the lower the prices or wages.
9. They kept the supply of goods in Great Britain low by sending most of the goods out of the country.
10. The working class would always be poor. Population would grow faster than the food supply.
11. In his book *The Wealth of Nations*, Smith claimed that a free market would promote a growing economy. More goods would be produced at lower prices and would be affordable by everyone. Smith felt that government should not interfere in the economy.
12. Malthus and Ricardo believed that the population would always grow faster than the food supply. Without wars, famine, or disease to kill off extra people, most of the population was destined to be poor and miserable.
13. Malthus and Ricardo believed that improving working conditions and making minimum wage laws would upset the free market system by lowering profits and the creation of wealth in society. When wages were high people had more children. This would increase the labor supply and would eventually lead to lower wages and higher unemployment.



Keys

Practice (pp. 21-22)

1. union
2. production
3. industrialist
4. sanitary
5. imperialist
6. reform
7. capitalism
8. immigrant
9. textiles
10. communism
11. strike
12. socialism
13. standard of living
14. mercantilism

Practice (p. 23)

1. economic
2. economic
3. political
4. social *or* economic
5. social
6. political
7. Answers may vary, accept economic, social, or political.
8. social
9. economic
10. political

Practice (p. 25)

1. A single worker who voiced demands would not be listened to and would be fired, but a union of workers would have more strength and power.
2. They were against the law.
3. They were jailed, beaten, and sometimes murdered.
4. Answers will vary but should include three of the following: minimum wages; child labor laws; health benefits; eight-hour workday.

5. Strikes were the most effective tool.
6. Governments were forced to pass laws improving working conditions and the overall standard of living for workers.

Practice (p. 27)

1. Karl Marx wrote the *Communist Manifesto*.
2. Early Socialists thought workers should control the government. They felt that in this way everyone would work and earn equally.
3. Socialists see history as a struggle between the haves and the have-nots.
4. The workers would rise up and seize control of the factories and mills from the capitalists.
5. If workers took over the state they would create a classless society in which everyone worked for the good of all.

Practice (p. 29)

1. Marxism was more accepted in Germany and France.
2. Workers had more say in their government.
3. The Labor Party had the support of the working class.
4. The Democratic Party has historically been the party of the working class.

Practice (p. 32)

Answers will vary.



Keys

Practice (p. 33)

1. laissez-faire
2. free enterprise
3. law of supply and demand
4. steam engine
5. Great Britain
6. Karl Marx
7. proletariat
8. factory system
9. labor union
10. industrialists
11. aristocrat
12. bourgeoisie

Practice (p. 35)

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

Practice (p. 36)

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

Unit Assessment (pp. 7-10TG)

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



Unit 2: Major Events and Achievements of the 19th Century (1800s)

This unit emphasizes the important political, economic, and social developments of the 19th century and the major achievements in the arts and sciences.

Unit Focus

- how ideas from the French Revolution and the Napoleonic Era affected Latin America and Europe in the 19th century
- advances made in art, literature, science, and music during the 19th century
- reasons why immigrants came to the United States in the 19th century

Suggestions for Enrichment

1. Have students use the chart “Major Achievements of the 19th Century” on page 54 of the student book to choose a field of interest and make a display (such as a poster) that describes notable people and their achievements in art, literature, music, and philosophy in the 19th century; or their inventions or medical breakthroughs of the 19th century. Or have students research specific famous people of the 19th century like the writers Alfred Tennyson (1809-1892), Charlotte Brontë (1816-1855), Emily Brontë (1818-1848), George Eliot (1819-1880), Robert Louis Stevenson (1850-1894), George Bernard Shaw (1856-1950), Rudyard Kipling (1865-1936), H. G. Wells (1866-1946), Fyodor Dostoyevsky (1821-1881), Anton Chekhov (1860-1904), Victor Hugo (1802-1885), or Guy de Maupassant (1850-1893); artists Pierre Renoir (1841-1919), Paul Gauguin (1848-1903), Francisco Goya (1746-1828); philosophers Friedrich Nietzsche (1844-1900) or Georg Hegel (1770-1831); or musicians Richard Wagner (1813-1883), Johannes Brahms (1833-1897) or Frederic Chopin (1810-1849). Students can also add the information about these people to the chart on page 54 of the student book.



2. Have students make a large map that shows the changes that took place in Europe and Latin America in the 19th century. Note boundary changes and independence movements.
3. Have students produce a talk show for a radio broadcast. Have them roleplay an interview with Metternich, asking why he supported the reactionary movement of the 19th century. Or use Karl Marx as the guest, and have him explain why he believed that the Industrial Revolution and capitalism were the causes of the problems facing the working class in the 19th century.
4. Have students make a political cartoon that illustrates the various foreigners who emigrated to the United States and explain why they came. The cartoon's title could be "America, the Land of Opportunity" or "America, the Giant Melting Pot."
5. Have students list important events and discoveries that happened in the past year. Discuss how these events, discoveries, and people will be relevant to the lives of people living 1,000 years from now. Using one of the categories of national news, international news, science (including health and technology), sports, entertainment, and births and deaths, have students create "A Year in Review" collage of important events, discoveries, and people from the past year. Then have students choose one event of the past year. Ask students to write a summary of that significant event and why the event was important for the last year and for the future.
6. Have students compare and contrast end-of-the-year lists found in magazines and newspapers to the lists and collages they created in the previous activity. Discuss what events and people appear in both lists (or do not appear) and why. Have students create a timeline from the posters. Discuss how some events affected or led to other events that occurred later that year.
7. Have students compare and contrast different newspapers' versions of a significant news story from last year and assess them.
8. Have students create "A Year in Review" poster for the community or city in which they live.



9. Have students write a personal “Year in Review” about their life last year. Ask students to include significant changes, both positive and negative, and their hopes for the new year.
10. On a designated day each week, have students bring to class a news story they feel is historically significant from a newspaper, magazine, or transcribed from a television report. Ask students to write a summary and opinion of the news report. Keep articles and reports in a binder for reference and evaluation throughout the year and future years.
11. Have students write a short story about a person who finds a time capsule created in a specific historical era anywhere in the world. Ask students to include a description of the contents of the time capsule, an analysis of the contents, and a prediction about the culture and time from which it came.
12. Have students debate (or write a persuasive essay about) the most significant event or discovery in a given area from that year.
13. Ask students to select a picture they feel depicts an extremely important moment from last year or that characterized the year as a whole and explain why. Display the photos.
14. Have students construct a newspaper containing local, state, national, and international events on the day he or she was born. Ask students to also write an editorial concerning an event occurring in their birth year; find a political cartoon of the event; make a drawing, poster, and/or make a recording of a song popular during that year. (*Optional:* Have students prepare questions to interview another student concerning the year he or she was born. Students may either insert answers to the prepared questions during the interview or use a tape recorder.) Allow time for presentations, and discuss how history must be condensed in history books.
15. Have students make a chart of groups of European immigrants during this time period. Ask students to include immigration dates, their main reasons for immigrating, primary location of settlements, the financial status, and the types of communities they developed.



16. Ask students what is meant by the saying that “America is a melting pot.” Ask students who know their family history to describe their family origins to the class. Share something about your own background.
17. Have students select a country of their ancestry, research events that caused people to immigrate from that country, and explain what influenced their selection of a new homeland.
18. Ask students to trace their family tree as far back as their ancestors who were immigrants to America (emphasis will be on these individuals). The main resource will be family documents, records, pictures, and interviews. Have students prepare a written and oral report to include a history of first immigrants: place of birth; pictures (if available); what brought them to the United States; summary of their life in their original country and in the United States; examples of customs, dress, music, religion they brought to America; short history of the country they came from; and their effect on student’s family. In the oral presentation, encourage visual aids consisting of pictures, items from the “old country,” music, posters, etc.
19. Have students find articles about new immigrants to the United States. Discuss what life might be like for these new Americans: learning a new language, attending new schools, finding new jobs. What day-to-day problems might they face? Have students write a letter to a new American discussing cultural changes to expect and offer suggestions on how to adjust.
20. Arrange for recent immigrants to speak to the class about what it was like to leave one country for another, or invite a representative from a local immigration department to talk about challenges faced by new immigrants.
21. Ask students to create collages that would teach non-Americans about American culture (e.g., attitudes, beliefs, behaviors of a group of people).
22. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

Write **True** if the statement is correct. Write **False** if the statement is not correct. In each **false** statement, **circle** the part that **makes the statement false**.

- _____ 1. The United States gained its independence from France in 1783.
- _____ 2. The American belief in democracy helped to make the United States a powerful country.
- _____ 3. Latin American nations gained independence from Spain and Portugal.
- _____ 4. When Great Britain issued the Monroe Doctrine, the United States took no interest in Latin America.
- _____ 5. At the beginning of the 19th century, France was the most powerful country in the world.
- _____ 6. Napoleon spread the ideas of the French Revolution to other nations.
- _____ 7. Napoleon restored many European monarchs to their thrones.
- _____ 8. Napoleon was defeated by the Triple Alliance in 1815.
- _____ 9. Following Napoleon's defeat, monarchs were returned to their thrones.
- _____ 10. Metternich led the reactionary movement.
- _____ 11. After 1815 many Americans emigrated from the United States to find religious and political freedom in Europe.



- _____ 12. The Metternich system was a success.
- _____ 13. Strong cultural bonds tie people together.
- _____ 14. Nationalism led to the independence of Greece and Egypt.
- _____ 15. The Ottoman Empire remained strong and powerful.
- _____ 16. Working-class people tried to form labor unions during the Metternich Era.
- _____ 17. Socialists believed that the Franco-Prussian War led to the problems of the working class.
- _____ 18. Karl Marx led the fight against the working class.
- _____ 19. Melting pot means that many immigrant groups can live together in a new land.
- _____ 20. Russian immigrants came to the United States because they were promised religious and political freedom.
- _____ 21. Vincent van Gogh was a famous scientist.
- _____ 22. Charles Dickens wrote books about the poor social conditions in Great Britain.
- _____ 23. Charles Darwin wrote about natural selection.
- _____ 24. Samuel Morse invented the first telephone.
- _____ 25. The first useful electric light was invented by Thomas Alva Edison.



Keys

Practice (p. 47)

1. emigrate
2. immigrate
3. emigrant
4. emigration
5. immigration
6. immigrant

Practice (pp. 48-53)

Major Events of the 19th Century

- I. Independence movements
 - A. United States at the beginning of the 19th Century
 1. Unsure of its future
 2. Strong and intelligent leadership
 3. Belief in democracy
 - B. Latin American independence
 1. Independence from Spain, Portugal, and France
 2. Long and hard-fought struggles
 3. The United States and Great Britain supported Latin American independence
 4. The Monroe Doctrine opposed any attempt by European powers to regain its former colonies in Latin America
- II. Revolutionary activity and the Napoleonic Era
 - A. French Revolution
 1. 1799–Napoleon takes charge of French government
 2. France becomes most powerful country in the world
 3. Napoleon spread the ideas of the French Revolution
 4. Overthrew monarchies in Europe
 - B. End of the French Revolution
 1. Revolutionary activity lasted until 1815 when Napoleon was defeated
 2. Napoleon defeated by Quadruple Alliance, which included
 - a. Great Britain
 - b. Austria
 - c. Prussia
 - d. Russia
- III. Metternich and the Reactionary Era
 - A. Europe in 1815
 1. France crushed
 2. Quadruple Alliance met in Vienna
 - a. Monarchs returned to their thrones
 - b. Movement led by Metternich
 - B. Results
 1. Nobles and clergy placed in positions of power
 2. Civil rights taken away from the people
 3. The Congress of Vienna created a balance of power
 4. European nations agreed to stop any revolutionary activity anywhere in Europe
 - C. Metternich system fails
- IV. The rise of nationalism
 - A. Feelings of nationalism
 1. Common culture
 2. Bonds tie people together
 - B. Effects of nationalism
 1. 19th century independence movements
 - a. Egypt
 - b. Greece
 - c. Ireland
 - d. Holland
 - e. Belgium



Keys

2. Unification
 - a. Germany
 - b. Italy
 3. Decay
 - a. Austrian Empire
 - b. Ottoman Empire
- V. The Industrial Revolution
- A. Changed way of life
 - B. Rise of two new classes of people
 1. Working class
 2. Capitalists (or middle class)
 - C. Began in Great Britain
 - D. Labor unions
 1. Difficult to organize
 2. Violent and bloody reaction to labor unions from the government
 - E. Workers win rights
 1. Minimum wages
 2. Eight- or nine-hour workdays
 3. Right to collective bargaining
 4. Right to strike
- VI. Socialism
- A. Movement led by Karl Marx
 - B. Blamed the Industrial Revolution for the problems of the working class people
 1. End of traditional skilled craftsmen
 2. No control over the pace of their work
 3. Living and working conditions were poor
 4. Low wages, long hours, child labor, and unfit housing
 - C. Marxist beliefs
 1. Give power to the working class
 2. End privileges of the rich
 3. Workers will rise up against the capitalistic system
4. Government will exist to improve the life of the workers
- VII. Emigration from Europe and Asia
- A. Millions of people came to America
 1. Reason for leaving Europe
 - a. Economic
 - b. Social
 - c. Political
 2. America is seen as the land of opportunity
 3. Many immigrants believed the streets were lined with gold
 - B. Groups of people who immigrated to the United States
 1. Irish people came after the Great Potato Famine
 2. Russian people came for religious and political reasons
 3. Germans came to seek political freedom
 4. United States referred to as a giant melting pot

Practice (p. 54)

Correct answers to be determined by the teacher.

Practice (p. 56)

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



Keys

Unit Assessment (pp. 19-20TG)

1. False (France)
2. True
3. True
4. False (Great Britain)
5. True
6. True
7. False (Napoleon)
8. False (Triple)
9. True
10. True
11. False (Americans; United States; Europe)
12. False (success)
13. True
14. True
15. False (remained strong and powerful)
16. False (Metternich Era)
17. False (Franco-Prussian War)
18. False (against)
19. True
20. True
21. False (scientist)
22. True
23. True
24. False (telephone)
25. True



Unit 3: The Age of Imperialism (1800-1914)

This unit emphasizes political, economic, and social motives for imperialism.

Unit Focus

- cause/effect relationships between the Industrial Revolution and imperialism
- how foreign powers acquired trading rights in China
- how Japan grew into a modern, industrialized nation
- how European nations gained economic control of Africa
- examples of economic imperialism in Ottoman Empire, the Middle East, India, the Pacific Rim, Southeast Asia, and Latin America

Suggestions for Enrichment

1. Have students develop a chart that categorizes the motives for imperialism. Use the headings "Political," "Economic," and "Social." Examples could include the following.

Economic:

the need for self-sufficiency and new markets
the need for raw materials
the need to invest surplus capital or profits
the need to build new factories

Political:

the rise of nationalism
building of naval and military bases

Social:

missionary motives
"white man's burden"



2. Have students work in groups to make a bulletin board display on imperialism in China, Japan, Africa, the Middle East, the Pacific islands, and Latin America. Have students make a visual display (illustrations, art work, cartoons, maps) to demonstrate how imperialism affected different parts of the world.
3. Have students participate in a panel discussion on the abuses and benefits of imperialism. Ask students to present evidence to support the position that imperialism benefited the colonies and evidence that imperialism had harmful effects on the colonies.
4. 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 students write their view on the above issue in an editorial format.
5. Have students create a newspaper reflecting the country being studied.
6. Set up an inner circle and an outer circle of chairs. Have student in the inner circle debate an issue for 10 minutes. Then have students in the outer circle respond to what has been heard.
7. Engage students in various topics for debate.
8. Have students make a list of short sentences pulled from a history textbook. Collect the lists, present selected statements, and ask students to write whether he or she thinks each statement is a fact or opinion. Choose three statements of importance to have students explain why the statement is a fact or opinion.



9. Ask students to present dress, songs, art, music, or dances from different time periods.
10. Prepare 3" x 5" index cards with the names of a historical person the students have selected. Tape a card to each student's back. The goal is to identify who they are by asking questions that can be answered with a yes or no answer within 20 minutes and 20 questions.
11. Have students research examples of political cartoons from magazines and newspapers. Then have students draw cartoons related to past or current events and give their interpretations of the cartoon.
12. Ask students to create a diorama or mural depicting a time period or event in history.
13. Have students research the building of the Panama Canal.
14. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

Circle the letter of the correct answer.

1. One of the causes of imperialism was the _____ .
 - a. Industrial Revolution
 - b. French Revolution
 - c. American Revolution

2. Industrialism led to imperialism because _____ .
 - a. industrialized countries needed a place to get cheap raw materials for their factories and markets in which to sell their manufactured products
 - b. capitalists needed to find new countries for workers to visit
 - c. both of the above

3. A sphere of influence is _____ .
 - a. a nation that will rebel against foreign powers
 - b. a region where a nation has economic and political privileges
 - c. a nation too powerful for other nations to invade

4. Imperialists were able to take advantage of the Chinese because _____ .
 - a. China's government was weak
 - b. the people of China had no culture
 - c. the foreigners were too weak and corrupt to control the Chinese

5. The Open Door Policy meant that _____ .
 - a. any country could trade in any part of the United States
 - b. any country could trade in any part of China
 - c. Europeans could no longer trade in China

6. The Boxers were a group of _____ who rebelled against the Europeans and Americans.
 - a. Japanese
 - b. Chinese
 - c. British



7. Commander Perry of the United States went to Japan to demand that _____ .
 - a. Japan stop attacking Russia
 - b. Japan open its ports to trade
 - c. both of the above

8. Western influence moved Japan from _____ .
 - a. being a small isolated island to a large feudal system
 - b. English domination to French control
 - c. being a feudal society ruled by warlords to a modern country ruled by an emperor

9. In 1904 the Japanese navy attacked and defeated _____ .
 - a. the Chinese army
 - b. the Russian navy
 - c. seven European nations

10. European imperialists in Africa _____ .
 - a. treated the natives well
 - b. were unable to get control of the continent
 - c. did not respect the tribal culture and took advantage of the riches of the continent

11. Each European country was in Africa to _____ .
 - a. satisfy its hunger for land
 - b. easternize their own cultures
 - c. none of the above

12. The problems between the Europeans in Africa were caused by _____ .
 - a. tribal feuds
 - b. settlers' nationalism
 - c. industrialism

13. The Boer War showed the world that _____ .
 - a. animals and natives sometimes fight each other
 - b. European imperialistic hunger for land was costing Europeans a higher price than expected
 - c. the desire for diamonds and gold cause war



14. Great Britain considered the region known as the Middle East important because _____ .
 - a. the Middle East had very fertile land for farming
 - b. the Middle East had huge reserves of oil necessary for industrialization
 - c. the Middle East had ready-made factories

15. Great Britain was able to defend its territories around the world with _____ .
 - a. diplomacy
 - b. a large and strong navy
 - c. a highly skilled air force

16. The people of India adopted the _____ .
 - a. British religion
 - b. crown jewel
 - c. democratic government brought by the British

17. Western nations wanted control of Pacific islands to _____ .
 - a. use as stops to refuel their ships
 - b. use as military bases to repair their navies
 - c. both of the above

18. The _____ wanted the United States to annex the Hawaiian Islands.
 - a. native rulers
 - b. sugar planters
 - c. British government

19. The United States _____ .
 - a. built the Panama Canal
 - b. destroyed the Panama Canal
 - c. both of the above

20. The Roosevelt Corollary said that _____ .
 - a. China must trade with Japan
 - b. the United States would take on the role of policeman in the Western Hemisphere
 - c. none of the above



21. Latin American nations were _____ .
 - a. developed and exploited by the United States and Europe
 - b. rich and powerful world powers with a high standard of living
 - c. colonized by Europe in the late 1800s

22. As a result of the Spanish-American War, _____ .
 - a. the United States lost power in Latin America
 - b. Spain gave Puerto Rico, Guam, and the Philippine Islands to the United States
 - c. both of the above

23. The United States built the Panama Canal _____ .
 - a. to protect Panamanians
 - b. to help strengthen the Russian navy
 - c. to shorten the distance ships had to travel between the Pacific and Atlantic oceans

24. The Latin Americans feel that they have been treated _____ .
 - a. fairly by the United States
 - b. poorly by the United States
 - c. fairly by Europe



Keys

Practice (p. 65)

1. industrialized nation
2. capital
3. nationalism
4. raw materials
5. spheres of influence
6. alliance
7. colony
8. capitalist
9. imperialism

Practice (p. 66)

1. Answers may include the following:
Nations needed raw materials to produce goods in the factories.
Capitalists needed a place to invest their surplus capital.
The overseas factories needed protection after they were built.
The overseas factories needed a labor force.
2. A sphere of influence in a region in the world where a nation has special economic and political privileges.
3. The driving force to build overseas empires was economic.
4. Nationalism: the belief that colonies and spheres of influence add to the strength and power of a nation; Missionary motives: the belief that Europeans had the moral duty to bring Christianity to the natives of other lands; "The white man's burden": the belief that Western nations had a duty to bring ideas and technology to the backward people of the world.

Practice (p. 71)

1. feudalism
2. extraterritoriality
3. annex
4. monopoly
5. Open Door Policy
6. westernization
7. mission
8. Boxer Rebellion

Practice (pp. 72-73)

1. opium
2. weak; corrupt
3. spheres of influence
4. Open Door Policy; trade
5. Boxers
6. westernization; United States
7. feudal; emperor
8. industrialized
9. Russian; Russo-Japanese
10. Asian; European

Practice (pp. 79-80)

1. Ninety percent of Africa was controlled by European countries.
2. The Europeans did not respect African tribal cultures. They viewed Africa as a backwards continent.
3. labor; land; diamonds; gold
4. The Europeans used modern weapons against them.
5. Nationalism: Settlers from different countries wanted control of land in Africa.
6. English and Dutch settlers; over imperialist hunger for land and resources
7. The lives of the native Africans were forever changed because native rulers in Africa could no longer govern their people and artificial borders combined or divided rival ethnic groups.



Keys

8. Negative effects: The traditions and culture of Africans were replaced with Western European values and culture. Men were forced to leave villages and families to work in European-owned farms, mines, and building projects. Many Africans died of new diseases, fighting, and famine. Positive effects: Improvement in sanitation, building of hospitals, schools, and railroads. Improved literacy rates and increased life span of general population.

Practice (p. 87)

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

Practice (pp. 88-89)

1. After the decline of the Ottoman Empire, Great Britain gained control of key territories in the Middle East.
2. The British needed oil to fuel their industrialization.
3. Great Britain had a large and powerful navy.
4. The British East India Company controlled the Indian government. They restricted the Indian economy from operating on its own. Indian manufacturers were not allowed to compete with British manufactured goods.
5. The British brought a democracy.
6. Religion, culture, and the caste system remained the same despite British rule.

7. The sepoys were angered by this because they believed that rifle cartridges they had to use were greased with beef or pork fat. They had to bite off the seal of the cartridges for fast reloading and both Hindu and Muslim religions forbade them from eating beef or pork.

Practice (pp. 98-99)

1. Australia; New Zealand; Philippine Islands
2. refuel
3. sugar planters
4. Imperialism
5. United States
6. enforced
7. Roosevelt Corollary
8. poverty
9. Cuba; Puerto Rico
10. Guam; Wake Island
11. acquisition; Pacific
12. Panama Canal, Panama

Practice (p. 100)

1. Roosevelt Corollary
2. intervention
3. Panama Canal
4. oppressors
5. colonize
6. revolt
7. discriminate
8. acquisition
9. ammunition
10. migrate

Practice (p. 101)

Answers will vary but should include at least one of the colonies listed with each country.

Belgium: Belgian Congo

France: Algeria; French Equatorial



Keys

Africa; French Somaliland; French West Africa; Madagascar; Morocco; Tunisia	12. b
Germany: Cameroon; German East Africa; German Southwest Africa; Togo	13. b
Great Britain: Anglo-Egyptian Sudan; Basutoland; Bechuanaland; British East Africa; British Somaliland; Egypt; Gambia; Gold Coast; Nigeria; Northern Rhodesia; Nyasaland; Sierra Leone; Southern Rhodesia; Swaziland; Uganda; Union of South Africa; Walvis Bay	14. b
Italy: Eritrea; Italian Somaliland; Libya	15. b
Portugal: Angola; Cabinda; Mozambique; Portuguese Guinea	16. c
Spain: Infi; Rio de Oro; Rio Muni; Spanish Morocco	17. c
	18. b
	19. a
	20. b
	21. a
	22. b
	23. c
	24. b

Practice (p. 103)

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

Unit Assessment (pp. 29-32TG)

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



Unit 4: World War I and Its Aftermath (1914-1920)

This unit emphasizes the events leading up to World War I.

Unit Focus

- European rivalries and entangling alliances
- chain of events that led to World War I
- underlying causes of World War I
- key battles of World War I
- role of United States in World War I
- new technology that changed the nature of warfare
- long-term and short-term effects of the Versailles Treaty

Suggestions for Enrichment

1. Have students assume the roles of American, British, and French delegates who must reach a decision on the following issues: Should Germany admit guilt for starting World War I? What should be done with Germany's armed forces and colonies or territorial possessions? Should Germany be forced to pay compensation for the cost of the war? If so, how much? Then have students compare their responses to the actual terms of the Treaty of Versailles.
2. Have students choose one of these countries—Germany, Russia, France, or Great Britain—and role-play the part of an ambassador from that country. Have students discuss the reasons for that country's entry into World War I.
3. Have students write editorials that might have appeared in a newspaper that support a country's decision to go to war (e.g., Germany, France, Great Britain, United States, Austria-Hungary, and Russia).



4. Have students identify newly created nations and territories lost by Germany, Austria-Hungary, and Russia on a map of Europe (1918) after World War I.
5. Have students identify the Triple Alliance and Triple Entente countries on a map of Europe before World War I (1914) and answer the following questions: What were the geographical advantages and disadvantages of the Triple Entente? What were the geographical advantages and disadvantages of the Triple Alliance?
6. Have students create a timeline of events and their dates for the period June 1914 through November 1918, using textbooks or library resources. Then have students answer the following questions.
 - Which event set off the chain of events that led to full-scale war?
 - Which was the first nation to declare war?
 - How long did the war last?
 - When did the United States enter the war?
7. Have students prepare a newscast of events surrounding the assassination of Archduke Francis Ferdinand and report from Sarajevo on the assassination. Ask students to report reactions from cities such as Paris, London, Vienna, Berlin, Washington, or Moscow.
8. Ask students to create a bulletin board on World War I: The Great War. Ask students to prepare a map of the principle battles of World War I with topographical or defensive features as well as symbols of opposing armies and their movements. Ask students to also draw pictures of the new technology and weaponry used for the first time during World War I.

Have students explain how each of these inventions affected the conduct of the war and how these inventions contributed to the Allied victory (e.g., chemicals, U-boats, machine guns, airplanes, tanks, dirigibles).



9. Have students draw an action cartoon strip of the major crises that led to World War I (e.g., alliances, nationalistic tensions, imperialist rivalries, military buildups). Ask students to share cartoons with the class.
10. Ask students to bring recordings or sheet music of songs popular during World War I. Read or play some of the songs in class (e.g., *Keep the Home Fires Burning*, *Over There*).
11. Have students research and report on the lives of famous World War I flying aces such as Eddie Rickenbacker, Billy Bishop, and Baron Manfred von Richthofen (the Red Baron).
12. Have students read and act out excerpts from the book *All Quiet on the Western Front* by Erich Remarque.
13. Get newspaper reprints from the public library that depict famous events of World War I, such as the sinking of the *Lusitania*, Russia's withdrawal from the war, the Zimmermann telegram, and the violation of Belgium's neutrality. Discuss how the press affected public opinion.
14. Discuss new weapons used in World War I and their effect on the outcome of battles and strategies.
15. Discuss America's involvement in World War I, our reason for becoming involved, our war aims, and our influence on the war's outcome.
16. Discuss the use of propaganda by countries to influence world opinion and to motivate and/or manipulate their own citizens.
17. Have students research the Treaty of Versailles' contribution to continuing or lack of continuing world peace. Discuss the treaty's affect on the history of the rest of the 20th century.
18. Discuss how World War I led to future events in the 20th century (e.g., World War II, formation of the Soviet Union and the Cold War, formation of the European Union, and the rise of the United States as the leading nation of the world).



19. Use bingo to review a unit or vocabulary words. Develop a list of 25 key people, events, important dates, and vocabulary words. Design a bingo grid with five columns and five rows. Have students write clues in the form of a question or complete a statement using one or two word answers. Have them place the clues on one side of a 3"x 5" card and the correct response on the other side. Have students print the word or words on the bingo-card grid. Allow students to practice with a partner and the clue cards. Collect the clue cards and have students exchange bingo cards and play the bingo history review game.
20. Have students examine a current political cartoon to assess the meaning of the cartoon. Who is being lampooned? What point is it making? Is it funny? Why or why not? Then have students examine political cartoons from another era to critique.
21. Have students research specific historical events (battles, assassinations, new inventions, major trials) and prepare on-the-spot television reports written as dispatchers from the field as though they were there with eyewitness.
22. Have students create collages expressing their views and feelings about war.
23. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

Circle the letter of the correct answer.

1. After 1870, the leaders of Europe were unable to control the forces of _____ .
 - a. imperialism
 - b. socialism
 - c. communism

2. The unifications of Germany and Italy caused _____ .
 - a. a shift in the balance of power in Europe
 - b. a dual monarchy
 - c. France to become more powerful

3. European powers made alliances with each other _____ .
 - a. to protect human rights
 - b. to prevent one country from becoming too powerful
 - c. at the request of the Church

4. The Industrial Revolution provided European countries with the technology to _____ .
 - a. dig trenches
 - b. hire more diplomats
 - c. build better weapons at a faster pace

5. Before World War I, most European countries worried that _____ .
 - a. France was getting too strong economically
 - b. Germany was getting too strong economically
 - c. Great Britain was getting too strong economically

6. The problems between the European nations were _____ .
 - a. exaggerated by the newspapers
 - b. not reported in the newspapers
 - c. due to lack of competition



7. The crises that came before World War I were mainly _____ .
 - a. outside of Western Europe
 - b. in Western Europe
 - c. in Latin America

8. The event which caused the outbreak of World War I was the _____ .
 - a. assassination of the German Kaiser
 - b. assassination of Archduke Frances Ferdinand, heir to the Austrian throne
 - c. assassination of the Russian czar

9. European leaders could not find a way to stop the outbreak of World War I after _____ .
 - a. Russia prepared its army for war
 - b. France called for a peace treaty
 - c. Great Britain renamed its navy

10. European diplomats believed that _____ .
 - a. the war would take years to fight
 - b. the war would last only a few months
 - c. the countries could afford a long war

11. _____ was **not** a problem for the German army.
 - a. Fighting on two fronts
 - b. The British navy
 - c. High morale at the beginning of the war

12. The initial, or first, German military plan for World War I called for _____ .
 - a. a swift advance through Belgium into France
 - b. trench warfare
 - c. control of the air

13. When the opposing armies were unable to advance, _____ .
 - a. they retreated
 - b. they began trench warfare
 - c. they surrendered



14. The war on two fronts meant that Germany would be fighting _____ .
 - a. France in the west, Austria in the east
 - b. Great Britain in the west, Italy in the east
 - c. France in the west, Russia in the east

15. Geography played a role in World War I because _____ .
 - a. Germany and Austria were mostly landlocked and had to rely on their own resources
 - b. France was mountainous and difficult to invade
 - c. Poland was flat and easy to cross

16. When the Ottoman Empire entered the war on the side of the Germans, _____ .
 - a. Russia lost the use of warm-water ports into the Mediterranean Sea
 - b. Russia was happy because it would get a warm-water port
 - c. France made plans for an invasion of Turkey

17. The Treaty of Brest-Litovsk _____ .
 - a. ended the war between Germany and Austria
 - b. ended the war between France and Germany
 - c. ended the war between Germany and Russia

18. One reason for America's entry into World War I was _____ .
 - a. a treaty with Britain
 - b. the German refusal to stop submarine attacks against American ships
 - c. France's refusal to pay American loans

19. The treaty which ended World War I is called _____ .
 - a. the Treaty of Brest-Litovsk
 - b. the Treaty of Versailles
 - c. the Treaty of Vienna



20. As a result of the treaty ending World War I, _____ .
- Germany was let off the hook
 - Germany had to pay huge reparations
 - Germany was given much land from Austria
21. The League of Nations was _____ .
- a plan of President Wilson's to bring peace to the world
 - an idea which was accepted in the United States
 - the governing body of the International Olympic Games
22. One country which did not exist after World War I was _____ .
- Belgium
 - Great Britain
 - Serbia
23. The United States representative at the Peace Conference was _____ .
- President Theodore Roosevelt
 - President John Kennedy
 - President Woodrow Wilson
24. The major concern of France at the treaty conference was _____ .
- to punish Austria
 - to get safe and secure borders
 - to force Great Britain to reduce the size of its navy
25. Article 231 of the peace treaty said that _____ .
- all countries shared equal blame for starting World War I
 - Germany was solely responsible for starting World War I
 - the Russian Revolution must be stopped



Keys

Practice (p. 116)

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

Practice (pp. 117-119)

- I. General information
 - A. WWI started in Europe in August 1914
 - B. Ended in November 1918
 - C. Losses
 1. Number of soldiers killed: 8.5 million
 2. Number of soldiers wounded: 21 million
 3. Cost over 338 billion dollars
 4. Two empires destroyed
 - a. Austria-Hungary
 - b. Ottoman Empire
 5. Systems of government entirely changed
 - a. Germany became a democracy
 - b. Russia became Communist
- II. Origins of World War I
 - A. Conflicts between nations were caused by
 1. Militarism
 2. Alliances
 3. Imperialism
 4. Nationalism
 - B. General causes

1. Changes in the balance of power
 2. Entangling alliances
 3. Arms race
 4. Imperialism and economics
 5. Newspapers spread fear
- C. Specific causes
1. The Moroccan crisis of 1905
 - a. Germany challenged France's influence in Morocco
 - b. The German Kaiser pledged his support for Moroccan independence
 - c. A crisis in Morocco was avoided because France was not ready for war and it was decided that
 - (1) Morocco's independence was secure
 - (2) France's special interests in that country would continue
 2. The Moroccan crisis of 1911
 - a. Hostilities intensified again between Triple Entente and Triple Alliance powers
 - b. France and Germany competed for control of Morocco
 - c. As a compromise, France gave part of the French Congo to Germany
 3. The Balkan crisis of 1912–1913
 - a. Russia wanted to control a waterway to the Mediterranean
 - b. Russia supported the expansion plans of Serbia and the war against Turkey



Keys

- c. Austria was opposed to Russian influence in the Balkans and feared Serbia would cause unrest among Slavic people in the Austria-Hungary Empire
 - d. The results of the Balkan crisis were that Russia and Serbia were brought closer together and intensified Russian and Serbian hatred for Austria-Hungary
4. In 1914 Europe was at the brink of war

Practice (p. 124)

1. The event was the assassination of the heir to the throne of Austria, Archduke Francis Ferdinand, and his wife
2. Europeans felt they could solve the crisis using diplomacy; no, they did not succeed.
3. Austria declared war on Serbia.
4. Russia was the first major power to mobilize its troops.
5. It took 10 days.

Practice (p. 125)

Answers will vary.

Practice (pp. 132-134)

1. They believed that the war would only last a few months.
2. Western Front—British and French
Eastern Front—Russians
3. A German plan which called for a swift attack on France to the west, after which Germany would turn on Russia to the east.

4. The Shlieffen Plan worked at first because Germany marched quickly through Belgium and France.
5. They changed their policy and instead of making quick moves, they dug in.
6. The war became economic.
7. They were not as industrialized and therefore could not supply their soldiers with proper weapons, clothing, and food.
8. Germany's only way of getting supplies by sea was through the North Sea and the Baltic Seas. However, Britain controlled the seas.
9. It helped Germany by cutting off Russian access to the warm-water ports into the Mediterranean Sea.
10. Italy entered the war because it was promised territory if Germany and Austria were defeated.
11. Italy was on the side of the Allies.
12. Treaty of Brest-Litovsk
13. The United States entered the war.
14. Because Germany refused to stop its submarine attacks against American ships bringing supplies to Great Britain; the Zimmermann note; and the sinking of *Lusitania*.
15. Governments devoted all their resources to winning the war. They took control of the economy. All able-bodied citizens worked, including women.
16. Morale sank and many soldiers deserted.



Keys

17. An armistice is an end to fighting.
18. Germany was torn by revolution.
19. They collapsed.

Practice (p. 136)

1. Answers will vary, but should include the following:
Trench warfare meant that the opposing armies dug trenches in the ground in order to protect themselves. Every so often, a group of soldiers would charge from their trenches to attack the opposing soldiers. Using this tactic, casualties were high and ground gained was measured in yards. Trenches were protected with barbed wire. Often, soldiers would use poison gases and smoke bombs to get opposing soldiers to leave their trenches.
2. Answers may include any five of the following:
smokeless gunpowder
machine guns
barbed wire
improved artillery fire
land and sea mines
armored tanks (beginning in 1917)
trucks for convoys (towards the end of the war)
amphibious assault vehicles
submarine warfare
airplanes (for observation purposes, but later for small-scale bombings and attacks on ground forces)
dirigibles
poison gas
3. the Industrial Revolution

Practice (p. 144)

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

Practice (pp. 145-147)

1. United States—Woodrow Wilson
France—Georges Clemenceau
Great Britain—David Lloyd George
Italy—Vittorio Orlando
2. France
3. money paid by the losers of the war to the winners for damage
4. Italy
5. the provinces it had lost in the Franco-Prussian War
6. Russia
7. Great Britain
8. Yugoslavia; Czechoslovakia; Hungary
9. by refusing to join the League of Nations
10. lack of cooperation among Great Britain, France, and the United States
11. Germany lost its rich coal- and iron-producing areas, and its overseas markets.



Keys

12. Woodrow Wilson
13. to promote international cooperation; to help keep the peace
14. It caused a worldwide depression.
15. Answers will vary.
16. Answers will vary.

Practice (p. 148)

Answers will vary, but should include the information from the referenced sections of the outline.

Practice (p. 149)

1. Finland
2. Estonia
3. Latvia
4. Lithuania
5. Poland
6. Czechoslovakia
7. Yugoslavia

Practice (p. 152)

1. heir
2. minority
3. alliance
4. desertion
5. artillery
6. ammunition
7. arms race
8. assassinate
9. militarism
10. exaggerate
11. armistice
12. ultimatum

Practice (p. 153)

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

Unit Assessment (pp. 41-44TG)

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



Unit 5: The Russian Revolution and the Soviet Regime (1825-1953)

This unit emphasizes the causes and events of the Russian Revolution and the political and economic changes that transformed the Soviet Union into an industrial and a political power.

Unit Focus

- autocratic rule of the czars
- ideas and philosophy of Karl Marx
- crises that led to the Russian Revolution
- events leading up to and including the March Revolution and the end of czarist rule
- effects of the Bolshevik Revolution
- economic policies of Lenin
- strategies that Stalin used to gain control of the Communist Party in the Soviet Union
- methods of control in a totalitarian state

Suggestions for Enrichment

1. Ask students to make timelines for the period 1825 through 1953 and include all events dated in the unit.
2. Ask students to prepare oral reports on the following figures from Russian history: Nicholas II, Joseph Stalin, Alexander Kerensky, Gregory Rasputin, Leon Trotsky, and Vladimir Lenin.
3. Read selections from *Nicholas and Alexandra* by Robert K. Massie to the class.
4. Have students compare and contrast the following: Lenin's NEP and Stalin's Five-Year Plans; czarist Russia and Stalinist Russia; the Russian Revolution of 1917 and the French Revolution.



5. Discuss what might have happened to Russia if Lenin and the Bolsheviks had not seized power in 1917.
6. Have students record diary entries imagining themselves as a Bolshevik revolutionary and comrade-in-arms with Lenin, Trotsky, and Stalin. Have students write or dictate the account of the Bolshevik Revolution of 1917.
7. Have students design posters that could have been used by the Communists to promote their cause (e.g., Communist slogans like “Peace-Land-Bread”).
8. Have students research Russian artists and their work created during the Russian Revolution and tell how and why this art was different from previous styles (e.g., Kazimir Malevich, El Lissitsky, Naum Gabo, and Antoine Pevsner).
9. Have students research the population and size of Russia and compare with the United States.
10. Give students a world map and ask students to label Russia and include its major land and water forms, bordering (or closest) bodies of water, its capital, major cities and neighboring countries. Have students label the United States and determine the distance between the countries.
11. Ask students to select one of following topics to research.
 - everyday life in Russia during the 19th century (e.g., professions; government; family living: food, education, clothing, entertainment)
 - everyday life in modern Russia (e.g., government; economy: types of jobs; lifestyles: family, education, health, housing, holidays)
12. 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.
13. Invite a guest speaker who has lived in Russia to talk to about Russian culture and customs, and share a few conversational words or phrases.



14. Show the class a travel video on Russia.
15. Have students read and share Russian stories and folktales.
16. Have students listen to Russian music.
17. Have students research Russian inventions, pastimes, and sports.
18. Divide the class into groups and assign regions in Russia for each group to research and plan a seven-day trip. Have the students describe each day's location, places to visit, and special cultural activities to attend. Have students estimate one day's cost of hotel, dining, and activities for a group of four in that country's monetary unit and then convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
19. Have students develop a Russian cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, salads, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
20. Have students write a first-person story about daily life in the early 1900s in Russia.
21. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

Use the list below to write the correct **name** for each **person** on the line provided. Some names will be used more than once.

Vladimir Lenin	Nicholas II	Joseph Stalin
Karl Marx	Gregory Rasputin	Leon Trotsky

- _____ 1. popular leader who formed the Red Army and led it to victory during the Civil War
- _____ 2. wrote the *Communist Manifesto*
- _____ 3. the last czar of Russia
- _____ 4. self-proclaimed mystic healer to Alexandra, wife of Czar Nicholas II
- _____ 5. dictator of the Soviet Union after Lenin
- _____ 6. leader of the Russian Revolution
- _____ 7. forced to leave the Soviet Union after Stalin became dictator
- _____ 8. began the New Economic Policy (NEP) after the Russian Civil War
- _____ 9. led Russia into World War I
- _____ 10. responsible for the purges of the 1930s



Circle the letter of the correct answer.

11. A pogrom is _____ .
 - a. a plan for economic growth in Russia
 - b. the murder of helpless people in Russia, especially Jews
 - c. a Communist plot to destroy capitalism.

12. In 1900 Russia was _____ .
 - a. an industrialized country
 - b. a democratic country
 - c. an underdeveloped country

13. When Marx wrote *The Communist Manifesto*, he predicted _____ .
 - a. that monarchs would rule forever
 - b. that workers would rise up and revolt
 - c. that Lenin would take over in Russia

14. When Marx predicted the workers' revolution, he probably thought it would take place in _____ .
 - a. Russia
 - b. the United States
 - c. European countries like Germany

15. Losses in the Russo-Japanese War showed _____ .
 - a. that Japan was the strongest power in the world
 - b. the Russian people how weak and corrupt their government was
 - c. none of the above

16. Czar Nicholas II allowed a Duma (parliament) to meet after _____ .
 - a. World War I
 - b. the Revolution of 1905
 - c. the Revolution of 1917



17. Russia had difficulty clothing, feeding, and arming its soldiers in World War I because it was _____ .
 - a. not an industrialized nation
 - b. over industrialized
 - c. winning all the battles

18. After Czar Nicholas II was overthrown, _____ led Russia.
 - a. the Bolsheviks
 - b. the White Russians
 - c. the provisional government

19. The Bolshevik Revolution _____ .
 - a. was well planned and mostly bloodless
 - b. took place just before World War I
 - c. helped the czar keep his power

20. The treaty which ended World War I for the Russians was signed by _____ .
 - a. the Communists
 - b. the czar
 - c. the White Russians

21. After _____ in Russia, the Communists gained complete control.
 - a. the Civil War
 - b. World War I
 - c. the Revolution of 1905

22. The New Economic Policy (NEP) allowed _____ .
 - a. Jews to live in peace
 - b. White Russians to hold important government positions
 - c. people to open small businesses

23. The purpose of the Five-Year Plans was _____ .
 - a. to plan the economic growth of the Soviet Union
 - b. to allow elections every five years
 - c. none of the above



24. The purges of the 1930s led to _____ .
- a. a better life for all Soviet citizens
 - b. Stalin's fall from power
 - c. the murder of most of the Soviet Union's best military leaders
25. When the Soviet Union entered World War II, _____ was in control of the government.
- a. Lenin
 - b. Trotsky
 - c. Stalin

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

- _____ 26. Lenin promised peace, land, and bread.
- _____ 27. After 1905, the Bolsheviks knew that to have a successful revolution, they needed support from the workers and peasants.
- _____ 28. The formation of the *Duma* satisfied the Russian people and relieved the pressure on the czar.
- _____ 29. Before World War I, Russia paid no attention to affairs in Europe.
- _____ 30. Desperate conditions and a lack of support for Czar Nicholas led to the March Revolution of 1917 in Russia.
- _____ 31. The first act of the provisional government after it took over from Czar Nicholas II was to make Russia a Communist country.
- _____ 32. The Germans offered to take Lenin to Russia in 1917 because Lenin promised to declare war on France.



_____ 33. The counter-revolution in Russia ended when the White Russians defeated the Red Army.

_____ 34. Stalin can best be described as a ruthless dictator.

Answer the following using complete sentences.

35. Lenin based the Revolution of 1917 on the ideas of Karl Marx and his theory of socialism. How was Soviet government under Joseph Stalin *different* than government as described in Marx's philosophy?





Keys

Practice (p. 163)

1. The first step that led to the Revolution of 1917 was the Decembrist Revolt.
2. The czars were the rulers or emperors of Russia and they had almost total power over the people.
3. "Bloody Sunday" refers to the slaughter of 500-to-1,000 innocent civilians by Czar Nicholas II's soldiers. The events leading up to Bloody Sunday began when about 200,000 workers and their families carried petitions to the czar's Winter Palace asking for better working conditions and personal freedoms. They wanted the czar to permit a constitution to be written. The czar's soldiers opened fire on the unarmed people.
4. The result of the Russian Revolution in March 1917 forced the czar from power.
5. The Bolsheviks seized control after the Russian Revolution of 1917.
6. Karl Marx theories inspired the economic and political system known as communism.

Practice (p. 166)

1. True
2. True
3. False
4. False
5. True
6. False
7. False
8. True
9. True
10. False

Practice (p. 167)

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

Practice (pp. 173-174)

1. sixth; Ural; advantages
2. natural; river; invade
3. frozen; blocked; Vladivostok; Petrograd
4. defend; freezing; govern; wars

Practice (p. 175)

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

Practice (p. 176)

1. about 10 percent
2. terribly
3. Jews
4. attacks on Jewish villages; Cossacks
5. emigrated to the United States
6. emancipated or freed the serfs
7. it was far behind
8. unhappy factory workers



Keys

Practice (p. 179)

1. The defeat showed how corrupt and weak the Russian government was.
2. The marchers wanted political reforms.
3. The Russian people carried out mass demonstrations, mutinies in the military, strikes, and riots in the cities.
4. The Duma was the Russian parliament.
5. No; the czar never followed the Duma's suggestion and the czar ordered the Duma to be disbanded.
6. To have a successful revolution they needed the support of the workers and the peasants. The government was not supported by the people.

Practice (p. 184)

1. It brought about the end of the czarist reign forever.
2. Russia had few industries; it could not feed, clothe, or arm its army.
3. He moved his headquarters to the Front.
4. He put his friends in high places; urged the government to ignore demands for reform.
5. Crowds were uncontrollable; bread lines turned into riots; army was brought in to control the mobs; discipline had completely broken down.
6. He had lost support of the people and the army.
7. The people wanted peace and the provisional government chose to continue the war against Germany.

Practice (p. 187)

1. The Germans believed Lenin's return to Russia would continue to contribute to the unrest in Russia and help Germany's war effort.
2. Lenin gave speeches to try to get the support of the workers and the peasants.
3. The time was ripe because there was so much unrest and the Bolsheviks organized peasants and soldiers into groups of workers called soviets.
4. The Bolsheviks seized power on November 7, 1917.
5. The meaning of the slogan was peace for Russia, land for the peasants, and bread for the hungry.
6. The three leaders of the Bolshevik government were Lenin, Stalin, and Trotsky.
7. Lenin used Karl Marx's ideas.

Practice (p. 189)

1. British; French; Americans; Eastern
2. Trotsky; Red
3. White Russians
4. peasants; supply; deny
5. Red Army; land

Practice (p. 192)

1. Lenin set up a strong, centralized government.
2. Lenin planned to introduce socialism only where possible, such as in the factories.
3. Once the people of Western Europe saw how successful socialism was in Russia, they would overthrow their own governments.



Keys

4. Lenin's ability to solve these problems kept him in control of the government.
5. Lenin introduced the New Economic Policy (NEP) because he felt it was necessary to make temporary compromises if the Communist government was to survive.

Practice (p. 196)

1. regime
2. ruthless
3. monarchist
4. media
5. Duma
6. mystic
7. propaganda
8. provisional
9. purge
10. collective farm
11. counter-revolution
12. totalitarianism
13. soviet

Practice (p. 197)

1. Stalin was jealous of Trotsky because Trotsky was extremely popular and Lenin's most likely successor.
2. After Lenin died, Trotsky was exiled and eventually murdered.
3. The purpose of the Five-Year Plans was to make the Soviet Union an industrialized nation.
4. Stalin used the Five-Year Plans to make the Soviet Union a very strong military country.
5. Millions of peasants were brought to the cities to work in factories. Millions were forced to work on collective farms. Peasants could no longer own their own land.

6. Stalin's secret police were ordered to spy on all Soviet citizens including Communist Party members, military leaders, and other high ranking officials. People who were thought to be disloyal were jailed, tortured, murdered, or ordered into labor camps.

Practice (p. 198)

Answers will vary.

Practice (pp. 199)

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

Practice (p. 200)

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

Practice (pp. 202-203)

1. pogrom
2. repression
3. soviet
4. landlocked
5. aristocracy
6. Bolsheviks



Keys

7. communism
8. provisional
9. socialism
10. czar
11. counter-revolution
12. totalitarianism
13. capitalism
14. democracy
15. parliament

Practice (p. 204)

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

Unit Assessment (pp. 53-58TG)

1. Trotsky
2. Karl Marx
3. Nicholas II
4. Rasputin
5. Joseph Stalin
6. Lenin
7. Trotsky
8. Lenin
9. Nicholas II
10. Joseph Stalin
11. b
12. c
13. b
14. c
15. b
16. b

17. a
18. c
19. a
20. a
21. a
22. c
23. a
24. c
25. c
26. True
27. True
28. False
29. False
30. True
31. False
32. False
33. False
34. True
35. Answers should include four of the following:
Stalin was a dictator.
He used industry to build a military, not to share the workers' production with workers.
People had few or no rights.
The Soviet Union was a totalitarian state.
The government forced peasants to work in factories and provided few benefits.



Unit 6: The World between the Wars (1919-1939)

This unit emphasizes the impact of the economic devastation in Europe after World War I, the Great Depression, and the social and political problems which plagued Germany in the post-World War I period.

Unit Focus

- political and economic difficulties in recovering from the World War in European countries and the United States
- causes of the stock market crash and the Great Depression
- reasons for the American foreign policy of isolationism in the post-war period
- major changes in domestic life in the United States in the 1920s

Suggestions for Enrichment

1. Have students imagine they are visiting Italy, Germany, the Soviet Union, France, or Great Britain during the post-World War I period. Ask students to write letters to friends or family members describing life as a foreigner in the country he or she selected during this time.
2. Ask students to interview a relative, friend, or neighbor who lived during the period between the wars, and record it on audiotape or camcorder. Have students share the information with the class. Topics may include living during the Depression, living in Europe during post-World War I years, and life during the 1920s.
3. Ask students to interview a classmate who is pretending to have lived during the Depression.
4. Have students read and discuss or act out parts of books set in the post-World War I era (e.g., *The Sun Also Rises* by Ernest Hemingway, a story about English and American expatriates who roam France and Spain after World War I; *The Grapes of Wrath* by John Steinbeck, a story about the plight of Oklahoma farmers who left their farms in the Dust Bowl).



5. Show a film such as *Grapes of Wrath*, *Wild at Heart*, or another film which shows life during the Great Depression.
6. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and how these factors affected the economy leading to the Depression.
7. Have students write an essay describing how the Depression affected a family (fictional or otherwise) in a specific part of the United States and how specific government policies designed to counteract the effects of the Depression impacted this family.
8. Ask students to reflect on the events of the late 1920s and early 1930s and whether they think public confidence is important to the health of the economy.
9. Have students compare what happened to city dwellers and to farmers during the Great Depression.
10. Ask students to research how President Herbert Hoover responded to the Depression. Have students list the responses on a cluster diagram and then put a plus by the most helpful response and a minus by the least helpful.
11. Have students create an illustration or political cartoon that depicts an aspect of life that was radically changed by the 1929 Stock Market Crash with a caption that expresses the change.
12. Have students create a collage representing life during the Great Depression.
13. Have students research and compare how liberals and conservative critics differed in their opposition to the New Deal.
14. Ask students to research and list in a two-column chart the problems Franklin D. Roosevelt confronted as President and how he tried to solve them. Ask students to write a paragraph to explain which they felt was most critical and why.



15. Discuss why the Social Security Act might be considered the most important achievement of the New Deal. Discuss today's issues concerning social security and ask students to collect and summarize current news articles about the topic.
16. Discuss what federal programs instituted in the 1930s and later discontinued might be of use to the nation today.
17. Have students examine diaries and read first-hand experiences about the Great Depression.
18. Draw a political cartoon that explains one of the following: how people felt during the Depression; the causes of the Depression; some of the hardships experienced during the Depression; or how the New Deal programs helped people during economic hardship.
19. Ask students about current national and international major events and record responses on the board. Direct students to www.cagle.com and select the editorial cartoons page. Ask students for their opinions of events depicted. Discuss and compare with the list of events previously generated. Have students look at all the pages of editorial cartoons and record the events depicted. (They may write a general description if unaware of a specific event.) Compare and contrast generated lists and speculate on the differences in the lists. Have students write about the significance of one of the events depicted in the editorial cartoon. Ask students to predict the next recurring topic of editorial cartoons based on their perceptions of the important current new stories.
20. Ask students to name common symbols, such as flag or dollar sign. Direct students to <http://www.cagle.com/> on the Internet and select the editorial cartoons page. Ask what symbols students see in an editorial cartoon, why they think the symbols were chosen, and what these symbols represent. Have students list all the symbols they find in the editorial cartoons. Have students research the origins of iconic symbols such as Uncle Sam, the Republican elephant, the Democratic donkey, or the hammer and sickle.



21. Ask students their opinion about a current news story. Direct students to <http://www.cagle.com/> on the Internet and select the editorial cartoons page. Have students look at the same cartoon. Discuss the event portrayed and opinion expressed. Ask students to find a cartoon portraying a point of view different from their own. Have students create a cartoon in response to the one they have chosen.
22. Have students use the form below to analyze an editorial cartoon.

Editorial Cartoon Analysis

1. List the media source and date of publication.	
2. What is the event or issue that inspired the cartoon?	
3. Are there any real people in the cartoon?	
4. Are there symbols? What are they and what do they represent?	
5. What is the cartoonist's opinion of the event or issue?	
6. Do you agree or disagree with the cartoonist's opinion? Why? Explain.	

23. Have students create a cartoon on a current news topic.
24. Discuss the power of the press with students (e.g., *Washington Post* coverage of the Watergate affair resulting in the resignation of United States President Richard Nixon). Discuss our expectations of journalistic objectivity and hypothetical threats to it (in our society or other societies) such as editorial powers of a newspaper's owners, to the clout of an advertiser who threatens to withdraw sponsorship, government censorship, and the need to maintain high ratings or readership.



25. Ask students to recall some of the biggest national and world news events of the year. Discuss which ones affected them directly, indirectly, or not at all.
26. Ask students to analyze and critique news articles and media news by comparison and contrast of content and presentation.
27. Have students use the Internet to link to English-language newspapers worldwide (<http://www.ecola.com/>) and compare newspaper coverage of the same current event in different cities, states, and/or countries.
28. Have students answer who, what, where, when, why, and how, and discuss implications concerning an article from a current newspaper. Then have students use their answers to rewrite the article from another viewpoint. Challenge students to find follow-up articles on the days that follow.
29. Ask students to choose one of the countries and/or one of the time periods discussed in the unit. Have students write two sets of diary entries from the perspective of two fictitious people, listing the positive aspects of the location and/or time period. Have students write from the perspective of someone who has visited a few days or researched the area, someone considering moving a business to town, a family looking for a different area to move to, or a person on vacation. Then have students contrast that perspective by writing diary entries from someone who has been a long-time resident. Have students brainstorm ideas for the needs and interests of each fictitious person. Ask the students to write in first person and communicate feelings as well as objective opinions.
30. Have students research a historical figure with a partner. Ask students to formulate questions and answers to present an interview of that historical person to the class, along with a timeline of the person's life.
31. Have one student stand up and start a debate or discussion. The student can outline an opinion or write it on the board. Then select the next person to speak or write until all students have had a chance.



32. Use a form of *Jeopardy* to review the unit. Divide topics into five subtopics and students into five groups. Have each group write five questions and the answers on index cards in a specific colored marker. Assign point values from easiest (100) to hardest (500). Ask student to tape cards on the board under their subtopic. 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.)
33. Have students research food, music, and/or dress of a specific time period (e.g., prepare a meal based on diet of a specific area; popular music recordings of a particular period of history; sketches of fashions of a given era or changes in style, such as police uniforms over time).
34. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

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

- _____ 1. The United States was spared the destruction that many nations in Europe suffered during World War I.
- _____ 2. Germany found it impossible to pay reparations because of the destruction of its industries and the loss of some of its land.
- _____ 3. The United States never joined the League of Nations.
- _____ 4. Raising tariffs on imports made it easier for Europe to sell goods to the United States.
- _____ 5. After World War I, the United States closed its doors to almost all immigration.
- _____ 6. Fads were common during the 1920s.
- _____ 7. Even though women gained the right to vote in 1920, many southern African Americans were still denied that right.
- _____ 8. The Ku Klux Klan was a political party that protected human rights.
- _____ 9. Prohibition made alcohol legal.
- _____ 10. The French people feared the Germans more than any other people in Europe.
- _____ 11. The Treaty of Versailles placed all of the blame for World War I on Germany and demanded that Germany pay the Allies reparations.



- _____ 12. The Treaty of Versailles allowed the Germans to rebuild their army and weapons supplies.
- _____ 13. France, Great Britain, and the United States formed a strong alliance after World War I.
- _____ 14. The Weimar Republic was a democratic form of government set up in Germany after World War I.
- _____ 15. Germany recovered easily from the destruction of World War I.
- _____ 16. Even though the Kellogg-Briand Pact outlawed war, the countries of Europe continued to build armies and weapons.
- _____ 17. In the 1920s, Americans began buying on margin and investing in the stock market.
- _____ 18. The wealth of America was evenly distributed during the 1920s, and there was little unemployment.
- _____ 19. Following the stock market crash of 1929, America entered the Great Depression.
- _____ 20. During the Great Depression, life was easy because no one needed to work.
- _____ 21. Effects of the Great Depression were never felt in Europe.
- _____ 22. As a result of the Great Depression, government control of the economy was replaced by laissez-faire economics.
- _____ 23. President Roosevelt believed that the government should do everything it could to help the people and the economy.



Answer the following using complete sentences.

24. What were four reasons for the poor economic times following World War I? _____





Keys

Practice (p. 212)

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

Practice (p. 213)

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

Practice (p. 217)

1. France
2. strike
3. League of Nations
4. Poland; Czechoslovakia
5. Germany
6. Treaty of Versailles; inflation

Practice (p. 221)

1. Businessmen and skilled workers prospered; farmers and unskilled workers did not prosper.
2. Women gained the right to vote.
3. The KKK was a hate group that attacked Jews, African Americans, Catholics, and immigrants.
4. The United States withdrew, or isolated itself, from international, and in particular, European, affairs.
5. European countries could not earn money to pay off their war debts

by selling their products to the United States. High tariffs on American-made products sold in Europe prevented Europeans from buying products in America.

Practice (p. 224)

1. strike
2. ratified
3. anti-Semitic
4. isolationism
5. arms race
6. Kellogg-Briand Pact
7. intolerance
8. League of Nations
9. insurmountable
10. preserve

Practice (p. 225)

Answers will vary.

Practice (p. 229)

1. An economic depression is when a country has a long slump in business activity.
2. The possible causes of the Great Depression are as follows: uneven distribution of wealth, overproduction by industry and agriculture, and decline in demand for consumer goods.
3. Limited government interference in economics was replaced with government control of economics.
4. Roosevelt's New Deal consisted of federal assistance programs for people who were elderly, disabled, poor, or unemployed, and businesses and farms.
5. Once-wealthy men were selling pencils and apples on the street corner. Children looked for food in garbage cans.



Keys

Practice (p. 231)

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

Practice (p. 232)

1. imported goods
2. New Deal
3. arms race
4. stock market crash
5. ratified
6. economic depression
7. League of Nations
8. inflation
9. laissez-faire
10. prosperity
11. Kellogg-Briand Pact
12. Great Depression

Unit Assessment (pp. 69-72TG)

1. True
2. True
3. True
4. False
5. True
6. True
7. True
8. False
9. False
10. True
11. True
12. False
13. False
14. True
15. False

16. True
17. True
18. False
19. True
20. False
21. False
22. False
23. True
24. Answers should include four of the following:
The cost of World War I left most nations with little money.
Industries had been destroyed during the war.
Nations owed major debts from loans by their citizens and the United States.
Tariffs reduced sales of goods in foreign markets.
The Great Depression devastated the world economy.



Unit 7: Fascist Dictators (1919-1939)

This unit emphasizes the rise of Fascist dictatorships in Italy, Germany, and Spain following World War I and the events leading up to and including the Holocaust.

Unit Focus

- factors that led to the rise of Fascist dictatorships in Italy, Germany, and Spain after World War I
- comparison of communism and fascism
- events that led to Mussolini's rise to power in Italy
- events that led to Hitler's rise to power in Germany
- anti-Semitic policies of the Nazis which led to the Holocaust

Suggestions for Enrichment

1. Ask students to imagine they are American newspaper reporters assigned to Germany after Hitler came to power. Ask students to describe how life has changed for the German people.
2. Have students compare the effects of dictatorship on daily life. Ask students to list some freedoms that were suppressed under Fascist rule.
3. Have students use the Bill of Rights as a guideline to analyze the rights guaranteed in a democratic society as compared to rights under Fascist rule. Ask students to prepare illustrations of these rights using pictures or their own drawings.
4. Divide the class into two groups. Assign one group to create a bulletin board display that includes pictures, timelines, biographical information, and maps describing the ideology of fascism. Ask the other group to use similar information to make a display of the ideology of communism. Some suggested topics are as follows: one-party government; international goals; important leaders; elimination of dissent; control of the economy; significant events; and beliefs held in common.



5. Ask students to prepare a brief biographical sketch of either Benito Mussolini or Adolf Hitler and report on a certain period in Mussolini's or Hitler's life, from youth through death.
6. Have the students use the Internet to research the events of the Spanish Civil War and create historical maps for six-month periods of the Civil War. Each map should include a key indicating the colors of the Loyalist zone and the Nationalist zone, and symbols for major battlesites. Encourage students to indicate the rugged terrain and to speculate on how it might have helped the Loyalists. Discuss the Spanish Civil War and its effects in Spanish history.
7. Have the students use the Internet to explore Pablo Picasso's *Guernica* and what tragic event of the Spanish Civil War inspired this painting. What position does Picasso take? What symbolism does he use to depict the horrors of war?
8. Ask students to research a few of the leading American intellectuals of the time who joined the Lincoln Brigades to support the Loyalist forces in the Spanish Civil War. Research their life work, their contribution to the war, and their reason for opposing the Fascists. What issues did they feel were at stake in Europe in 1938? Were they later disillusioned? Why? Why not?
9. Both George Orwell and Ernest Hemingway covered the Spanish Civil War as newspaper reporters. Ask students to research what effect this experience had on Hemingway's and Orwell's later fiction.
10. Have students create propaganda posters for the Loyalists or the Nationalists in the Spanish Civil War.
11. Have students prepare a chart in which they compare and contrast socialism, communism, fascism, and democracy based on four basic questions: Who owns the factories and farms? Who decides what goods will be produced? How are goods distributed? How much freedom of choice is there?
12. Have students make a map of the world, color coding the countries to indicate which ones were the aggressors and which ones were conquered before and during World War II.



13. Have students find news items about communism or socialism today to determine if these ideas are gaining or losing support in the current industrial world or the underdeveloped world. Repeat with military dictatorships.
14. Assign students one of the following events to create a news item for a television news broadcast covering that event: Mussolini's rise to power in Italy; Hitler's ascent to the position of chancellor of Germany; Japan's invasion of Manchuria; United States recognition of the Soviet Union.
15. Have students choose one of the following leaders and create a résumé for that leader: Adolf Hitler, Benito Mussolini, Joseph Stalin, Hideki Tojo, Winston Churchill, and Franklin Roosevelt.
16. Have students create posters illustrating the rise of dictatorship in the 1930s. Ask students to include reasons why dictators gained power.
17. Ask students to note the physical sizes of Italy, Germany, and Japan and then list the reasons why those countries were interested in territorial expansion.
18. Order the following free materials listed below.
 - **Introductory Packet of Resources**
Teaching about the Holocaust: A Resource Book for Educators containing photographs of six artifacts from the Permanent Exhibition of the United States Holocaust Memorial Museum, an *Oral History Interview Guidelines* order form, and a *Teacher's Catalog* from the museum shop
 - *Victims of the Nazi Era, 1933-1945* containing five brochures about non-Jewish victims
 - *Resistance during the Holocaust*
 - *Identification Cards* containing a set of 37 cards



Order the materials on the previous page from the address listed below.

United States Holocaust Memorial Museum
Education Resource Center
Division of Education
101 Raoul Wallenberg Place, SW
Washington, D.C. 20014-2126
Fax: (202) 314-7888
Telephone: (202) 488-0400

19. Obtain the Artifact Poster Set from the United States Holocaust Memorial Museum. Post the Artifact Poster Set throughout the room to allow students to note all the symbols used by the Nazis to identify their victims. Discuss why a government would identify its citizens with such markings and how it was not just the Jews who suffered in the Holocaust. Ask students: What effect do you think these markings had on society and on the individuals who had to wear them? How did these markings help the Nazis achieve their goal? Do we label people in our society? How do the symbols still affect people today?
20. Locate *A Teacher Guide to the Holocaust* on the Internet (<http://fcit.coedu.usf.edu/Holocaust/>). The site contains the headings for timelines, people, the arts, teacher resources, and activities. The guide is also available on CD. The CD and site were produced by the University of South Florida's College of Education and the Florida Center for Instructional Technology, and was funded by the Florida Department of Education.
21. For a free copy of *A Holocaust Mini-Catalog: Children of the Holocaust—Tools for Teachers*, call 800/343-5540 or fax 201/652-1973. The catalog, sponsored by the Anti-Defamation League, has ordering information for publications, books written for and by children, videos, curriculum guides, newspapers, magazines, and CDs containing the stories of children who were hidden during the Holocaust.
22. In a classroom discussion, analyze the motivations for, and implications of, the Nazi censorship in the fine and literary arts, theater, and music (e.g., the banning of books and certain styles of painting; the May 1933 book burnings).



23. In a classroom discussion, examine the values and beliefs of the Nazis and how the regime perceived the world as evidenced by Nazi symbols of power, Nazi propaganda posters, and paintings and drawings deemed *acceptable* rather than *degenerate*.
24. In a classroom discussion, analyze the corruption of language cultivated by the Nazis, particularly in the case of euphemisms to mask their evil intent (e.g., their use of the terms *emigration* for expulsion, *evacuation* for deportation, *deportation* for transportation to concentration camps and killing centers, *police action* for round-ups that typically led to the mass murders, and *Final Solution* for the planned annihilation of every Jew in Europe).
25. Ask students to evaluate how symbols, flags, slogans, rituals, and music are used by governments to build, protect, and mobilize a society. Then discuss how such elements can be abused and manipulated by governments to implement and legitimize acts of terror and even genocide.
26. Give groups of students a Web address from different national and international organizations with strong views on Nazis and Nazism. Have students explore the site and find its organizational view of Nazism. Discuss the finding with the class. Have students discuss the variety of information sources available and the reliability and the bias of the information found at each site. Types of sources of information may include the following: organizations that describe Nazi atrocities during World War II; organizations that deny Nazi atrocities during World War II; organizations that seek to destroy Nazis for their current actions and beliefs; organizations that seek to destroy Nazis for their past beliefs; and organizations that agree with Nazism's fundamental principals.
27. Discuss the results of the passing of the Enabling Act of March 23, 1937. List anti-Jewish regulations from 1937-1939 and how they impacted day-to-day living. Discuss the motivations behind Kristallnacht.
28. Have students research and describe events in Germany that preceded the Holocaust, including the destruction of synagogues in major German cities.



29. Have students create a newspaper in which significant events of the Holocaust are reported: required wearing of bright yellow Star of David, book burning, concentration camps and death camps, Nuremberg Laws, Olympic Games of 1936, Kristallnacht, forced labor, ghettos, deportations, Wannsee Conference, etc.
30. Have students create a timeline focusing on the 10 events of the Holocaust they believe to be the most important. Ask them to select one event and write a summary that reflects its significance and provide an illustration.
31. Jews had a vibrant culture and long history prior to the Nazi era. Expose students to some of the cultural contributions and achievements of 2,000 years of European Jewish life to help balance their perception of Jews as victims and to better appreciate the traumatic disruption of Jewish history caused by the Holocaust and previous pogroms.
32. Have students research the history of Passover and how it pertains to the Jewish people's experience of the Holocaust. Discuss what a Seder is and how it tells the history of the Jewish people. Ask students: What relationships can be drawn between the parts of the Seder and Jewish history? Who is Elijah and what is the reason for opening the door for him? How could Passover help the Jewish people to survive the Holocaust or cope with its memory?
33. Have students research Gypsy (Roma and Sinti) history and culture to gain an understanding of the diverse ways of life among different Gypsy groups.
34. Discuss the different roles which were assumed or thrust upon people during the Holocaust, such as victim, oppressor, bystander, and rescuer. Discuss how individuals and groups often behaved differently upon changing events and circumstances.
35. Examine the moral choices or *choiceless choices* which were confronted by both young and old, victim and perpetrator.



36. Discuss the deeds of heroism demonstrated by teenagers and adults in ghettos and concentrations camps (e.g., the couriers who smuggled messages, goods, and weapons in and out of the Warsaw ghetto; the partisans who used arms to resist the Nazis; the uprisings and revolts in various ghettos including Warsaw and in killing centers such as Treblinka; also see Stolfus' *Resistance of the Heart*).
37. Explore with students the dangers of remaining silent, apathetic, and indifferent in the face of others' oppression.
38. Discuss different forms of resistance during the Holocaust (e.g., smuggling messages, food, and weapons to actual military engagement; willful disobedience in continuing to practice religious and cultural traditions in defiance of Nazi rules; creating fine art, music, and poetry inside ghettos and concentration camps; simply maintaining the will to remain alive as an act of spiritual resistance in the face of abject brutality; also see Stolfus' *Resistance of the Heart*).
39. Explore the spiritual resistance to the Holocaust evidenced in the clandestine writings of diaries, poetry, and plays that portray the irrepressible dignity of people who transcended the evil of the murders.
40. Discuss how people living under Nazi control used art as a form of resistance, examining the extent to which the victims created art; the dangers they faced in doing so; the various forms of art that were created and the setting in which they were created; and the diversity of themes and content in this artistic expression.
41. Examine art created by Holocaust victims and survivors and explore how it documented diverse experiences, including life prior to the Holocaust, life inside the ghettos, the deportations, and the myriad experiences in the concentration camp system.
42. Examine interpretations of the Holocaust as expressed in contemporary art, art exhibitions, and memorials.



43. Ask students to list responses to the following: What do you need to live? Then ask students to add to the list: What do you need to live happily? Next list all responses on the board and discuss why each is needed. Build a hierarchy of needs, categorizing the types of needs.
44. Use the list below to encourage students to think of the freedom the following rights allow them and their families. Ask them to think of ways they and their families would be affected if these rights were revoked. Then ask students to rank the list from one to six, one being the most important to them.
 - own or use a public library
 - date or marry whomever you choose
 - own a radio, CD player, or computer
 - go to a movie or concert
 - leave your house whenever you choose
45. Help students develop a deeper respect for human decency by asking them to confront the moral depravity and the extent of Nazi evil (e.g., Nazi cruelty to victims even prior to the round-ups and deportations; the events of Kristallnacht; the deportation in boxcars; the mass killings; and the so-called medical experiments of Nazi doctors).
46. Help students visualize the crowded conditions in the ghettos. Identify an area within your community that is about the size of the Warsaw ghetto in Poland, of about $1\frac{1}{3}$ square miles in area (e.g., a university campus or residential neighborhood). Estimate the number of people living in this area. Then explain that in this area where [use the statistics for your community] people live, the Nazis put anywhere from 330,000 to 500,000 people.
47. Have students estimate the calorie content they consume in a given day and compare with the intake of 184 calories for the Jews in concentration camps.
48. Discuss the size of the railroad cars (31 feet long and 11 feet wide) taking the Jews from the ghettos to the concentration camps and the number of Jews (80 to 100) placed in each railroad car. Tape off an area equaling one-fifth or 20 percent of the railroad car size on the classroom floor. Determine what one-fifth or 20 percent of 80 to 100 people would be in a car. Have students visualize that number of people in the size of the area taped off on the floor.



49. Have students assess diaries describing historical events (e.g., *Anne Frank: The Diary of a Young Girl*, which recounts how Anne Frank and her family hid from Nazis during World War II; *Zlata's Diary: A Child's Life in Sarajevo*, which is Zlata Filipovic's account of childhood in war-torn Sarajevo).
50. Show the film *The Diary of Anne Frank* or read the book, *Anne Frank: The Diary of a Young Girl*. Discuss Frank's life as a Jewish girl in Amsterdam, Holland during the time of Nazi Germany. Read selected sections of Anne Frank's *The Diary of a Young Girl* to lead discussion on the dangers confronted by the Franks and the people who helped to hide them. Have students visit the Anne Frank Web site. Ask students what is the most important thing Anne Frank has to say to our society at the beginning of the 21st century.
51. Have students write a letter to the editor from the perspective of Anne Frank, Otto Frank (Anne's father), or Edith Frank-Hollander (Anne's mother). Ask the students to discuss issues from the selected person's perspective.
52. Have students research and discuss the *St. Louis* incident. On May 9, 1939, the ship *St. Louis* left Germany with 937 Jewish refugees seeking asylum in the Americas. They were denied entry, and 907 passengers had to return to Europe where they died at the hands of Nazis in concentration camps.
53. Have students choose a specific historical event and make the following lists.
 - list important details about this historical event
 - list well-known people associated with this historical event and their roles
 - and list others who may have been affected by this historical event (such as a soldier's wife, or a weapon maker) and how they were affected

Now have students select one of these people as the writer of a series of journals about this event. Then using a thesaurus, have students use a thesaurus to create a list of descriptive words they think would be accurate for recounting the historical event and for



describing the emotions of that person. Ask students to write two to four diary entries from the point of view of the person they chose, including facts, clear narration, and accurate descriptions of the individual's feelings detailing the event during different moments in time.

54. Ask students to write a journal entry about a major historical event they have experienced.
55. Write for a copy of the videotape and/or publication *South Carolina: Lessons from the Holocaust* with personal testimonies and interviews with Holocaust survivors and liberators (like the ones in the unit). Request copies on letterhead stationery to the following address:

South Carolina Department of Education
South Carolina Council on the Holocaust
1429 Senate Street, Room 801
Columbia, South Carolina 29201

56. For links to Web sites on various topics about the Holocaust, go to the Florida State University Holocaust Institute Web links (<http://tfn.net/holocaust/links/>).
57. Discuss the Holocaust and the systematic bureaucratic annihilation of six million Jews (as well as millions of others judged “unworthy of life”) by the Nazi regime and its collaborators. Discuss the ramifications of silence and indifference in the face of prejudice and hate then and today. Have students list ways to become more tolerant of others, regardless of any perceived differences.
58. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

Circle the letter of the correct answer.

1. Under communism, the right to rule was supposed to come from the _____ .
 - a. industrialists and military
 - b. workers and peasants
 - c. parliament

2. Fascist governments drew their support from _____ .
 - a. industrialists and the military
 - b. workers and peasants
 - c. constitution

3. Fascist dictatorships developed in _____ .
 - a. Russia and Germany
 - b. Italy and Russia
 - c. Germany, Italy, and Spain

4. After World War I, Italy seemed to be in danger of a takeover by the _____ .
 - a. Communists
 - b. Americans
 - c. French

5. _____ became the leader of the Fascist Party in Italy.
 - a. Hitler
 - b. Franco
 - c. Mussolini

6. Under Mussolini, Italy became _____ .
 - a. a strong and powerful nation
 - b. a nation that appeared to be stronger than it really was
 - c. an ally of France



7. After World War I, Spain suffered from the effects of _____ .
 - a. Communist dictatorship
 - b. high unemployment and high inflation
 - c. the Gestapo

8. The two opposing groups that fought in the Spanish Civil War were the _____ .
 - a. workers and peasants
 - b. industrialists and the military
 - c. Nationalists and Loyalists

9. Francisco Franco received help during the Spanish Civil War from _____ .
 - a. the Soviet Union
 - b. the United States and Great Britain
 - c. Italy and Germany

10. After the Spanish Civil War, Franco established a form of government known as a _____ .
 - a. Fascist dictatorship
 - b. Communist dictatorship
 - c. monarchy

11. The Weimar Republic was _____ .
 - a. a German democracy that could not solve the problems of the country
 - b. a German dictatorship which declared war on England
 - c. a German democracy which was very successful

12. Adolf Hitler wrote _____ .
 - a. *Mein Kampf*
 - b. the *Communist Manifesto*
 - c. *National Socialists German Workers' Party*



13. Hitler wrote that the _____ were responsible for all the evils in the world.
 - a. Communists
 - b. Italians
 - c. Jews
14. Hitler's *Final Solution* was _____.
 - a. to kill all Jews
 - b. to create a Fascist State
 - c. to become dictator of Germany
15. The Storm Troopers _____.
 - a. went around giving speeches
 - b. were made up of wealthy industrialists
 - c. persecuted Jews and suspected Communists
16. Hitler made secret deals with _____ so that he could achieve power.
 - a. the peasants and workers
 - b. the army and industrialists
 - c. the Communists
17. President von Hindenburg gave Hitler unlimited power so that _____.
 - a. Hitler could destroy the Communist menace
 - b. Hitler could return civil liberties to the people
 - c. the Nazis would lose power
18. The Enabling Act _____.
 - a. returned all Communists to Russia
 - b. gave Hitler dictatorial powers
 - c. enabled the dictator to become a king
19. Under Hitler's leadership _____.
 - a. Europe became stable and peaceful
 - b. peace and prosperity came to Germany
 - c. violence and terror swept across Germany



20. The Gestapo was _____ .
 - a. a youth group that helped old people
 - b. a secret police force that made arrests and tortured and murdered people
 - c. a lawmaking body

21. While the Jews were being terrorized, tortured, and sent to concentration camps, the German people _____ .
 - a. protested against Hitler
 - b. looked the other way
 - c. revolted

22. Hitler controlled the German people by _____ .
 - a. permitting them to hear only what he wanted them to
 - b. holding free elections
 - c. telling them there were no Nazis

23. The Nuremberg Laws _____ .
 - a. gave Hitler the right to be dictator
 - b. took many rights away from the Jews
 - c. gave citizenship to Jews

24. After 1938 the Jews _____ .
 - a. could not hold a job, own property, or leave Germany
 - b. decided to leave Germany
 - c. told Hitler that they agreed with the Final Solution

25. Across Europe, Hitler was responsible for the death of _____ .
 - a. over six hundred Jews
 - b. over six thousand Jews
 - c. over six million Jews

26. Hitler used his skillful speaking ability to _____ .
 - a. arouse the patriotism of the German people
 - b. run for reelection
 - c. become a famous novelist



27. Concentration camps were places where _____ .
- a. German people spent their vacations
 - b. Jews and other minorities were killed
 - c. Hitler's Gestapo had their headquarters

Answer the following using complete sentences.

28. Why did people support the rise of Fascist dictators—Mussolini and Hitler—in Italy and Germany? _____





Keys

Practice (p. 244)

1. Germany; Italy; Spain
2. workers; peasants
3. industrialists; military
4. dictatorship
5. democracy; communism
6. political

Practice (p. 245)

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

Practice (p. 249)

1. Answers will vary but should include the following: high unemployment and inflation; weak economy; government was deeply in debt.
2. Business people and landowners gave money to Mussolini's political party.
3. The Black Shirts were members of Mussolini's Fascist Party.
4. The people's rights were taken away.
5. Mussolini invaded Ethiopia and Albania.
6. The Rome-Berlin Axis was an alliance between Germany and Italy. Later, Japan also joined.
7. During World War II, the Italians suffered defeat after defeat and

recognized how corrupt their government was, so they overthrew the Fascist government and joined the Allies to defeat Germany.

Practice (p. 252)

1. Spain was an underdeveloped country with high unemployment and inflation.
2. The two groups who fought in the Spanish Civil War were the Nationalists and Loyalists.
3. Germany and Italy believed that with the help of Spain as an ally, they could gain control of France and Great Britain.
4. They did not want to risk involvement in another war.
5. Franco established a Fascist dictatorship.

Practice (p. 256)

1. Answers will vary but should include the following: no money; few factories; large debts; loss of national pride; high inflation.
2. The Germans had many serious money problems and were not used to a democratic form of government. Hitler was able to convince the German people that he had the answers to their problems.
3. A government in which the leaders have total power over the people.
4. The German race of people was superior to all other races.
5. Germany was overcrowded and needed more living space.



Keys

Practice (p. 257)

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

Practice (p. 260)

1. The Storm Troopers were unemployed young Germans who went around persecuting Jews and suspected Communists and burning synagogues (Jewish places of worship).
2. Hitler made deals with the army and the industrialists; he knew that to get and hold power, he would need their support.
3. Paul von Hindenburg gave Hitler unlimited power so Hitler could take any action necessary to destroy the Communist menace.
4. Hitler used the Enabling Act to allow the Nazis to arrest or jail anyone.

Practice (p. 263)

1. Hitler could use his powers to control the government.
2. The Gestapo had unlimited power to make arrests, torture, and murder anyone.

3. They showed apathy and looked the other way.
4. They used radio, newspapers, magazines, large rallies, and movies. They controlled everything the people heard and everything taught in schools.

Practice (p. 269)

1. Hitler convinced the German people that the Jewish people caused Germany's problems.
2. They were a series of laws that prohibited Jews from practicing law or medicine or holding government office. The laws called for segregation on public transportation and restricted Jews from shopping except during specified hours. Jews could not marry non-Jews. They were stripped of citizenship, civil rights, and property. Jews were required to wear a yellow Star of David to be easily identified.
3. First, in 1938, there was Kristallnacht. Thousands of Jewish-owned businesses, synagogues, and homes were destroyed. Over one hundred Jews were killed, thousands more were tortured, and 30,000 Jewish males were sent to concentration camps. After 1938, Jews lost their right to leave Germany. They could not hold any jobs. All Jewish shops were destroyed and all Jews who owned homes had their homes and possessions taken away. In 1939 Hitler ordered the Final Solution.
4. Hitler intended to kill every Jew in Germany and in Europe.



Keys

Practice (p. 270)

1. They were forced to give up their car, apartment, and most of their belongings to live in buildings with others who had been displaced.
2. Non-Jewish Austrians took over their car, apartment, and belongings.
3. Answers will vary.
4. Answers will vary.
5. Trude's friends and neighbors, if Jewish, were treated the same way. Other Austrians noted that this treatment of Trude and her family was a deliberate attempt by the authorities to isolate and humiliate Trude and other Jews to make them outsiders or different from them and to encourage non-Jews to think of them as inferior.

Practice (p. 271)

1. persecute
2. aggressive
3. menace
4. concentration camps
5. death camps
6. emigrate
7. quota
8. emigration
9. scapegoat
10. immigration
11. refugee
12. expel

Practice (p. 272)

1. F
2. C
3. G
4. E
5. D

6. B
7. A
8. H

Practice (p. 277)

1. The purpose of Hitler's speeches was to arouse German patriotism.
2. It improved and Germans could afford to buy cars and take vacations.
3. They ignored the terror and torture.
4. The Holocaust was the mass killing of about six million Jews and other persecuted groups.

Practice (p. 280)

1. After Hitler's takeover, Leo and his brother faced Nazi prejudice and were afraid.
2. Leo's father decided to leave Germany in 1934 when he felt there was no future for them there.
3. Answers will vary.

Practice (pp. 283-284)

1. List of restrictions for Jews that Bert describes are as follows: not permitted in the movie theaters; had to have an identity card with a *J* on it; not allowed in restaurants; could not go to public schools; could not go to non-Jewish doctors; had special curfews; could not have an automobile, a horse and cart, a bicycle, or a radio; could only use certain banks controlled by Nazis; could only shop between five and six in the evening; could not have a job; could not live in their own homes; had to live in a ghetto; had to wear a yellow Star of David with the word Jew on it.



Keys

- Answers will vary.
- Answers will vary.

Practice (p. 285)

Answers will vary.

Practice (p. 287)

- J
- I
- G
- F
- H
- C
- D
- E
- B
- A

Unit Assessment (pp. 85-90TG)

- b
- a
- c
- a
- c
- b
- b
- c
- c
- a
- a
- a
- c
- a
- c
- b
- a
- b
- c
- b
- a
- b
- a
- b
- a

- c
- a
- b
- Answers will vary but should include three of the following:
People lost faith in democratic governments after the economic depression.
People looked for new leaders and governments to solve problems.
Mussolini promised to rescue Italy by reviving the economy and armed forces.
Hitler promised to rebuild Germany.
Hitler united people against his perceived common enemies.



Unit 8: Buildup and Events of World War II (1930-1945)

This unit emphasizes the events leading to the outbreak of World War II, the key battles, and turning points that helped the Allies defeat the Axis powers.

Unit Focus

- steps by which Fascist aggression eventually led to World War II
- incidents that led to World War II
- reasons why Stalin signed a nonaggression pact with Germany
- entry of the United States and the Soviet Union into the war
- Germany's invasion of the Soviet Union
- steps that led to war between Japan and the United States
- major offensives and battles that led to Allied victory in Europe
- strategy used by the United States to defeat Japan

Suggestions for Enrichment

1. Have students create a flowchart of Axis actions and Allied and American responses from 1935 to 1941.
2. Ask students to research and discuss how Japan's lack of resources influenced its move toward militarism and territorial expansion.
3. Ask students to analyze the events that were going on in the United States prior to its entry to the war and in detail report the major cause of the United States entry into World War II.



4. Discuss with students the following: Are there good reasons to go to war? Ask students to predict what the United States would be like if we had not experienced the Civil War, World War I, and World War II.
5. Ask students to think about their views on World War II and whether they are more likely to be an interventionist (ready for the country to go to war) or an isolationist (against getting involved in war because there are more urgent matters to deal with at home). Ask students to write a persuasive essay on their views for or against United States involvement in World War II and list three reasons why.
6. Have students find out what it was like to live during World War II by interviewing older relatives or others and asking them to describe some of their experiences and explain if their experiences have influenced the way they live today.
7. Divide the class into two groups. Ask one group to list events that led to the defeat of Japan, and ask the other group to list events that led to the defeat of Germany.
8. Have students select a country or topic from World War II and make a bulletin board displaying timelines, maps, and pictures.
9. Divide the class into two groups. Ask one group to list the successes and defeats of the Axis Powers, and ask the other group to list the successes and defeats of the Allies.
10. Have students find books with pictures or other media resources in the school media center or on the Internet relating to a specific unit topic and make an oral presentation.
11. Show the extent of Axis control of the Atlantic and Pacific theaters on a large, blank world map. Have students locate major Allied victories that led to the defeat of the Axis nations.
12. Have students create a timeline of events that happened during World War II. The timeline should begin with September 1, 1939.



13. Have students pretend that they are British students living in Great Britain during the 1940s. Ask them to describe their reactions to the Battle of Britain in a diary.
14. Have students assume the role of American reporters before and during World War II and report on the following topics: the American navy in the Pacific before the attack; ships and their functions; American military damage suffered at Pearl Harbor; and military tactics used by the Japanese in the attack. Have students research and locate reprints of newspapers that were issued on December 7, 1941.
15. Read excerpts from the book *Hiroshima* by John Hersey. Discuss how the nature of warfare changed with the invention of the atomic bomb and the immediate and long range outcome of nuclear power as a weapon.

Have students read eye-witness accounts of the bombing of Hiroshima on the Internet (<http://www.inicom.com/hibakusha/>).

16. Have students assume the role of war correspondents during the last days of World War II and report on the German offensive known as the Battle of the Bulge.
17. Have students draw political cartoons about events before or during World War II from both the Allies' and the Germans' point of view.
18. Divide the class into two groups, one representing isolationists and the other interventionists. Have students write individual essays and combine them into a single document, distilling the text to essential bullet points. Choose a presenter from each side.
19. Have students interview someone who lived during World War II or served in the military. Have this person describe battles, strategies, weapons, or living conditions for soldiers. Have students present their report to the class and provide items from the war to illustrate the report.
20. Show the film *The Longest Day*, about the invasion of Normandy. Discuss the hardships and fears of soldiers on both sides.



21. Have students research the atomic bomb and compare the power of the atomic bomb with a modern nuclear bomb. Have them draw a diagram to demonstrate the two weapons.
22. Have students make maps to show military strategies used on the European Front or the Pacific Front.
23. Have students locate and analyze songs written during and about the events of World War II, describing their themes and messages, and what the music says about the society in which it was created.
24. Have students research other countries' involvement in World War II and create a timeline of events.
25. Give each student a map of pre-World War II Europe. Assign individual students or groups particular European countries. Give students a piece of blank paper and ask them to tear out the shape of their country. Have them consult with groups or individuals creating countries bordering their own so they can gauge proportions (simulating the forming of alliances).

Have students put their desks in a circle. Beginning with Germany, have each student attach a bordering country until the map of Europe is lying on the floor in the middle of the desks. As students fill in the map, discuss such topics as the Maginot Line, the Rhineland, the Nazi-Soviet Non-Aggression Pact, isolationism, and the effectiveness of the Blitzkrieg when used against Poland. Have students respond in writing to what and how they learned, what was important to them, and what conclusion they drew from the experience.

26. Have students research how newspapers in the United States and around the world remember the bombing of Pearl Harbor by using the Internet (<http://www.ecola.com>) to link to English-language newspapers and magazines worldwide.
27. Have students use the Internet or history resources to design an accurate, detailed map of the route the Japanese planes used during the attack on Pearl Harbor.



28. Ask students to interview a person who can recount the attack on Pearl Harbor. Ask students to find out how the person was involved.
29. Have students create a timeline with events in World War II that led to the attack on Pearl Harbor.
30. Have students read and evaluate other accounts of the Pearl Harbor attack on different Internet search engines, using the keywords: Pearl Harbor.
31. Make reference to such movies as *Schindler's List*, explaining that less than one half percent of the total population under Nazi occupation helped to rescue the Jews. Discuss that the Holocaust was not inevitable but that it happened because individuals, groups, and nations made decisions to act or not to act. Refer to the United States not allowing Jews to emigrate. Read poem by Martin Niemoller (see page 375 in student book).
32. Emphasize that each person killed in the Holocaust was once a living, breathing human being. They were the fathers, mothers, sisters, brothers, sons, and daughters of others. Emphasize that whole families were wiped off the face of Earth and that 1.5 million children were murdered from 1939-1945 because they could carry on their "race." Read poem by Yitak Katzenelson who died in Auschwitz in 1944. Show *Shoah: Survivors of the Holocaust* video.
33. Have students write an essay or poem describing how they think they would have felt had they been a survivor of the Holocaust.
34. Have students make a sketch of what the Holocaust means to them with a written caption explaining the symbols used in the sketch.
35. Have students visit the United States Holocaust Memorial Museum (USHMM) home page (<http://www.ushmm.org/>) and write an opinion about the importance of the USHMM to the victims of the Holocaust and society as a whole. Discuss why it is important to have witnesses to the Holocaust (<http://remember.org/>). Show *One Survivor Remembers* and *For the Living: The Story of the United States Holocaust Memorial Museum* videos.



36. If you or your students know a Holocaust survivor who is willing to discuss his or her experiences, invite the individual to class to share his or her perspective on the Holocaust. Students may also locate survivors who have shared their stories on the Internet and request an e-mail interview.
37. Invite a member of the Anti-Defamation League to speak to the class.
38. Have students research and create a timeline of events leading up to the Holocaust or use one already created. Ask students to label each event social, political, or economic. Then write a five-paragraph essay, answering the question: What is the Holocaust? Then discuss why it is important to be involved in the political process.
39. Have students complete the calculations below so they may begin to comprehend and attempt to gauge the magnitude of the mass murder of six million Jews in the Holocaust.
 - If you decided right now to observe a minute of silence for each of the six million Jews who died in the Holocaust, when would you speak again? (*Answer:* One minute of silence for each Jewish victim would mean that you would not speak for about 11 years and five months: $60 \text{ victims per hour} = 1,440 \text{ per day} = 4,166 \text{ days.}$)
 - If you typed out a list of the names of all the six million Jews who died in the Holocaust and put 250 names on each page, how many pages long would your list be and how high would a stack of your pages be? (*Answer:* A list of victims' names would contain 24,000 pages; a pile would be about eight feet tall.)
 - There were slightly more than 1,100 names on Oskar Schindler's list. At 250 names per page, how many pages would his list be? Compare Schindler's list to the list of six million Jews who died. If you were Schindler looking at the lists, what would you feel? (*Answer:* Schindler's list at 250 names per page would have been less than five pages long; answers will vary.)



40. Ask students to interpret what the British statesman Edmund Burke (1729-1797) meant when he said, “The only thing necessary for the triumph of evil is for good men to do nothing.” Have students respond to the following questions: What does the quotation mean? What does it have to do with the people of the free world during the Holocaust? What responsibility do we have when it comes to helping someone in trouble? For example, what could we do when we see someone on the side of road whose car has broken down? What should we do in a situation when helping someone else puts us at risk? What might happen to society if people did not help one another? What responsibility do the United States and other countries have to protect groups of people from mass annihilation?
41. Ask students to write a eulogy for the millions of victims of genocide throughout history. Have them read it to the class. Suggest they select a piece of classical music to play softly in the background while they read their eulogies.
42. Discuss why it is important to learn about and remember the Holocaust. Discuss what the lessons of the Holocaust are and how they apply to all people.
43. Have students create essays, poems, or artistic designs in reaction to the following statement concerning guilt and responsibility of the people of Europe during the Holocaust: “Some are guilty, all are responsible.”
44. Have students create a “Wall of Remembrance.” Give each student a 4”x 4” square of white ceramic tile and paint. (*Optional: use 4”x 4” pieces of paper or fabric squares.*) First have students create a rough draft on paper of how they will decorate their square to express their thoughts and feelings about what they have learned about the Holocaust and to pay tribute to those who perished. Mount the squares on a wall.
45. Ask students the following: Do you think it was possible for survivors of the Holocaust to forget their past and forgive those who committed acts of atrocity against them? Nazi hunter Simon Wiesenthal wrote a novel called *Sunflower* in which such an issue is raised. A 21-year-old soldier lies on his deathbed just after the war. Wiesenthal is called in to hear the soldier’s last words in which he



confesses his acts during the war and begs Wiesenthal to forgive him so that he can die in peace. What should Wiesenthal have done?

46. Discuss the ramifications of silence and indifference in the face of prejudice and hate. Analyze what is needed from citizens to sustain democratic institutions and values (e.g., the Bill of Rights, the First Amendment, checks and balances). Have students compare their rights today with those of a Jewish person living in Germany in the late 1930s.
47. Describe events similar to the Holocaust that are still taking place in the world today.
48. As a culminating activity to studying the Holocaust, ask students the following: If you could communicate one thing about the Holocaust to persons living 100 years from now, what would it be and what would be the best way to communicate your message? Have students create a message for future generations. (*Optional*: gather the messages and place them in a time capsule and bury it in a remembrance ceremony.)
49. Have students do journal writing that they will not have to share with anyone. Some questions for beginning journal writing could include: What is your culture or racial or ethnic background? Where are your parents and grandparents from? Have you ever made someone else the victim of prejudice or discrimination? Describe this experience and how it made you feel during and after. What would you like to see happen in the world today so that there would be less hatred, prejudice, and discrimination? What can young people do to make this a reality?
50. Discuss the following with students: What would be different today if the Holocaust had not happened? What would be different today if Germany had won World War II?
51. Have students search newspapers for a week and collect articles about intolerance (e.g., manifestations of racial, ethnic, and religious hatred; discrimination, persecution, oppression; human rights violations). Use these articles to engage students in discussion about *here and now* public attitudes toward intolerance, not just those that were *long ago and far away*.



52. Have students share examples of propaganda that they either read, hear, or see in the media. Then have students brainstorm strategies that could be used to separate fact from opinion or fiction.
53. Discuss the following with students: What are some of your prejudices? Where do they come from? Are you comfortable with your prejudices? Has there ever been a time when you were completely wrong about another person because of a prejudice?
54. Ask students to read a newspaper and look at ads, or listen to a popular music recording or watch the video. Have students examine and look or listen for any prejudicial remarks.
55. Discuss what the school is doing to increase understanding of racial and cultural diversity. Then discuss what students could do to help.
56. Ask students to think about what issues they feel strongly about (e.g., racism, sexism, homelessness) and what small steps could they take toward being a positive force for change.
57. Ask students if they have ever seen classmates making fun of a student who was “different” from them in some way. Discuss the following with students: If you ignored the incident, how might the student have felt? How might the student have felt if you had stepped in and taken his or her side? The last time you heard a racist, sexist, or otherwise biased joke, what did you do or say?
58. Have students discuss whether the First Amendment (guaranteeing freedom of speech) gives public figures like David Duke, a former Louisiana legislator, a former national leader of the Knights of the Ku Klux Klan, and the founder of the National Association for the Advancement of White People the right to tell others his belief that the Holocaust never happened?
59. Ask students to write down as many stereotypes about themselves they can think of and then ask which ones they believe.
60. Have students keep a notebook for two weeks and write down all incidents of hate or prejudice they see or hear firsthand. Then have students discuss their feelings about keeping a notebook and describe their experience in writing.



61. Discuss the reality that racism and intolerance remain major problems in the United States today, despite an abundance of legislation enacted to protect minorities. Have students make a list of five strategies or actions that would build peace in communities.
62. Anti-Semitism in Germany led to terror and mass murders. Have students consider the following question: Do you think that apparently minor forms of racism like slurs and ethnic jokes are therefore dangerous? Explain.
63. The Nazi attempt to annihilate all Jews and their creation of death camps was a unique event in human history. Ask students to consider whether or not they think it could happen again and explain their answers.
64. Give students a copy of Maurice Ogden's poem "The Hangman" to read aloud and /or show the film *The Hangman*, available on loan from such places as the South Carolina Department of Education Audiovisual Library. Write on the board the following quotation from the British philosopher Edmund Burke: "The only thing necessary for the triumph of evil is for good men to do nothing." Ask students what they think the quotation means. Have students suggest reasons why otherwise good people might not act when confronted with behavior they know to be wrong.
65. Ask students to imagine that they were friends or acquaintance of the perpetrators of hate crimes or observers or witnesses to such crimes. Explore what they might have done to stop the hate crime or prevent a reoccurrence of such a crime. Discuss punishment they would recommend for juveniles who commit acts of vandalism as hate crimes.
66. In 1992 newspaper and news magazine accounts of events in the former Yugoslavian republic of Serbia suggested parallels between Serbian treatment of Muslim minorities in that country and Germany's treatment of Jews. Have students research and report on the more recent events. Discuss reasons for the comparisons and compare and contrast the response of the international community to these events in Germany during World War II and more recent events in Yugoslavia.



67. Explore with students the difficult choices a democracy faces in determining the limits of dissent.
- Should a civil rights group be allowed to hold a protest march or rally?
 - Should the same rights be given to the Ku Klux Klan, the Aryan Nation, skinheads, and other neo-Nazi groups?
 - What are the free speech rights of a former Nazi party member like David Duke, who ran for governor of Louisiana and sought the Republican nomination for President?
68. Encourage students to think of periods in American history when government legislation treated citizens unfairly because of prejudice and discrimination. Compare and contrast the Nuremberg Laws with such laws as the Indian Removal Act during the presidency of Andrew Jackson, the black codes and Jim Crow laws during the period following Reconstruction, and the policy of internment camps for Japanese-Americans during World War II. Focus on the purpose or aims of such laws, the groups affected by the laws, responses of citizens to such laws, legal repercussions at the time the laws were passed or at a later period, and differences in ways citizens in a democracy and authoritarian society can respond to such laws.
69. Examine with students ways people with strong prejudices attempt to make the victims of their bigotry seem less than human (e.g., ethnic and racial jokes and cartoons, segregation, denial of access to economic and educational opportunities). Parallels may be drawn with attitudes and beliefs about African Americans during slavery and depictions of Chinese Americans in cartoons published by California newspapers in the late 1800s.
70. Have students research and report on why such countries as Denmark and Italy were able to save so many of their Jewish citizens.



71. Encourage students to discuss or write about experiences which have made them question stereotypes or misconceptions that they had about groups of people. Ask students to discuss how their attitudes have changed after meeting or getting to know people from other parts of the state or country, people from a different neighborhood, people who dress differently from the way they do, or people from a social group in school different from their own.
72. Have students compare and contrast the rescuers of slaves during the pre-Civil War period in American history and the rescuers of Holocaust victims. Discuss the following: What risks did those Southerners and Northerners take who provided way stations on the Underground Railroad? How might they have been treated by neighbors if discovered? What motivated participants in the Underground Railroad to help slaves escape to freedom?
73. Have students research and report on Holocaust rescuers such as Raoul Wallenberg, a Swedish diplomat who helped save thousands of Hungarian Jews.
74. Have students interview family members, friends, or neighbors who participated in World War II or if no one is available, review letters, diaries, or firsthand documents in books, newspapers, or periodicals and compare the oral histories in this book to the experiences of other survivors and liberators.
75. Have students research and report on the reasons the Nobel Peace Prize was awarded to Elie Wiesel, a Holocaust survivor, or to such people as Bishop Desmond Tutu of South Africa, Daw Aung San Suu Kyi of Myanmar (Burma), and Andrei Sakharov of the former Soviet Union.
76. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

Circle the letter of the correct answer.

1. World War II began when Germany invaded _____ .
 - a. France
 - b. Poland
 - c. Great Britain

2. One of Hitler's goals was to _____ .
 - a. unify all Germans into one nation
 - b. spread democracy
 - c. improve the standard of living for all minorities

3. Japan invaded China in 1931 to _____ .
 - a. stop the spread of communism
 - b. capture territory in order to gain raw materials
 - c. stop the Nazis

4. Hitler thought he could do anything he wanted in the 1930s because _____ .
 - a. no country was willing to stop him
 - b. he was an ally of the United States
 - c. the French and British people approved of his racial policy

5. Hitler sent the Gestapo into other countries to _____ .
 - a. give economic assistance
 - b. establish a monarchy
 - c. undermine and disrupt governments

6. One result of the Munich Conference was that Great Britain and France _____ .
 - a. told Hitler to stop taking land
 - b. allowed Hitler to take Poland
 - c. allowed Hitler to take part of Czechoslovakia



7. The peace treaty between Hitler and Stalin _____ .
 - a. surprised even Germans and Russians
 - b. lasted for 50 years
 - c. allowed Poland to exist

8. One reason why Hitler's army was able to defeat the French army in 1940 was _____ .
 - a. Hitler's army used nuclear weapons
 - b. the French army ran like cowards
 - c. Hitler's army went around the French army's line of defense

9. One result of the Balkan Campaign was that _____ .
 - a. Germany was in danger of invasion by the Russian army
 - b. the Russian army claimed victory over the German army
 - c. Hitler gained rich oil reserves to fuel his military equipment

10. The Battle of Stalingrad was _____ .
 - a. Hitler's greatest victory
 - b. a turning point of World War II in Europe
 - c. the last battle of World War II

11. The United States and Great Britain felt that _____ .
 - a. Germany must be defeated before Japan
 - b. Japan must be defeated before Germany
 - c. Russian communism must be defeated before Hitler was defeated

12. The _____ policy carried out by the United States helped the Soviet Union survive German attacks.
 - a. Marshall Plan
 - b. Lend-Lease
 - c. New Deal

13. The turning point in the Battle of the Pacific was the _____ , when the United States navy nearly crippled Japan's navy.
 - a. attack on Pearl Harbor
 - b. Battle of the Coral Sea
 - c. Battle of Midway



14. The Supreme Commander of all Allied forces in Europe during World War was _____ .
 - a. General Patton
 - b. General MacArthur
 - c. General Eisenhower

15. On June 6, 1944, _____ .
 - a. Germany attacked the Soviet Union
 - b. the Allied invasion of Europe began
 - c. the invasion of Poland began

16. President Truman decided to use the atomic bombs on Japan to _____ .
 - a. save American soldiers' lives
 - b. scare the Soviets
 - c. destroy the Japanese navy

17. New weapons used by Germany in World War II were _____ .
 - a. the V-1 and V-2 missiles
 - b. the atomic bombs
 - c. poison gases

18. One new tactic used by the German army in World War II was _____ .
 - a. the coastal invasion
 - b. the blitzkrieg
 - c. conquer and rebuild

19. In the Pacific war, the United States used a tactic known as _____ .
 - a. direct bombing
 - b. submarine warfare
 - c. island hopping

20. The Battle of Britain was _____ .
 - a. fought in Italy between Germany and Great Britain
 - b. an attack on Great Britain by Germany
 - c. an attack on Germany by Great Britain



21. One major reason why Germany was defeated was _____ .
 - a. the United States produced more and better weapons
 - b. Hitler escaped to avoid capture
 - c. Hitler was overthrown

22. Operation Barbarossa refers to _____ .
 - a. Hitler's plan to defeat Great Britain
 - b. the murder of all Jews
 - c. the German invasion of the Soviet Union

23. When the Allied invasion of Europe began, _____ .
 - a. the French resistance fighters rose up and battled Germans throughout France
 - b. Hitler escaped from Germany
 - c. the German army revolted

24. The main result of the Battle of the Bulge (December 1944) was that _____ .
 - a. German generals knew that all was lost
 - b. the Allied forces were defeated
 - c. General Patton replaced General Eisenhower as Supreme Allied Commander

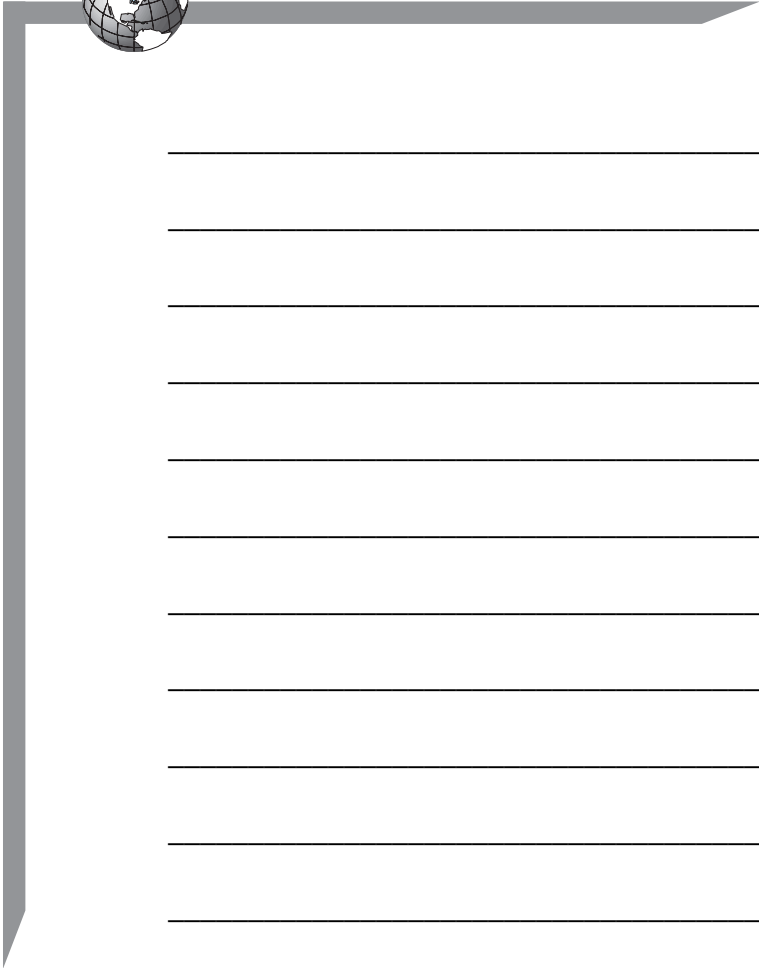
25. During World War II, Joseph Stalin asked the United States _____ .
 - a. to defeat the Japanese
 - b. if he could leave his Soviet army in the lands the Soviet Union conquered
 - c. to open up a second front in Europe



Answer the following using complete sentences.

26. Why did France and Great Britain avoid entering World War II and allow Hitler to invade many countries? _____

27. Select a key battle in World War II and explain who fought it, where it was fought, who was victorious, and why the battle was important. _____



Handwriting practice area consisting of 20 horizontal lines spaced evenly down the page.



Keys

Practice (p. 296)

1. The Rome-Berlin-Tokyo Axis was an alliance between Italy, Germany, and Japan.
2. They wanted to avoid starting a war so they practiced appeasement.
3. Hitler's plan was to unify all Germans into one nation and to expand into Russia and Poland.
4. Japan's goal was to capture territory in Asia in order to gain raw materials, such as oil, rubber, and tin.

Practice (p. 300)

1. True
2. False
3. True
4. False
5. True
6. False
7. True
8. False
9. True
10. True

Practice (p. 305)

1. Hitler used the Gestapo to undermine and take over the governments.
2. Germany gained Austria which connected Germany and Italy and formed a wall dividing Western Europe from Eastern Europe.
3. Hitler wanted the Sudetenland.
4. Hitler promised that the Sudetenland would be his only claim in Czechoslovakia. Great Britain and France used a policy of appeasement to avoid war and give Hitler what he wanted.
5. Hitler learned that even with defense treaties, France and Great

Britain were unwilling to stop him and eager to avoid war at any cost.

6. A policy of appeasement meant to avoid fighting, the Allies would just give Hitler what he wanted.
7. Hitler wanted a nonaggression pact with Stalin so that Germany would not have to fight a war on the Eastern Front.

Practice (pp. 311-312)

1. Germany
2. Soviet Union
3. Great Britain
4. World War II
5. phony war
6. declared
7. Finland
8. Maginot Line
9. Charles de Gaulle
10. North
11. Great Britain
12. Italy
13. France
14. Great Britain
15. Vichy
16. Third
17. Hitler

Practice (p. 317)

1. It gave Hitler rich oil fields to fuel his military and important ports.
2. Operation Barbarossa was the German invasion of the Soviet Union.
3. Hitler planned to set up colonies where Germans would live and control mineral resources.
4. The freezing Russian winter and the strong Soviet will to survive stopped the German invasion.
5. The President of the United States could lend or lease arms to



Keys

countries vital to the security of the United States. Great Britain, France, and the Soviet Union would not be able to stop Hitler without help from the United States.

6. The Atlantic Charter's principles included free trade among nations and the right of the people to choose their own government.

Practice (p. 318)

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

Practice (p. 324)

1. False
2. True
3. True
4. False
5. True
6. True
7. False
8. True
9. True
10. False

Practice (pp. 331-333)

1. North Atlantic
2. Great Britain
3. *Bismarck*
4. North Atlantic
5. surface ships
6. Allies
7. Germany

8. Stalingrad
9. North Africa
10. Montgomery
11. France
12. Eastern
13. Italy
14. France
15. Great Britain
16. Roosevelt
17. Churchill
18. Italy
19. Coral Sea
20. Australia
21. Britain
22. munitions

Practice (p. 336)

1. Germany
2. Mussolini
3. the mountainous geography and the fact that Hitler sent some of his best troops to Italy
4. at the beginning of 1943
5. The United States sent the Soviet Union military equipment and food to help the Soviet army.

Practice (p. 342)

1. Dwight D. Eisenhower
2. Franklin D. Roosevelt
3. George S. Patton
4. Charles de Gaulle
5. Dwight D. Eisenhower
6. Adolf Hitler
7. Adolf Hitler
8. Joseph Stalin
9. Harry S Truman



Keys

Practice (p. 343)

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

Practice (pp. 348-350)

1. Answers will vary.
2. Rudy thought it was a way to emphasize Germanic heritage and to glorify the Germans.
3. Answers will vary.
4. Rudy's family was ordered and then forced to move to a larger Jewish community. His father could no longer have his business, so he found a new business activity. Then all business activity by Jews was forbidden.
5. Answers will vary.
6. Answers will vary.

Practice (pp. 354-355)

1. The Germans sent Rudy to the ghetto. His family could only take 50 pounds of personal luggage.
2. The ghetto was in Czechoslovakia in Theresienstadt ghetto. Rudy was taken there in an old railroad car.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary; food ration card; dig graves.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.

Practice (p. 361)

Answers will vary.

Practice (p. 366)

1. Answers will vary.
2. Pincus met a friend who gave him the name of a family friend in the camp who supervised other inmates. The supervisor assigned both Pincus and his brother an indoor job.

Practice (p. 370)

1. He had never seen such a sight in his life and could not imagine how any person could be so inhuman as to do to others what he saw.
2. They wondered why the German people in Leipzig did not know what was going on, and if they did know, why did they not do something about it?

Practice (pp. 373-374)

1. develop a master race
2. Jews and others considered undesirables
3. The prisoners were tortured and killed.
4. six million
5. photographs and films
6. It was a total destruction and death of millions of people due to prejudice and intolerance.

Practice (pp. 375-377)

Answers will vary.

Practice (pp. 378-379)

Answers will vary.



Keys

Practice (p. 382)

1. the United States
2. General Douglas MacArthur
3. kamikaze pilots committed suicide by crashing planes into American ships
4. drop the atomic bomb on Japan
5. to save the lives of American soldiers
6. Japan surrendered

Practice (p. 384)

1. Holocaust
2. retreat
3. concentration camps
4. fleet
5. death camps
6. ultimatum
7. genocide
8. rubble
9. 442nd Regimental Combat Team
10. blitzkrieg
11. internment camps

Unit Assessment (pp. 107-112TG)

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

19. c
20. b
21. a
22. c
23. a
24. a
25. c
26. France and Great Britain wanted to avoid the tremendous destruction they experienced in World War I, so they practiced the policy of appeasement to avoid war.
27. Answers will vary.



Unit 9: The Cold War and the Postwar Period in Europe (1945-Present)

This unit emphasizes the events that led up to the Cold War, the rivalry between Communist governments and the free world, reform movements that led to the collapse of communism in the Eastern European bloc, and the postwar recovery of Europe.

Unit Focus

- four major active bodies of the United Nations (UN) and their functions
- Germany and the Nuremberg Trials
- postwar recovery in Western and Eastern Europe
- nations of Europe that resisted Soviet domination
- features and purpose of the Marshall Plan, the Truman Doctrine, and the North Atlantic Treaty Organization (NATO)
- why NATO and the Warsaw Pact were formed
- events that caused and intensified the Cold War
- events that led to the end of the Cold War and the collapse of communism in the Eastern European bloc

Suggestions for Enrichment

1. Have students make a bulletin board display on the UN and its various agencies and a chart of the UN successes and failures in world conflicts. Ask students to use newspaper clippings that show current activities of the UN.
2. Have students research international disputes to write a brief history of each and explain the role of the UN (e.g., Iran-Iraq War; Iraqi invasion of Kuwait; American hostages in Iran; Soviet invasion of Afghanistan; Cambodia; El Salvador; wars in the former Yugoslavia, Rwanda, Haiti, or Eritrea).



3. Have students prepare a newspaper account or write a feature story describing to readers what it is like to live in a city in Europe after World War II that had been bombed. Have students research a city and obtain photographs from magazines, newspapers, books, or the Internet to help illustrate the story.
4. Have students write to the UN to obtain information, materials, or resources that may be available for use in class.
5. Have students draw a cartoon that shows the rivalry between the United States and the Soviet Union during the 1950s, using appropriate symbols for each country.
6. Give each student an outlined map of Europe after World War II. Ask students to identify Eastern European nations that came under the influence of communism (Soviet Satellite countries), nations that remained free of Soviet control, neutral nations, Warsaw Pact members, NATO members, and non-aligned members.
7. Divide students into groups and have them select different countries in Europe to create timelines for their selected country's history between World War II and the present. Ask student to include political, religious, economic, and cultural events. Display the timelines on the bulletin board and have each group point out periods of turmoil for each country.
8. Show segments from the Academy Award-winning film *Judgement at Nuremberg*. Discuss the meaning of the phrase *crimes against humanity*.

Another important film, *Genocide*, by the Anti-Defamation League of B'nai B'rith, New York, may also be shown. Discuss how the Holocaust might have affected Jewish people in the decades since the Holocaust. (Point out that investigations into Nazi war crimes continue to this day. Have students research current efforts to uncover these criminals.)

9. Discuss the Nuremberg Trials and how the judges rejected the defense used by the majority of Nazis who had carried out extermination orders and claimed that they were just following orders. Then discuss that many people under Nazi rule were apathetic concerning the oppression of the Jews. Are those people as guilty of persecuting the Jews as the soldiers who carried out the



extermination orders? Discuss personal responsibility and a person's choice to act or not. Is choosing not to act the same as choosing to act? Ask students: What has the Holocaust taught about human decency and showing indifference in the face of prejudice and hate?

10. Have students research and report on the following: recent trials of Nazi war criminals; the trial of Adolf Eichmann or Klaus Barbie; famous Nazi hunters such as Simon Wiesenthal or Beate Klarsfeld; explanations given by Serbian soldiers during the war in the former Yugoslavia for their participation in ethnic cleansing; Communist leader of the state of East Germany Eric Honecker's trial for his shoot-to-kill orders for East Germans attempting to escape across the Berlin Wall; or the defense of Lieutenant William Calley for his behavior at the My Lai massacre in Vietnam.
11. Nazi hunter Simon Wiesenthal has identified six conditions that he believes made it possible for the Holocaust to take place. These conditions are as follows:
 - the existence of a feeling of overpowering hatred by the people of a nation
 - a charismatic leader able to identify these feelings of anger and alienation existing within the nation and convert this anger into hatred of a target group
 - a government bureaucracy that could be used to organize a policy of repression and extermination
 - a highly developed state of technology that makes possible methods of mass extermination
 - war or economic hard times
 - a target group against whom this hatred could be directed.

Discuss with students the following.

How many if any of these conditions exist in Germany or any other country today?



Should governments play a role in ending outbreaks of violence and hate crimes?

What can students do to encourage others to speak out against actions that affect or take away the rights of citizens and minorities?

12. Brainstorm ways to combat human cruelty in everyday life.
13. Ask students to brainstorm as many thoughts, images, and examples that come to mind when they hear the term *nuclear bomb*. Compare lists and discuss the effects of nuclear bombs. Next, have students brainstorm possible reasons for the development and stockpiling of nuclear bombs.
14. Provide students with copies of the Nuclear Non-Proliferation Treaty. Assign groups two to three paragraphs from the Treaty to rewrite in *everyday* language.
15. Have students make a graph of the signatories of the Nuclear Non-Proliferation Treaty and chart the number of nations in each continent that signed and the number of nations that sign each month. A list of signatories can be found on the Internet.
16. Have students write an editorial on nuclear disarmament.
17. Have students research military technologies developed in different cultures and eras during different historical periods. Ask students to create a poster of these technologies. Hang the posters in chronological order around the classroom.
18. Have students examine the *rules of war* (for use of weapons, tactics, alliances) and how these rules have changed throughout history.
19. Have students research the amount of money spent by different countries on national defense and security. Ask students to graph their findings. Have students compare countries and discuss why the amounts are so varied.



20. Have students graph how the United States government allocates and spends money for defense and national security.
21. Have students make a bulletin board display on Western and Eastern European nations in the post-World War II period. Ask students to use maps, pictures, and timelines to demonstrate key events that occurred from 1945 to the present. Oral presentations could accompany the bulletin board display.
22. Assign students a research topic on Europe. Have them choose from the following annotated list of Web sites.

Central Europe Online: News and information on the countries of Central Europe.
<http://www.centraleurope.com/>

Commission on Security and Cooperation in Europe (CSCE): An independent agency of the United States government mandated to monitor and encourage compliance with the Helsinki Final Act. Includes reports, press releases, and related organizations
<http://www.house.gov/csce/>

Europa: Homepage of the European Union. Contains news and information on the European Union, including legislation, policies, press releases, links to the various institutions, and statistics from Eurostat.
<http://europa.eu.int/index.htm>

The European Union (EU) in the US: Information resources on the EU from the EU delegation to the United States. Includes news and publications regarding the EU and its relationship with the United States.
<http://www.eurunion.org/home.htm>

Courtesy of Irving Kohn, Florida Gulf Coast
University International Studies Project



23. Assign students one of the 11 European nations that switched to the euro on January 1, 1999 (e.g., Ireland, Finland, Netherlands, Germany, Austria, Luxembourg, Belgium, France, Italy, Spain, and Portugal). Have students identify the nation's economic system, write a brief profile of the nation's economy and note the name of the currency preceding the euro, list the exchange rate in American dollars before and after switching to the euro, list major imports and exports, and describe any negative or positive outcomes from the currency change.
24. Have students research and discuss if the changeover to the euro was similar to other reform programs in Europe. Ask students to research ways in which the 11 European countries (see list in prior suggestion) that switched to the euro are economically compatible and may also be politically, socially, ethnically, linguistically, or religiously compatible.
25. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

Write the word **Communist** or **non-Communist** to describe the kind of government of each country listed below following World War II.

- _____ 1. Poland
- _____ 2. France
- _____ 3. Austria
- _____ 4. East Germany
- _____ 5. Turkey

Circle the letter of the correct answer.

- 6. The *Holocaust* refers to _____ .
 - a. the murder of six million Jews
 - b. the bombing during World War II
 - c. the use of atomic weapons
- 7. Israel is located _____ .
 - a. near South America
 - b. in the Middle East
 - c. in Western Europe
- 8. The most powerful part of the United Nations (UN) is _____ .
 - a. the General Assembly
 - b. the Security Council
 - c. the Secretary-General
- 9. The leader of the Federal Republic of Germany after World War II was _____ .
 - a. Joseph Stalin
 - b. Winston Churchill
 - c. Konrad Adenauer



10. The superpowers were _____ .
 - a. the United States and the Soviet Union
 - b. France and Germany
 - c. Great Britain and Germany

11. The _____ is a term used to describe the relationship between the United States and the Soviet Union after World War II.
 - a. Cold War
 - b. system of alliances
 - c. Common Market

12. Greece and Turkey received military aid from the United States under the _____ .
 - a. NATO agreement
 - b. Truman Doctrine
 - c. Marshall Plan

13. The part of the United Nations which helps improve people's living and working conditions is the _____ .
 - a. Economic and Social Council
 - b. Security Council
 - c. General Assembly

14. When communism collapsed in Eastern Europe in 1989, ethnic violence erupted in _____ .
 - a. Hungary
 - b. Czechoslovakia
 - c. Yugoslavia

15. Members of the European Union (EU) hoped that the union would _____ .
 - a. extend cooperation among its members in defense, immigration, and crime, and also reduce the possibility of war
 - b. expand the use of a common currency and also reduce economic rivalries
 - c. both a and b



16. The world body that created Israel was _____ .
 - a. the Warsaw Pact
 - b. the United Nations
 - c. the Common Market
17. The major goal of the United Nations is _____ .
 - a. to help solve world problems
 - b. to maintain peace around the world
 - c. both of the above
18. The first real test of the United Nations came when _____ .
 - a. East Germany attacked West Germany
 - b. North Korean soldiers attacked South Korea
 - c. Japan refused to surrender
19. The most popular man in France following World War II was _____ .
 - a. Pierre La Fitte
 - b. King Louis
 - c. Charles de Gaulle
20. France has a form of government known as a _____ .
 - a. dictatorship
 - b. Communist government
 - c. coalition government
21. After World War II, Nazi war criminals were _____ .
 - a. allowed to leave Germany
 - b. permitted to stay in Germany
 - c. tried in court in Nuremberg
22. The *Iron Curtain* was the _____ .
 - a. nickname for government rationing of iron during the war
 - b. Allied strategy to surround Germany with tanks
 - c. imaginary line in Europe between the democratic West and Communist East



23. The Western Allies responded to the Soviet Blockade of Berlin _____ .
- by building a wall
 - with their own blockade
 - by staging a massive airlift of supplies
24. The Berlin Blockade was an attempt by the Soviet Union to _____ .
- starve the people of West Berlin
 - defeat wartime Germany
 - force East Germans to leave Berlin
25. The Berlin Wall _____ .
- prevented West Berliners from escaping to East Berlin
 - prevented East Berliners from escaping to West Berlin
 - was built to beautify Berlin
26. When World War II ended, _____ .
- Soviet soldiers would not leave Western Europe
 - German soldiers were allowed to stay in some of their captured territory
 - Eastern Europe was controlled by the Soviet Union
27. In 1968 the Soviet Union invaded _____ to force the government to stop making reforms.
- East Germany
 - Czechoslovakia
 - China
28. _____ was a popular movement in Poland, which tried to gain more freedom for the Polish people.
- Solidarity
 - The Boy Scouts
 - Fascism



29. The Marshall Plan _____ .
- a. helped Eastern Europe rebuild after the war
 - b. was used to aid Fascist and Communist movements
 - c. helped Western Europe rebuild after the war
30. In response to the North Atlantic Treaty Organization (NATO), the Soviet Union _____ .
- a. sent a rocket into space
 - b. shot down an American spy plane
 - c. formed the Warsaw Pact



Use the list below to write the correct **name** for each **description** on the line provided.

Winston Churchill
Charles de Gaulle
Ronald Reagan

Joseph Stalin
Lech Walesa

- _____ 31. leader of the Polish union Solidarity
- _____ 32. warned that the Soviet Union was building an Iron Curtain
- _____ 33. helped France set up the Fifth Republic in 1958
- _____ 34. told the Soviet Union that the United States would continue to build its defenses as long as the Soviets refused to talk peace
- _____ 35. forced many Europeans to live under Communist rule after World War II



Use the list below to write the correct **country** for each **description** on the line provided.

Czechoslovakia	Romania
Great Britain	Spain
Italy	

- _____ 36. Fighting in Northern Ireland created problems in this country.
- _____ 37. Francisco Franco ruled this country until his death in 1975.
- _____ 38. After Benito Mussolini fell from power, was arrested, shot and hung, this country rejected its monarchy and declared itself a republic.
- _____ 39. In 1993, the two largest ethnic groups in this country decided to separate their states into two fully independent nations.
- _____ 40. Nicolae Ceaucescu was the brutal dictator of this Communist country for 24 years.



Keys

Practice (p. 398)

1. About 50 million soldiers and civilians died as a result of World War II.
2. Large areas of land were destroyed and many cities lay in ruins.
3. Leaders want to avoid another costly, destructive war. The relationships built between nations during that time will determine future peace or war.

Practice (p. 399)

1. C
2. D
3. A
4. B
5. C
6. A
7. D
8. B

Practice (p. 400)

1. superpowers
2. Cold War
3. hostilities
4. civilian
5. international
6. rivalry
7. economic depression

Practice (p. 407)

1. to keep the peace
2. New York City
3. Security Council; General Assembly; Secretariat; International Court of Justice; Economic and Social Council; Trusteeship Council.
4. Korea and the Middle East

5. so that nations can discuss and solve problems instead of fighting to solve conflicts.

Practice (p. 408)

1. United Nations (UN)
2. annex
3. partition
4. veto
5. aggression
6. Security Council
7. truce
8. bloc
9. defied
10. suppress
11. condemn
12. General Assembly
13. province

Practice (p. 409)

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

Practice (pp. 418-419)

1. This war was “cold” because it did *not* involve actual military fighting by either superpower.
2. Winston Churchill warned that the Soviet Union was placing an “iron curtain” around certain territory. He also warned that the Soviet Union would try to expand the Iron Curtain unless they were stopped.



Keys

3. Truman Doctrine: The United States sent military and economic aid to countries directly or indirectly threatened by Communist aggression. The Truman Doctrine helped to limit communism to areas already under Soviet control. Marshall Plan: Economic aid was given to all the war-torn European nations to help strengthen their democratic governments and reduce the risk of Communist influence. NATO: NATO is a defensive military alliance whose member nations agreed to help one another in the event that any one of them was attacked. An attack on one would be considered an attack on all. NATO would halt the spread of communism among its member nations.
4. The first major crisis of the Cold War was the Berlin Blockade and the resulting Berlin Airlift.
5. The United States sent troops to Vietnam. The Soviet Union sent troops to Afghanistan.
6. When Mikhail Gorbachev became the new Soviet leader, Cold War tensions were eased. In 1989, many Communist governments fell throughout Eastern Europe. In 1991, the Soviet Union collapsed.
7. The Maastricht Treaty or Treaty of the European Union (EU) is an effort to create economic unity among member European nations.
8. The goals of the European Union (EU) was to consolidate many of the existing EU treaties into a new constitution, which included a bill of rights, a single foreign minister, and majority voting rights in many policy areas.

Practice (pp. 420-421)



Practice (p. 422)

1. Iron Curtain
2. allies
3. Truman Doctrine
4. communism
5. NATO
6. containment
7. alliance
8. Marshall Plan
9. buffer zone
10. ideology
11. reform



Keys

Practice (p. 423)

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

Practice (pp. 443-444)

Answers will vary.

Practice (p.445)

1. Italy
2. Great Britain
3. Francisco Franco
4. Czechoslovakia
5. Nicolae Ceaucescu
6. Slobodan Milosevic

Practice (p. 446)

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

Practice (p. 447)

1. migrate
2. collectivism
3. free enterprise
4. expel
5. Solidarity
6. immigrant
7. ethnic group

8. repression
9. ethnic cleansing
10. deportation
11. massacre
12. occupation zone

Practice (p. 451)

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

Practice (p. 452)

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

Practice (p. 453)

1. blockade
2. communism
3. Cold War
4. superpowers
5. alliance
6. coalition
7. ethnic groups
8. allies

Unit Assessment (pp. 123-129TG)

1. Communist
2. non-Communist
3. non-Communist
4. Communist
5. non-Communist
6. a
7. b
8. b
9. c
10. a
11. a



Keys

12. b
13. a
14. c
15. c
16. b
17. c
18. b
19. c
20. c
21. c
22. c
23. c
24. a
25. b
26. c
27. b
28. a
29. c
30. c
31. Lech Walesa
32. Winston Churchill
33. Charles de Gaulle
34. Ronald Reagan
35. Joseph Stalin
36. Great Britain
37. Spain
38. Italy
39. Czechoslovakia
40. Romania



Unit 10: Asia (1900s-21st Century)

This unit emphasizes the struggle of Third World countries in Asia as they make the transition from colonies to independent countries.

Unit Focus

- growth of communism in China
- development of Communist dictatorships in Southeast Asian nations
- effect of the Korean War on other Asian countries
- impact of Japan as an economic superpower
- effect of the Vietnam War on other Southeast Asian countries
- negative effects of colonialism in Asia
- major political, social, and economic problems faced by Asian countries after World War II

Suggestions for Enrichment

1. Have students create a bulletin board display on the topic of “China: Yesterday and Today.” The display should include information and drawings or pictures of famous leaders such as Mao Zedong (mow dzuh-doong), Sun Yixian (soon yee-shyahn), Jiang Jieshi (jyawng jeh-shee), and Deng Xiaoping (dung shah-oh-ping). A map of China with geographical features may also be included.
2. Have students make a timeline of important events from 1900 through 1993. The timeline should include the overthrow of the last emperor of China; the Cultural Revolution; the Tiananmen Square crackdown; the Gang of Four trials (1970s); the Great Leap Forward (1950s); and the Chinese Communist dictatorship today.



3. Have students use the Internet and other sources to research the Tiananmen Square massacre of June 1989, the events leading up to the massacre, and the most recent anniversary commemoration. Ask students to make a timeline of events from 1977 through 1987 and then from May 1989 to June 1989. Have students answer the following questions: Why did the students protest? What did they want? Why wasn't there a larger gathering in Tiananmen Square to commemorate such a big event on the last anniversary of the protest? Do you think the Chinese discuss this event very often? Why or why not? Would the Chinese government want visitors to Tiananmen Square to know about the June 1989 events? Why or why not?
4. Ask students to pretend to be travel agents from the United States planning a trip to Beijing, China for a group of American students. In China, the student group will visit Tiananmen Square with a Chinese tour guide. Have the students write a brochure for the American students to give them a well-rounded understanding of Tiananmen Square. Ask students to include a physical description of Tiananmen Square as well as pictures. Have students describe important events at Tiananmen Square and explanations as to why the Chinese guide might not discuss the events that took place there in June, 1989.
5. Have students research and report on the policies and positions of the United States government toward China over the past 10 years, with an emphasis in trade and issues of human rights.
6. Have students research countries with histories of human rights violations and present their findings to the class (e.g., Bosnia, Cambodia, China, East Timor, Estonia, Guatemala, Indonesia, Myanmar, Peru, Rwanda, Uganda, Uzbekistan, Kosovo).
7. Have students write a letter from the perspective of a citizen of East Timor to the Indonesian government, Indonesian soldiers, or the Timorese government about the turmoil affecting all aspects of their lives (or choose any country from the above suggestions).



8. Have students write letters to the United States Secretary of State and give their opinion about a current human rights issue in the world and what the United States involvement should or should not be in that country.
9. Over the course of a month, have students research a daily newspaper for stories of human rights violations in the United States and abroad. On a world map, have students place markers on the locations from the articles. Discuss what trends are noticed and why these trends might exist.
10. Assign students a research topic on East Asia and the South Pacific. Have them choose from the following annotated list of Web sites.

Asia Foundation: Information on efforts to advance effective governance, open regional markets, and maintain stability within the region. Includes links to Asian organizations as well as reports and publications put out by the foundation.
<http://www.asiafoundation.org>

Asia Infomanage: Links to news sources and organizations, including the Far Eastern Economic Review and Association of South East Asian Nations (ASEAN). Searchable by country.
<http://www.infomanage.com/asia>

Asian Pacific Economic Cooperation: News and information regarding the organization and its member states. Includes updates on projects and activities as well as information on the economies of member states.
<http://www.apecsec.org.sg/>

Asia Society: Highly reputable foundation providing extensive news, research, and educational resources on Asia.
<http://www.asiasociety.com>

Australian National University Virtual Library: The definitive clearing house for Asian Web sites. Searchable by region or country.
<http://coombs.anu.edu.au/WWWVL-AsianStudies.html>



Michigan State University H-Net: Easily navigable links to Asian Web sites in the following categories: academic, government, teaching resource, and media.
<http://www.h-net.msu.edu/~asia/links/>

University of Texas Asian Studies: Good general and country specific links providing information on education, research, history, culture, economics, and politics. Includes excellent maps.
<http://asnic.utexas.edu/asnic/>

Courtesy of Irving Kohn, Florida Gulf Coast
University International Studies Project

11. Have students interview an adult who lived in the United States during a period of war (Korean War, Vietnam) to discuss how he or she remembers events overseas.
12. Invite a Vietnam veteran to speak to the class. Ask the guest speaker to share experiences and feelings about the Vietnam War as he or she is willing.
13. Have students collect newspaper articles or weekly periodicals that have current information on Southeast Asian countries.
14. Have students draw a map of Indochina showing Laos, Cambodia (Kampuchea), and Vietnam before, during, and after the Vietnam War.
15. Have students choose one of the more than 40 countries located along the Pacific Rim and write an essay on one of the following topics.
 - culture: a contemporary look at continuity and change among the people of the country
 - education: values, ideals, and current trends in schools and universities



- government: the form, substance, and public policy of the country's political system
 - industry and agriculture: imports and exports along the Pacific Rim
16. Assign students a research topic on South Asia. Have them choose from the following annotated list of Web sites.

Himal Magazine: Links to news and information on religion, education, business, politics, and culture.
<http://www.himalmag.com/>

Sarai: Comprehensive collection of resources on South Asia categorized by country and/or issue. Includes links to newspapers, journals, and related organizations.
<http://www.columbia.edu/cu/libraries/indiv/area/sarai>

University of Virginia: Links to South Asian electronic journals and newspapers, teaching resources, and other South Asian research centers.
<http://www.virginia.edu/soasia/resources.htm>

University of Wisconsin: Guide to resources on South Asia, including links to magazines, journals, and other information sources organized by country.
<http://www.library.wisc.edu/guides/SoAsia/>

Courtesy of Irving Kohn, Florida Gulf Coast
University International Studies Project

17. Have students report on a current event using the current event form on the following page.
18. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Current Event Form

1. Name of newspaper _____
2. Section and page number of article _____
3. Title of article _____
4. What is this article about? _____

5. Who is this article about? _____

6. Where does this event take place? _____

7. When did this event take place? _____

8. Why did this event occur? _____

9. What question would you ask your class about this article if you were the teacher? _____



Unit Assessment

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

- _____ 1. The leader of the Chinese Communist Revolution was General Stillwell.
- _____ 2. During the 1800s, China was a free nation, independent of foreign rule.
- _____ 3. Indochina was once controlled by France.
- _____ 4. President Eisenhower refused to sign the treaty uniting Vietnam.
- _____ 5. During the 1960s, American soldiers were sent to help the government of North Vietnam.
- _____ 6. The policy of apartheid is used to keep North and South Vietnam apart.
- _____ 7. The caste system continues to undermine social equality in India.
- _____ 8. Third World countries sided only with the Soviet Union.
- _____ 9. Mao Zedong overthrew the government of China after World War II.
- _____ 10. In the 1930s, China was invaded by Japan.



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

- | | |
|---|-------------------------|
| _____ 11. geographic areas controlled by a country and used for its own benefit | A. caste system |
| _____ 12. a government's restriction or suspension of foreign trade with a particular country | B. coup |
| _____ 13. a system of social classes in which the social life of members is restricted to the class into which they were born | C. embargo |
| _____ 14. a sudden takeover of a country's government | D. peaceful coexistence |
| _____ 15. Soviet policy of competing with the United States while avoiding war | E. sphere of influence |

Circle the letter of the correct answer.

16. Communists transformed China by restructuring its economy based on _____ .
- a. communism
 - b. democracy
 - c. Marxism
17. In a surprise attack, North Korea invaded South Korea because _____ .
- a. Communist North Korea wanted to unify the two Koreas
 - b. South Korea developed a Communist government
 - c. both *a* and *b*



18. Japan's economic prosperity created tensions between itself and _____ .
- a. its Asian neighbors, European countries, and the United States
 - b. only European countries
 - c. Third World countries
19. In 1964, Congress passed the Gulf of Tonkin Resolution, which gave President Lyndon Johnson the authority to wage an *undeclared* war against _____ .
- a. France
 - b. South Vietnam
 - c. North Vietnam
20. The subcontinent of India was divided into two separate countries by the _____ .
- a. Soviets
 - b. British
 - c. French
21. Non-aligned nations are Third World countries that _____ .
- a. did not take sides with either superpower and remained neutral in foreign affairs
 - b. only sided with the First World (United States)
 - c. sided with both the First World (United States) and the Second World (Soviet Union)

Answer the following using short answers.

22. How did the Communists transform China? _____



23. What was the cause of the Korean War? _____

24. How has Japan's economic prosperity caused tension between other nations? _____

25. Why did the United States fight an undeclared war in Vietnam?

26. Describe the reign of terror that occurred in Cambodia at the hands of the Khmer Rouge. _____



27. Why was the Indian subcontinent divided into two separate countries by the British? _____

28. What is the meaning of the expression “non-aligned nations”?

29. What are four of the problems Third World countries have faced after gaining independence from parent countries? _____



30. Why is North Korea considered a threat to world peace? _____

31. Describe the events leading up to the war in Afghanistan. _____



Keys

Practice (p. 466)

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

Practice (p. 467)

1. second
2. colonies
3. revolution
4. civil
5. economy
6. Third World

Practice (p. 468)

1. Parent countries considered local people in colonies to be second-class citizens; they used local natives as a source of cheap labor; they used countries under colonial rule as a means to raise money from resources and farms.
2. After gaining freedom, newly independent countries needed to form stable governments, establish economies, and resolve differences between rival groups.

Practice (pp. 482-483)

1. They signed treaties with China that gave them control of China. They also carved China into spheres of influence.
2. The Japanese needed food and land.
3. The Communist Party gained control.

4. Communists restructured China's economy based on Marxism, a form of socialism. Land was divided among the peasants and all private businesses were nationalized.
5. The peasants had no incentive to work hard when only the state profited from their labor.
6. Mao wanted to rid China of anti-revolutionary influences. He wanted to make China a pure Communist country by getting rid of all things that were foreign or Western.
7. The Red Guards were young Chinese who led the Cultural Revolution.
8. When Chinese Premier Zhou Enlai invited the American table tennis team to tour China, United States President Richard Nixon pursued the opportunity to become friendly with China. The Sino-Soviet split caused the Soviet Union to lose influence in China while the United States gained influence.
9. Under Deng Xiaoping, the Chinese government allowed some capitalism in order to improve its industry. It welcomed foreign investment and encouraged private business.
Under Jiang Zemin, there was a reduction in poverty, rapid economic growth, and China joined WTO.
Under Hu Jintao, there was continued economic growth, but a negative impact on natural resources and the environment. There was a growing gap between the rich and the poor. Hu played a great role in free-trade agreements



Keys

with neighbors in Asia. In addition, under his rule, China took a leading role in exportation of manufactured goods.

10. The students demanded more freedom and more democracy.

Practice (pp. 484-485)

1. dynasties
2. Sun Yixian
3. Communists
4. Jiang Jieshi
5. Mao Zedong
6. Japan or Japanese
7. Japanese or Japan
8. Nationalist
9. Communists
10. Cultural
11. Nixon
12. Deng Xiaoping
13. capitalism
14. democracy
15. martial law
16. sanctions
17. dissidents

Practice (pp. 486-487)

Answers will vary.

Practice (p. 488)

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

Practice (p. 489)

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

Practice (p. 496-497)

1. As World War II was ending, the Soviet Union accepted the surrender of Japan in the North and the United States accepted the surrender of Japanese in the South. As in Germany in the postwar period, Korea became a divided nation, Communist in the North and non-Communist in the South.
2. The North Koreans wanted to unite the South Koreans into one country under a Communist dictatorship.
3. President Truman thought that the use of nuclear weapons would lead to World War III.
4. North Korea is a repressive Communist dictatorship. Communist leaders have built up the military, there is heavy industry, and collective farms have been established. South Korea is moving towards building a more democratic government. It has a strong economy, exporting automobiles, electronics, and other products.
5. Answers will vary.
6. North Korea admitted that they were secretly developing nuclear weapons.



Keys

Practice (p. 498)

1. repressive
2. drought
3. arsenal
4. stalemate
5. demilitarize
6. disarmament
7. Nuclear Nonproliferation Treaty
8. Taliban

Practice (p. 503)

1. Japan's armed forces were disbanded and a new constitution with a bill of rights and a democratic government were established. The political powers of the emperor were taken away. Article 9 of their constitution stated that the Japanese had to renounce war.
2. Economic reforms broke up large farms. Steps were taken to prevent Japan's old industrial and banking organizations from controlling Japanese industry. The Korean war led to rapid growth of new Japanese industries. The United States provided investment and training needed for Japan to rebuild new and modern factories. By the 1970s, Japan was a major world industrial power.
3. Japan sold more goods than it bought and caused trade deficits with its neighbors. Japan limited the amount of foreign goods that can be sold in its country. The United States has threatened Japan with high tariffs unless it opens its markets to foreign competition.

4. A recession in the 1990s hurt Japan's economy. Political scandals and charges of corruption have caused political problems. Japan is also challenged by environmental problems resulting from rapid industrialization and a rise in terrorism and crime.

Practice (p. 504)

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

Practice (p. 516)

Correct answers will be determined by the teacher.

Practice (p. 517)

1. Ho Chi Minh
2. Vietnam was divided into two parts: North Vietnam and South Vietnam.
3. President Johnson
4. Vietnam was united and became a Communist country.
5. Boat people were refugees who fled Vietnam after the Communists conquered South Vietnam. They were called boat people because they escaped in small, overcrowded boats.
6. Answers will vary
7. Returning the remains of MIAs and accounting for all POWs and MIAs.
8. The government killed anyone whom they believed was an enemy of the Revolution and removed people to government-run farms.



Keys

Practice (p. 518)

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

Practice (p. 527)

Answers will vary.

Practice (pp. 540-542)

1. Mohandas Gandhi practiced passive resistance, acts of civil disobedience, and boycotts as a means of fighting against British rule.
2. The British divided the Indian subcontinent into two separate nations because Hindu and Muslim leaders were unwilling to accept a single Indian state. Followers of the Hindu and Muslim faiths did not get along with each other.
3. When millions of Hindus and Muslims tried to cross the newly created borders that divided India and Pakistan, violence erupted between the two rival religious groups.
4. Nehru wanted India to follow a policy of neutrality in international affairs. He wanted to be on friendly terms with both the United States and Soviet Union.
5. Indira Gandhi's problems included controlling India's rapidly growing population, trying to establish a sterilization program for men who fathered too many children, and stopping the ethnic and religious violence that plagued her country.
6. Indira Gandhi was assassinated because her government used military forces to put down a Sikh rebellion. Two Sikh members of her bodyguards killed her. Her son Rajiv was assassinated by Tamil militants who objected to India's involvement in the civil war in Sri Lanka.
7. Answers will vary but may include explanations of the following: More than one-third of India's population lives in poverty; overcrowded cities, slums, and shanty towns; a rapidly rising population; homelessness and joblessness; pollution and the spread of disease; old traditions and the caste system; discrimination against the untouchables and women; ethnic and religious tensions; tensions and distrust between India and Pakistan; and military rivalry.
8. Bangladesh (formerly East Pakistan) had little in common with West Pakistan in culture, language, or ethnic background. The regions were separated by more than 1,000 miles. Many citizens of East Pakistan thought they were not being fairly represented in Pakistan's government.
9. India and Pakistan have fought over the disputed province of Kashmir and have gone to war over it many times. Hostilities against one another date back several centuries to religious turmoil between Hindus and Muslims. Border disputes and rivalries between the two have led to a nuclear arms race as well.



Keys

10. The Taliban supported Osama bin Laden and his terrorist network. They had Islamic terrorist training camps in their country. They refused to shut down training camps and refused to turn over Osama bin Laden to United States authorities. The outcome of the war was that United States bombed Afghanistan, the Taliban were defeated, and a new government was elected in 2004.
11. Correct answers will be determined by the teacher.

Practice (p. 543)

1. censorship
2. parliament
3. assassinate
4. caste system
5. boycott
6. left wing
7. al Qaeda
8. mujahideen
9. tsunami

Practice (p. 546)

1. coup
2. martial law
3. sanction
4. boycott
5. embargo
6. nonaligned
7. caste system
8. guerrilla warfare
9. peaceful coexistence
10. collective farm
11. Marxism
12. sphere of influence

Unit Assessment (pp. 141-146TG)

1. False
2. False
3. True
4. True
5. False
6. False
7. True
8. False
9. True
10. True
11. E
12. C
13. A
14. B
15. D
16. c
17. a
18. a
19. c
20. b
21. a
22. Students will have answered any one of the following: The Communists transformed China through Marxism. The government took control of businesses and forced people to work on collective farms. Five-year plans set production quotas for industry.
23. Communist North Korea invaded non-Communist South Korea because it wanted to unify the two Koreas. The United Nations sent troops to Korea to stop North Korean aggression.
24. Japan sells more goods than it buys, creating a trade deficit for countries trading with Japan. Japan also limits the amount of foreign goods sold in its country.



Keys

25. When two North Vietnamese patrol boats attacked two American destroyers in the Gulf of Tonkin, the United States Congress gave the president of the United States the authority to wage an undeclared war on North Vietnam.
26. The Khmer Rouge killed thousands of innocent people who supported the old system of government. Many died from torture, disease, or famine.
27. The British divided the subcontinent of India because of rebellious rivalries between Hindus and Muslims. Muslims wanted an independent nation for their own people, so the Muslim country of Pakistan and the Hindu state of India were created.
28. Non-aligned nations are those Third World nations that did not take sides with either superpower. They remained neutral in foreign affairs.
29. Answers should include the following: hunger, poverty, population growth, unstable governments, weak economy, etc.
30. North Korea continues to develop nuclear weapons. It has test-fired many of its weapons and has withdrawn from the Nuclear Nonproliferation Treaty and peace talks with its neighbors.
31. The Taliban supported Osama bin Laden and his terrorist network al Qaeda. They allowed Islamic terrorists to build training camps. The Taliban refused to shut down the terrorist camps and turn over Osama bin Laden to United States authorities.



Unit 11: The Middle East, Africa, and Latin America (1900s-21st Century)

This unit emphasizes the struggle of Third World countries in the Middle East, Africa, and Latin America as they make the transition from countries under colonial rule to independent countries.

Unit Focus

- issues facing the Middle East
- negative effects of colonialism in the Middle East, Africa, and Latin America
- major political, social, and economic problems faced by Middle Eastern, African, and Latin American countries after World War II

Suggestions for Enrichment

1. Have students create a detailed timeline of the history of Palestine. Assign specific time periods and have students create a poster about the era of study. Display posters chronologically.
2. Have students research the role of the United States in peace talks between Israel and Palestine, how the United States has intervened in their conflict and why, and what the results of these peace talks have been.
3. Ask students what they think Martin Luther King, Jr. would have thought about the tactics used by both Palestinians and Israelis.
4. Have students research about a world leader who has been instrumental in relations between Arabs and Israelis in the past or present and write his or her biography.
5. Have students research the roots of the Arabic and Hebrew languages and compare the similarities between the two.
6. Have students research the cultural history of the Palestinian and Israeli peoples. What fundamental differences exist between those cultures? What similarities exist between the two cultures?



7. Have students locate and analyze Web sites of organizations sympathetic to either Israeli or Arab and Palestinian views. Ask students to explain how these Web sites present historical information differently.
8. Have students work in groups to create an informational United States government brochure to serve as a guide for the foreign diplomacy corps on a specific Middle Eastern area. It should include information on the area's political system: current leaders and military; educational levels; languages; gross national product (GNP): economics, trading partners; geography: transportation; brief history: focus in country; religion: customs, cultural patterns, and women's roles; social and political conditions today; foreign policy (focus on how the present government gets along with the United States); and health conditions and issues.
9. Organize the class into groups who represent Israel, Jordan, and Syria. Suggest that the most valuable resource in the Middle East in the coming years may be water. Have students use the Internet and other resources to record the following information about each country's topography: highlands, plains, bodies of fresh water, sources of the largest rivers, climate, and rainfall patterns.

Have students as a group discuss sources of water in the region; how physical geography limits water resources; and why political geography makes regional cooperation over water necessary. Ask students to record information about each country's population, including population doubling time at current rate and what percent of the population is rural or urban, gross domestic product (GDP), and annual water withdrawal. Have students respond to questions on each country's primary uses of water, reasons for population growth, why each country is either a heavy or light user of water, and how a decrease in water supplies might affect each country's standard of living.

Now have students outline the main reason each country needs water and why the country is at odds with its neighbors. Then discuss as a group possible ways to resolve water problems and formulate a plan. Extend this investigation to explore water-saving techniques being developed in the Middle East, including drip irrigation; recycling of treated waste water for irrigation; and water problems shared by Turkey, Syria, and Iraq.



10. Have students generate a list of categories universal to all cultures. Ask students to create a chart from the list. Ask students to use the Internet and other sources to gather and record information on the chart about countries in the Middle East. Have students respond to the following questions: Which universals seem to have the greatest influence on the Middle East countries? Which universal appears to have the greatest impact on conflicts in the Middle East? Allow students to present the information. Then ask students to establish criteria for addressing the greatest problems facing the countries of the Middle East and create a potential solution for the region's enduring conflict.
11. Have the students prepare a map which show hot spots around the world at this time. Ask students to include Korea, Hungary, Egypt, Israel, Berlin, and Indochina, and to use symbols to designate wars in which the United States got involved.
12. Assign students a research topic on the Middle East. Have them choose from the following annotated list of Web sites.

Arab Net: News and information on Arab issues from an Arab perspective. Includes links to country-specific sites.
<http://www.arab.net/>

Columbia University Middle East Studies: Excellent links page with country-specific information and links to organizations and government sites.
<http://www.columbia.edu/cu/libraries/indiv/area/MiddleEast/region.html>

Jerusalem Post: News on Israel and the Middle East from an Israeli perspective.
<http://www.jpost.com/>

University of Texas Center for Middle Eastern Studies: Guide to information and resources on the Middle East categorized by country and topic. Includes additional resources such as teaching resources and links to Middle East institutions.
<http://menic.utexas.edu/>

Courtesy of Irving Kohn, Florida Gulf Coast
University International Studies Project



13. Have students research the 1972 international treaty banning germ warfare. What was the name of the treaty? Who signed the treaty? Who did not sign it? How did Iran ratify this treaty?
14. Have students research the history of post-World War II Iran and which political, economic, social, and cultural changes have occurred. Discuss how these changes have affected Iran today.
15. For free online access to curriculum on the Middle East (teacher guides, student handouts, student worksheets, teacher answer sheets, slideshows, and video clips) and a free copy of these materials on DVD & CD (including full-screen video clips), go to www.projectlooksharp.org. The e-kit covers core content through the decoding of maps, songs, timelines, cartoons, encyclopedia entries, textbooks, magazines, newspapers, movies, and documentaries. For example, a video clip of Disney's *Aladdin* offers an avenue for discussion of the region's stereotypes, while comparisons of Israeli and Palestinian texts and American encyclopedias help to train minds to identify bias and propaganda. There are 22 lessons to show new ways to view media, whether flipping through *Time* magazine or watching the *Daily Show*.
16. Have students make a chart for information about countries in Africa (e.g., Algeria, Egypt, Nigeria, Congo, Zimbabwe, South Africa) using an almanac to obtain statistics on population, life expectancy, literacy, and average income. Then have students compare these figures with those of the United States.

Ask students to answer the following questions: Which African country has the highest per capita income? Which country has the lowest per capita income? Which African country has the highest literacy rate? Which country has the lowest literacy rate?

17. Have students, in pairs, choose a nation in Africa to make a poster collage which may include a map, population statistics, land area, major exports and imports, type of government, and language. Display posters in class.



18. Ask students to imagine that they are black African young adults who lived in South Africa before apartheid was banned. Have them write about or make an audiotape describing what life is like in a country with legalized discrimination (apartheid).
19. Assign each student a country from sub-Saharan Africa (see below). Have them gather information about the country to share with the class. Have students create a map of sub-Saharan Africa and write a report on their chosen country's economic development, its quest for democracy, and its successes and challenges. Ask the students to assess the country as it approaches the end of the 20th century. Have students present in a four-minute oral presentation of the highlights of their findings, supported with visuals.

Countries in sub-Saharan Africa include the following: Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic, Congo Democratic Republic (Zaire), Congo Republic, Côte d'Ivoire, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, South Africa, Togo, Uganda, Zambia, and Zimbabwe.

20. Have students engage in correspondence with African students through e-mail. For example, they may contact the Congolese embassy to contact African students in the Congo.
21. Ask students to research Nelson Mandela and list five things about his life that strike them as being memorable.
22. Lead a discussion about what Nelson Mandela meant when he used the terms "white domination and black domination," "democracy," and "equal opportunities." Ask students if they see domination, inequalities, or harmony in their own lives and communities. (Domination can be related to personal issues such as domestic abuse, bullying, violence, and fear of crime.) Ask students what important issues of equality exist in their own society. Press students to think of solutions for the problems of inequality which do not replace one power with another. Brainstorm how ideals can be achieved in today's society.



23. Have students research the life of a person they admire who showed commitment to an ideal and who dedicated his or her life to achieve that ideal. This could be a historical figure or someone the students know from real life. Have students create a multimedia presentation on their selected person, emphasizing their hero's characteristics and actions he or she took which they particularly admire. Have students credit all sources.
24. Assign students a research topic on Africa. Have them choose from the following annotated list of Web sites.

Africa News Online: Provides exhaustive coverage of Africa. Includes special sections on African law, Africa's relations with the United States, and other issues.
<http://www.africannews.org/>

MBendi AfroPaedia: An electronic encyclopedia of African business and commercial information. Includes links to African companies, organizations, and publications.
<http://www.mbendi.co.za/>

USAfrica Online: News regarding relations between Africa and the United States as well as editorials and academic articles.
<http://www.usafricaonline.com/>

WOZA: In-depth reporting and analysis on South African daily news as well as international events.
<http://www.woza.co.za/>

Courtesy of Irving Kohn, Florida Gulf Coast
University International Studies Project

25. Have students choose a country in Latin American and locate the most up-to-date statistics for its population, yearly birth rate, literacy rate, average life expectancy, and form of government. Have students incorporate this information into a bulletin board display. Ask students to make generalizations about life in Latin America. Other students may gather the same statistics about the United States. Compare results.



26. Have students identify all countries, their physical features, and major bodies of water on an outlined map of Latin America.
27. Have students make a chart of Latin American countries with headings such as “type of government,” “political problems,” “economic problems,” and “recent reforms” for comparison of the different countries and to discuss current problems (poverty, disease, standard of living, foreign debt, pollution, other environmental concerns).
28. Have students research the population and size of a country in Central or South America and compare it with those of the United States.
29. Have students collect current event items about Latin American countries to review and discuss in class. Display collected articles and pictures on the bulletin board.
30. Assign students a research topic on Latin America. Have them choose from the following annotated list of Web sites.

Inter-American Development Bank (IADB): Information on economic and social development issues in Latin America and the Caribbean, including IADB publications, news releases, project documents, and answers to frequently asked questions.
www.iadb.org

Latin American Network Information Center (LANIC): Comprehensive source of Information categorized by country and/or issue.
www.lanic.utexas.edu

Latin Trade: Monthly publication specializing in Latin American business news and analysis.
www.latintrade.com

Latin World: Extensive directory of Internet resources on Latin America and the Caribbean.
www.latinworld.com



Miami Herald Online: Daily newspaper with extensive Americas section.
www.herald.com

Political Databases of the Americas: Georgetown University site providing country summaries, constitutions, current election data, and other information on Latin American governments.
www.georgetown.edu/pdba/

The Economic Commission for Latin America and the Caribbean (ECLAC): United Nations (UN) agency providing information on Latin American economic and social issues. Includes statistics, publications, and links to organizations such as the Organization of American States (OAS), Free Trade Area for the Americas (FTAA), and the PanAmerican Health Organization.
www.eclacwash.org/

Courtesy of Irving Kohn, Florida Gulf Coast
University International Studies Project

31. Have students gather information and pictures of wildlife indigenous to Central America and create a poster.
32. Have students design an informational brochure promoting tourism in Central American country.
33. Have students research historical figures or contemporary political or social leaders in one or more Central American countries and create a multimedia presentation.
34. Using a newspaper format, have students create a current-event presentation on one or more countries in Central America.
35. Have students compare and contrast the textiles of Central America, especially those of the indigenous peoples of Lake Atitlan, to those made in the United States. Ask students to explain the differences.



36. Have students research the medicinal value of trees and plants in the rain forests, and identify and list medicines which originate in the rain forest. Note that it is estimated that one potential medicine disappears each day due to rain forest destruction. Ask students to write a persuasive essay on the rain forest's present and potential contribution to the field of medicine.
37. Have students research and compare how the United States and Central American countries protect wildlife. What major problems are confronted by United States and Central American wildlife conservatories? Have students explain.
38. A single tree absorbs 26 pounds of carbon dioxide per year. Have students research and estimate the number of rain-forest trees cut down each year and the amount of carbon dioxide that remains in the atmosphere as a result. What effect does this have on the people on Earth?
39. Ask students to identify reasons for discouraging the purchase of tropical pets that come from the rain forest, such as snakes, fish, and exotic birds. Conduct a debate on the subject.
40. Have students create a booklet on endangered species of plants and animals and include practical solutions to the global problem of extinction.
41. Have students design a poster that discourages patronizing fast-food restaurants that use beef from cattle raised on land cleared from the rainforest.
42. Have students identify products manufactured from tropical woods such as teak, rosewood, or mahogany. Have students illustrate these in a logo or poster which discourages their use.
43. Discuss what people in developed countries should do, if anything, to assist people in less developed countries. Do developed countries have a responsibility to help less developed countries? Why or why not?
44. Give students a world map to research and label each country as *high population development*, *medium population development*, and *low population development* by assigning each of the categories a different



color and affixing the appropriate colored dot to each country on the map. Ask students what trends emerge and whether any countries are in a category they did not expect them to be in, and explain why.

45. Have students conduct research on one of the countries with medium- or low-population development. Ask students to report on the history and culture of the country, and analyze factors that contribute to its current development status.
46. Have students research organizations that assist less developed countries. If possible, have speakers from these organizations address the class on what all of us can do to help people in less-developed countries.
47. Have students collect world news items and make a list of places that have been in the news because of war, food shortages, natural disasters, or other negative reasons. Allow students to choose a country and resolve one of its issues. If the problem stems from war or other human conflict, ask students to seek a solution all parties can accept. Have students research the causes and history of the problem. If the problem stems from natural causes, ask students to plan a solution that minimizes current human suffering and possibly prevents the problem from reoccurring.

Have students present solutions in the form of a brief television news report, with text and illustrations that describe the problem, its background, and solution. The report could feature a roleplay receiving a nomination for the Nobel Prize; a roleplay of opposing sides exposing and resolving differences; or a multimedia news magazine or broadcast of combined reports. Extend the activity with a discussion on lessons learned about conflict resolution. Have students suggest solutions for a school or community issue.

48. Have students create a flowchart that analyzes a current world situation.
49. Ask students to identify their position on a controversial issue. Have students in groups develop an argument to support an opinion contrary to their own and present the argument to the class.
50. Ask students to read a news article and list 10 sentences from it. Have students exchange their 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.

51. Have students research, discuss, and make educated guesses about the possible outcomes of current issues (e.g., peace negotiations, political issues, election results, passage of specific bills in Congress). Record answers and check results.
52. Discuss current worldwide environmental issues in the news such as global warming, ozone depletion, endangered wildlife species, animal rights, mining issues, pollution, acid rain, or oil spills. Have students choose one topic and use the Internet and other sources to research the issue. Instruct students to be aware of author bias. Ask students to write a logical, organized paper with elaborated reasoning to persuade an audience. Have students present papers. Ask students if they have formed personal opinions about the issue. After all papers are presented, ask students to state and defend their opinion in writing of an issue they feel strongly about. Ask students to include possible solutions to the problem.

Have students brainstorm ways to make their opinions heard (e.g., e-mail politicians, write local or national newspapers or journals, inform friends about issue, organize and take part in projects, make posters, speak to groups, go to town meetings, publish a Web page). Ask students to choose two activities to take part in to express their positions on the issue. Have students write a brief paragraph on the activities they choose and the outcome of their actions.

53. Have students locate on the Internet (<http://www.ecola.com/>) links to English-language newspapers worldwide to analyze how specific issues are covered in different countries.
54. Have students use the Internet to locate a historical primary document from a country other than the United States. Ask students to examine the historical significance of the document in the country of origin and in the world as a whole.
55. Give students an index card with the name of a country. Have students research that country's main export and trading partners. Have students stand in a circle with their country posted on their index card in front of them. Give the first student a ball of string and



ask him or her to hold one end of the string. Next ask the student to throw the ball to a trading-partner country and name the export. Have the second student do the same until the string has crisscrossed the circle and each person is holding part of the string. Now have the first student relate some problem that affects his or her export (e.g., a drought hurts fruit crops and drastically reduces exports) and tug on his or her string. Ask each student who feels the tug to raise his or her hand and then tug his or her string. Continue the tugging until the effects *travel around the world* (e.g., Afghanistan-dried fruit-Libya; Libya-oil-Norway; Norway-fish-Sweden; Sweden-wood-West Germany).

56. Ask students to make a list of 20 imported items in his or her home and include the country of origin. Have students work in groups and/or as a class to create a graphic organizer of the numbered items and different countries.
57. Have students investigate past incidents of biological warfare. Discuss these events. Compare details given about the person or persons responsible, the physical effects on individuals, and the actions taken against those found responsible.
58. Ask students to write a persuasive essay supporting or condemning the development of biological weapons.
59. Have students research weapon treaties that the United States has refused to sign.
60. Since many world conflicts have been marked by terrorist incidents, have students discuss whether representatives of suspected terrorist groups should be included or excluded when peace negotiations are conducted.
61. Hold a mock meeting of the Organization of American States (OAS) to explore some common problems shared by these countries. First assign students to a country, and then have them prepare a country profile in the following outline format.

Physical Geography

1. Name of country
2. Climate (major types of climate, rainfall, vegetation)



3. Map
 - a. Absolute location in latitude and longitude
 - b. Relative location in relation to physical features and other nations
 - c. Size of the country in square miles and kilometers

Political Geography

1. Type of government, names of government officials, and political parties
2. Capital
3. International organizations
4. Size of armed forces

Cultural Geography

1. Official language, other languages spoken, ethnic composition, and major religions
2. Population, population growth rate, and population distribution
3. Major cities
4. Infant mortality and average life expectancy
5. Teachers and doctors per population

Economic Geography

1. Gross national product-GNP or gross domestic product-GDP (total and per capita)
2. Percent of arable land that is used for agriculture
3. Natural resources
4. Major agricultural and industrial products
5. Major exports and imports
6. Currency (include current exchange rate)
7. Balance of trade (include amounts in United States currency of total exports and imports)
8. Historical events (in timeline format since 1980)

Next, have students research the topics of land mines, drug trafficking, or human rights, as these pertain to the country researched. Ask students to focus on these issues as they pertain to the Americas.

Have students prepare two speeches, each two minutes long. One should be a general speech to explain why the topic is important to the Americas and the other a substantive speech to explain what should be done in response to the problem.



Hold a mock meeting of the OAS and have the students use the following procedures.

1. Students decide on the agenda and the topics to be discussed first.
 2. Students deliver general speeches (two minutes) describing the problem.
 3. Students comment (30 seconds) on other students' general speeches.
 4. Students write preambles to their resolutions describing the problem and past actions taken to combat the problem.
 5. Students deliver substantive speeches (two minutes) describing possible solutions to the problem.
 6. Students comment (30 seconds) on other students' substantive speeches.
 7. Students write operatives of their resolutions (i.e., position papers) detailing what should be done about the problem.
 8. Students present resolutions to the OAS.
 9. Students offer amendments to resolutions.
 10. Students vote on resolutions.
62. Review the unit using a cooperative group *Jeopardy* activity. Divide students into groups of two to five. Give each student a colored marker and a piece of paper divided into a grid that matches the number of topics and questions. Ask students to write answers to all questions as they are asked, then circulate around the room to check and award points. Ask students to keep their own scores.
62. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

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

- _____ 1. Israel is located in the Middle East.
- _____ 2. The PLO (Palestinian Liberation Organization), led by Yasser Arafat, became the voice for the Israeli government.
- _____ 3. Iran was once governed by Nasser and Sadat.
- _____ 4. Egypt was once ruled by the Ayatollah Khomeini.
- _____ 5. Kuwait invaded Iraq in order to control the Persian Gulf.
- _____ 6. Most countries under colonial rule in Africa were rich in gold, silver, diamonds, tin, and other precious gems and minerals.
- _____ 7. Nigeria has the largest population of any country in Africa.
- _____ 8. Nelson Mandela fought to end white minority rule in South Africa.
- _____ 9. The economies of most Latin American nations were usually based on one major industry or cash crop.
- _____ 10. President Franklin Roosevelt began the “Good Neighbor Policy” to help economic development in Latin America.



Match each **description** with the correct **country**. Write the letter on the line provided.

- | | |
|--|-------------------------------------|
| _____ 11. used to be the Belgian Congo | A. Algeria |
| _____ 12. used to be called Rhodesia | B. Brazil |
| _____ 13. located in North Africa; used to be part of France | C. Chile |
| _____ 14. its king was overthrown by Nasser | D. Democratic Republic of the Congo |
| _____ 15. the Biafran Civil War took place here | E. Egypt |
| _____ 16. once run by Sandinistas | F. Iraq |
| _____ 17. the United States helped overthrow its Marxist government | G. Israel |
| _____ 18. land of apartheid | H. Nicaragua |
| _____ 19. the United Nations voted to establish this nation as a homeland for Jews | I. Nigeria |
| _____ 20. occupies half of the continent of South America | J. South Africa |
| _____ 21. once ruled by Saddam Hussein | K. Zimbabwe |

Answer the following using complete sentences.

22. Describe why the Middle East is the most unstable region in the world. _____
- _____
- _____
- _____
- _____



23. What African country once had a set of racist laws known as *apartheid*? _____

24. Explain two problems that Africa faces today. _____

25. How did the Cuban missile crisis almost lead to a nuclear war?



26. Why does the United States have a trade embargo against Cuba?

27. What prompted the United States and its allies to invade Iraq?



Keys

Practice (pp. 560)

1. Nasser wanted to end all foreign influences in his country. He took over the Suez Canal, which had been controlled by Great Britain. He also built up his country's military strength in order to invade and destroy Israel. Pan-Arabism was also a way to challenge the West.
2. He modernized Egypt by changing the government from a monarchy to a republic; ending foreign influence in his country; building the Aswan Dam to control floodwaters and irrigate farmland year-round; and began land reforms that distributed land to peasants.
3. Anwar Sadat will be remembered for ending 30 years of war with Israel by signing the peace treaty known as Camp David Accords; he also was the first Arab leader to acknowledge the existence of Israel as a legitimate state.
4. Problems that Egypt faces are an economy that cannot keep pace with a rapidly growing population; an increase in terrorist activity, including the rise of many Islamic extremist groups; and the growth of slums and overcrowding in its cities.

Practice (p. 561)

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

Practice (p. 566)

1. Middle East
2. Palestine
3. Arabs
4. United Nations
5. Arab armies attacked Israel and were defeated.
6. Israel represents a place where Jewish people around the world could have a homeland.
7. Many Arabs feel that they were unjustly forced to leave Palestine (now Israel) which they had been living on for centuries.

Practice (pp. 575-577)

1. The Palestinians were forced out of Israeli territory during the 1948-1949 war. Many became refugees, fleeing to neighboring Arab countries. After the war, they were unable to return to their homeland.
2. The PLO (Palestinian Liberation Organization) became the voice for the homeless Palestinians. Arab countries considered the PLO to be the legitimate representative of the Palestinian people. They called for the creation of a Palestinian state or homeland.
3. Answer will vary.
4. They were considered a major breakthrough for peace because for the first time in more than 30 years of fighting, an Arab nation (Egypt) recognized the right of Israel to exist and signed a peace treaty. Israel, in return, gave back Egyptian land it had conquered during its previous wars.
5. The Palestinians and other Arab nations did not approve of the peace treaty.



Keys

6. Civil war broke out in Lebanon because Palestinian terrorists and Palestinian refugees put a strain on the country. Tensions between rival religious groups increased when both Syria and Israel occupied parts of Lebanon.
7. Palestinians living in Israel began an uprising against the Israeli government. The intifada, as it was called, was the armed uprising and civil disobedience, such as boycotts, demonstrations, and attacks on Israeli soldiers to show frustration and resentment towards Israeli rule.
8. After the collapse of the Soviet Union and the end of the Cold War, many Arab nations no longer received financial aid from the Soviet Union. They soon began to realize that it was in their best interest to negotiate with Israel.
9. Soon after the signing of the Declaration of Principles in 1993, Israeli Prime Minister Rabin was assassinated. Rabin was succeeded by Prime Minister Netanyahu who opposed the peace treaty. Under his leadership the peace process slowed to a halt.
10. Israel's security, the occupied territories, and the status of Jerusalem terrorist attacks and suicide bombings continue to be the most difficult issues to resolve.
11. Hamas—The kidnapping of an Israeli soldier sparked renewed violence.
Hezbollah—The capture of Israeli soldiers and the bombing of northern Israel by Hezbollah militants led to renewed violence.

Practice (pp. 578-579)

1. demonstration
2. exile
3. nationalism
4. renounce
5. guerrilla
6. boycott
7. embargo
8. refugee
9. discriminate
10. terrorism
11. recession
12. parliament
13. intifada
14. Hamas
15. Hezbollah

Practice (pp. 588-590)

1. The Shah of Iran was an authoritarian ruler who used ruthless tactics to silence all of his opponents. The Iranian people resented his close ties with the West, especially the United States. Many Muslim leaders resented Western influence and materialism and favored a return to traditional Muslim traditions and values.
2. A new government based on Islamic principles purged Iran of all Western influences. Women were forbidden to wear Western-style clothing. Western music and books were banned. Islamic law became the legal code for the country.
3. After the death of Khomeini, the government of Iran became less militant. Moderate leaders supported greater social and political freedom. However, by 2005, tensions between the United States and Iran increased because



Keys

- of its support of terrorism, its nuclear weapons programs, and its call for the destruction of Israel.
4. During the Iran-Iraq War, more than one million Iraqi and Iranian people were killed. The war drained the resources of both countries. Soon after the war ended, Iraq invaded oil-rich Kuwait.
 5. Iraq invaded Kuwait because Hussein believed that Kuwait was driving down the price of oil on the world market. Controlling Kuwait would give Iraq access to Kuwait's oil and control of the Persian Gulf.
 6. After the Gulf War, Iraq refused to destroy all of its nuclear, chemical, biological, and ballistic arms. They also refused to cooperate with UN arms inspection teams that were sent to Iraq.
 7. The United States and its allies believed that Iraq was hiding weapons of mass destruction and Saddam refused to comply with a United States ultimatum to leave office.
 8. Although the Iraqi people have elected a new government, insurgents continue to sponsor violence with roadside bombs and/or suicide bombers. In December 2006, Saddam and his former head of intelligence and former chief justice of the Revolutionary Court were tried before the Iraq Special Tribunal, sentenced to death, and hanged.

Practice (p. 591)

1. D
2. C
3. G
4. B
5. H
6. F

7. E
8. A

Practice (p. 592)

1. diplomacy
2. ultimatum
3. preemptive war
4. insurgents
5. loyalists
6. improvised explosive devices (IED)
7. right wing
8. standard of living
9. genocide

Practice (p. 605)

1. South Africa
2. Algeria
3. Nigeria
4. Egypt
5. Zimbabwe
6. Belgian Congo
7. Nigeria
8. Egypt
9. South Africa

Practice (p. 606)

Correct answers will be determined by the teacher.

Practice (p. 607)

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



Keys

Practice (pp. 630-631)

1. Mexico; South
2. industry; cash
3. oil
4. military
5. governments
6. Sandinistas
7. Contras
8. Cuban missile crisis
9. grain; coffee
10. Good Neighbor
11. Chile; El Salvador; Nicaragua
12. immigrants; population

Practice (pp. 632-633)

1. Mexico
2. Cuba
3. Panama
4. Haiti
5. Nicaragua
6. Argentina
7. Peru
8. El Salvador
9. Colombia
10. Brazil
11. Chile

Practice (p. 634)

1. exile
2. coalition government
3. right wing
4. illiterate
5. cash crop
6. communism
7. extradition
8. inflation
9. industrialization
10. left wing

Practice (p. 636)

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

Unit Assessment (pp. 167-170TG)

1. True
2. False
3. False
4. False
5. False
6. True
7. True
8. True
9. True
10. True
11. D
12. K
13. A
14. E
15. I
16. H
17. C
18. J
19. G
20. B
21. F
22. Answers may include the following: The Middle East is unstable because of conflicts between religious groups (Muslims and Jews), ethnic rivalries, the desire of the Palestinians for a homeland, extremists and terrorist groups that have used violence to achieve their goals, and competition for oil in the region.
23. South Africa



Keys

24. Answers will vary but may include the following: economic independence; difficult to develop a common identity; civil war among different ethnic groups; corrupt and brutal military dictatorships; dependence on the export of a single crop or natural resource; crop failures; droughts; starvation; malnutrition; AIDS epidemic; poverty.
25. A standoff between the superpowers could have led to World War III when it was discovered that the Soviets had put nuclear missiles in Cuba targeting the United States. Eventually the Soviets removed the missiles and the crisis ended.
26. The purpose of the embargo was to isolate Cuba from the rest of the Western Hemisphere. By cutting off Cuba from trade with the United States, it was hoped that Castro would someday be overthrown as Cuba's economy declined.
27. The United States and its allies believed that Saddam Hussein was hiding weapons of mass destruction. President Bush believed that Iraq was a threat to the world's security when Saddam refused to comply with the ultimatum to leave the country. Therefore, the United States launched a preemptive war against Iraq.



Unit 12: The Fall of the Soviet Union and the End of the Cold War (1945-21st Century)

This unit emphasizes the rivalry between the superpowers during the Cold War and the course of events that ultimately resulted in the collapse of the Soviet Union and the end of the Cold War.

Unit Focus

- causes and effects of tensions between the Soviet Union and the United States
- conditions in the Soviet Union during the 1970s and 1980s that led to the breakup of the Soviet Union and the end of communism
- Mikhail Gorbachev's views on *glasnost* and *perestroika*
- Boris Yeltsin's efforts to enact economic and political reforms

Suggestions for Enrichment

1. Have students make a timeline of the 70 years of Communist rule in the Soviet Union. Have them include Communist and American leaders and significant events in relations between the Soviet Union and United States.
2. Divide students into groups to examine one of the recent Soviet leaders: Nikita Khrushchev, Leonid Brezhnev, Mikhail Gorbachev, or Boris Yeltsin. Have students gather and organize information on these leaders' political and economic actions and compare them in these areas.
3. Have students collect recent articles from newspapers and periodicals concerning the rapid changes in Russia. Have them share and discuss events with the class.
4. Have students research one of the ethnic groups of the former Soviet Union. Ask them to choose a key contribution or distinctive feature of the group to share with the class. A visual presentation may be prepared which includes a taped oral presentation or a tape of ethnic music.



5. Have students draw political cartoons that reflect the recent events occurring in the former Soviet Union using appropriate caricatures and national symbols.
6. Have students research events that may have contributed to the beginning and to the end of the Cold War. Topics may include the following: the Truman Doctrine; NATO; the Marshall Plan; the arms race; the Cuban missile crisis; the U-2 incident; and the building and tearing down of the Berlin Wall. Create visual displays such as posters or collages.
7. Discuss events that lessened the tensions between the superpowers: peaceful coexistence, glasnost, perestroika, détente, and arms control treaties.
8. Discuss historical events shaping Russia's current economic picture (the collapse of the communist-based Soviet republic, the rapid conversion to a capitalistic, free-market-based economy). Have students speculate about the future of the Russian economy.
9. Assign groups a local business (a car dealership; a music store; a bank; an employment agency; a manufacturer of consumer goods such as clothing, furniture, appliances, electronics, or furniture; or a real estate company). Have groups analyze the consequences of unemployment, reduced income, and devalued currency on that business with respect to business owners, employees, suppliers, and other local businesses. Have students identify specific consequences for individuals and the local company and the overall social consequences of a depressed economic climate, such as increased social problems, the increased need for social services, or family stress. Have groups present the analysis and relate the conclusions to the situation in Russia.
10. Discuss how the devaluation of currency affects upper-, middle-, and lower-class citizens differently. Discuss how the Great Depression in the United States in the late 1920s might compare with the current era in Russian history.
11. Ask students to calculate how much his or her family's monthly expenses (for rent, utilities, food, and entertainment or items students routinely purchase, such as a pair of jeans, lunch at a fast-food restaurant, a CD, or a movie ticket) would cost in Russia today



and one year ago by converting dollars to rubles. The problem could be based on these values: on September 8, 1998, the value of the ruble was 22.05 to one United States dollar; on September 8, 1997, the value of the ruble was 5,842 to one United States dollar.

12. Have students locate statistics about current prices of goods and services and salaries for different occupations in Russia.
13. Have students search the Internet for daily fluctuations in the dollar, the Russian ruble, and other foreign currencies over the past year. Ask students to create a graph of their findings. Discuss what the value of a country's currency in relation to other currencies reveal about that country's economy.
14. Discuss how the Russian economy is being aided by world banks, exploring both the benefits and the drawbacks of such aid. Have students research changes in economics in other countries and how they are handling economic strife.
15. Ask students to interview their parents, grandparents, or other adults about the value of the dollar when they were teenagers.
16. On a world map, have students identify countries bordering Russia or Iran. Ask students to investigate the relationships between these bordering countries.
17. Assign students a research topic on the former Soviet Union. Have them choose from the following annotated list of Web sites.

BISNIS: The Business Information Service for the Newly Independent States, produced by the United States Department of Commerce.
http://www.bisnis.doc.gov/bisnis/new_bisnis.cfm

Interfax News Agency: News and information on Russia, the Commonwealth of Independent States (CIS), and the Baltic countries, produced by the largest private news agency in the former Soviet Union.
<http://www.interfax-news.com/>



ITAR-TASS Russian News Agency: The official state information agency of the Russian government providing up-to-the-minute news.

<http://www.itar-tass.com/eng/>

REESWeb: Links to resources on the former Soviet Union, the Balkans, and Central and Eastern Europe from the University of Pittsburgh.

<http://www.ucis.pitt.edu/reesweb/>

RFE/RL: A daily report of news from Russia, the CIS, and the Baltic and other Eastern European countries produced by the staff of Radio Free Europe/Radio Liberty.

<http://www.rferl.org/>

Russia.net: Information on the politics, government, history, and culture of Russia.

<http://www.russia.net>

Russia Today: English-language newspaper providing news and links covering Russia, the Baltics, and the CIS.

<http://www.russiatoday.com/>

The St. Petersburg Times: The English-language newspaper of St. Petersburg, Russia.

<http://www.sptimes.ru/index.php>

Courtesy of Irving Kohn, Florida Gulf Coast
University International Studies Project

18. Have students work in groups to investigate how the former Soviet republics remain tied to Russia and how they have moved toward independence. Assign one of the following countries to each group: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. Have students investigate the political, cultural, and economic makeup of each country, and rate each country on a scale of one to five on each of the following listed below.

- few Russians to many Russians
- culturally very different to culturally very similar



- economically independent to economically connected
- political structure very different to political structure very similar

Have student groups make a prediction on how closely tied to Russia the assigned country will be in the future and defend their prediction based on their research.

19. Ask students to imagine that they are citizens of one of the newly independent countries. Have students create a journal to record how they feel about the changes taking place since the collapse of the Soviet Union.
20. Invite immigrants from the former Soviet republics to visit and answer prepared questions.
21. Have students research a specific historical person and event. Then ask students to write and perform a dialogue between a television reporter and the historical person in a five-to-10 minute interview in a newscast format. Encourage students to bring in some personal information about the historical figures to make it either funny or serious in nature.
22. Have students research a historical figure's life and then write his or her obituary. Provide an example of an obituary from the newspaper, discussing the information provided and organization of the paragraph.
23. Have students recite a historical speech.
24. Ask students to recall some of the biggest local, national, and world events of the year. Which stories affected them directly, indirectly, or not at all?
25. Have students examine a caricature of a popular figure and compare it with a photograph of that person to see what is being exaggerated. Discuss whether the caricature is positive or negative.
26. Give students a political cartoon without a caption and ask them to write one.



27. Have students look at today's editorial pages and analyze the political cartoons by discussing the following: What issues are the political cartoons about? What symbols do the cartoonists use? What other techniques, such as caricature or stereotyping, can be identified? Are there other articles in today's paper related to the political cartoons? What other topics in today's news could be depicted in political cartoons?
28. Present students with the following value examination matrix for analyzing perspectives in an editorial (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 the logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.

Value Examination Matrix for Analyzing Editorials		
Statement or Concept	Assigned Value	Reasoning or Logic behind My Value



29. 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 of Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/Awareness	



30. Present students with the following decision-making matrix to analyze a teacher-generated “decision question” with choices or alternatives 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 weights by the alternative weights. (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.



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	_____	_____	_____

Criteria Weight

Ranking system:

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

Alternative Weight

The degree to which each alternative possesses each criteria:

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



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 very important

Alternative Weight

The degree to which each alternative possesses each criteria:

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



31. Discuss the role and nature of storytelling in various societies and cultures. Ask students to list all stories they have heard (accounts of events told by others to convey a message) between the end of a school day and going to sleep. In one column list the storyteller and in the other column the story.
32. Have students brainstorm historic events or moments in history that would be good topics for a puppet show. Have groups select a historic event from the brainstormed list and develop notes for a one-act play. Ask students to outline a plot; name and describe the characters' personality, viewpoints, and appearance; explain why the event is historically important and why puppetry is a good artistic medium to represent this event in a serious way; and develop a title for the puppet show.
33. Have students research and report briefly on different current events. Have someone start by giving his or her current event presentation. The second student to speak must repeat the main idea or ideas from the previous presentation and get an okay from that presenter to indicate the message was received and interpreted accurately. The second student then gives his or her presentation. The third student continues the process so each speaker will interpret the message of the previous presenter before giving his or her presentation.
34. Have groups discuss a topic from the unit. Ask each group to choose a recorder to write down ideas and a second person to summarize the discussion to the class.
35. Play 20-Study Questions. Use a 20-sided die (check with your math department or gaming store) inside a clear container. The container keeps the die on the table and makes it easier to pass to the next team to use. Before a test, prepare 20 questions that relate to the topic being studied and number each question.

Have students take turns rolling the die. The number rolled is the question that must be answered. A correct answer earns a point for the student's team. (You may choose to have the winning team receive a bonus point on the upcoming test.) All the students must



listen carefully because he or she could roll the same number as another student, and their teammates may be upset if he or she answers incorrectly after the correct answer had just been announced by another student.

If there is time after one round, you may wish to allow teams to study quickly with their teammates for five minutes before round two. In this way, they can look up questions that they could not answer the first round in hopes of winning the game in the second round, and certainly with the hopes of being able to do well on the upcoming test.

36. See Appendices A, B, C, and D for further instructional strategies, teaching suggestions, accommodations, and strategies to incorporate reading, writing, speaking, and viewing skills.



Unit Assessment

Circle the letter of the correct answer.

1. After World War II, the most important issue between the Soviet Union and the United States was _____ .
 - a. unification of Germany
 - b. Polish crisis
 - c. control of nuclear weapons
2. After World War II the Soviet Union and the United States were known as _____ .
 - a. détente
 - b. glasnost
 - c. superpowers
3. The largest and ruling republic in the Soviet Union was _____ .
 - a. Russia
 - b. Moscow
 - c. Armenia
4. The Soviet Union had a _____ .
 - a. capitalist economy
 - b. planned or command economy
 - c. traditional economy
5. Communist leaders in the Soviet Union used most of the nation's resources to _____ .
 - a. produce consumer goods
 - b. produce military weapons
 - c. build housing for the Soviet people
6. Under the Soviet leader _____ , the launching of *Sputnik I*, the U-2 spy plane incident, and the Cuban missile crisis strained United States relations.
 - a. Nikita Khrushchev
 - b. Leonid Brezhnev
 - c. Mikhail Gorbachev



7. The Cuban missile crisis occurred after _____ .
 - a. the United States attacked Cuba
 - b. the Soviet Union placed nuclear missiles in Cuba
 - c. President Kennedy said nasty things about Khrushchev

8. The Soviet Union told the Polish government that it _____ .
 - a. should give more freedom to the people
 - b. must have free elections
 - c. must **not** give more freedom to its people

9. Under communism, the government of the Soviet Union could be described as a _____ .
 - a. dictatorship
 - b. democracy
 - c. free-enterprise state

10. Under a period of *détente*, _____ .
 - a. the superpowers were at war
 - b. the superpowers ended economic trade and cultural exchange
 - c. the superpowers worked together to improve relations

11. In the 1950s, Nikita Khrushchev blamed many problems in the Soviet Union on its longtime dictator _____ .
 - a. Mikhail Gorbachev
 - b. Josef Stalin
 - c. Nikolai Lenin

12. After World War II, both superpowers continued a military buildup known as the _____ .
 - a. intervention
 - b. *détente*
 - c. arms race

13. The United States traded _____ with the Soviet Union.
 - a. governments
 - b. wheat
 - c. land



14. The biggest failure of Soviet Union foreign policy under Leonid Brezhnev was _____ .
 - a. its poor relations with the United States
 - b. its poor relations with Western Europe
 - c. its poor relations with China

15. The *hot line* is _____ .
 - a. a telegraph wire between the Soviet Union and its Eastern European allies
 - b. a direct phone line between Moscow and Washington, D.C.
 - c. a column in the Soviet newspaper where people can complain

16. The Soviet leader who supported *glasnost* was _____ .
 - a. Leonid Brezhnev
 - b. Mikhail Gorbachev
 - c. Nikita Khrushchev

17. In the 1980s, the Soviet leader Mikhail Gorbachev helped end the _____ Party's total control of power in the Soviet Union.
 - a. Communist
 - b. Fascist
 - c. Perestroika

18. Today the Soviet Union _____ .
 - a. no longer exists as a nation
 - b. is stronger than ever
 - c. continues to increase its empire in Eastern Europe

19. The name of the newly formed nation of Russia and 10 other Soviet republics is the _____ .
 - a. States of the United Russia
 - b. National Free Soviet States
 - c. Commonwealth of Independent States



Answer the following using complete sentences.

20. What are two problems faced by the former Soviet republics since the collapse of the Soviet Union? _____

21. Why was it important to the entire world that the two superpowers solve their conflicts without using nuclear weapons? _____

22. What steps did Boris Yeltsin take to enact economic reforms? _____



What impact did these reforms have on the Russian economy? _____

23. What was the reason for the war in Chechnya? _____

24. How has the world changed since 9/11? _____



25. Describe three challenges facing the global community in the 21st

century. _____



Keys

Practice (p. 643)

1. The superpowers' military weapons gave them the capability to destroy each other and the entire world.
2. Détente is the relaxation of conflict between the two superpowers
3. The Soviet Union invaded Afghanistan.
4. He became the new Soviet leader in 1985.
5. *Glasnost* is the Russian term for the policy of "openness" and free expression begun in the 1980s. *Perestroika* is the Russian term for restructuring of the Soviet government and economy in the 1980s, which caused the Soviet people many hardships.

Practice (p. 646)

1. The Soviet Union had a planned or command economy.
2. The government controlled what crops were grown, jobs, prices, and how natural resources were used.
3. Soviet factories produced tanks, missiles, and military weapons.
4. They were focused on building a strong military.
5. Food and consumer goods were scarce; adequate housing was hard to find; there were few luxuries such as televisions or automobiles.
6. Answers should include the following: certain ethnic and religious groups were discriminated against; citizens could not demonstrate; no choice of candidates in elections.

Practice (p. 650)

1. Krushchev began de-Stalinization because he blamed Stalin for most of the problems in the Soviet Union.
2. Three events: shooting down a United States spy plane (the U-2 incident); launching of *Sputnik I*; the Cuban Missile Crisis.
3. After Castro set up a Communist government in Cuba, the Soviet Union installed nuclear missiles at Cuban military bases.
4. It was the first serious discussion about nuclear weapons held between the Soviet Union and the United States.

Practice (pp. 663-665)

1. After Nikita Krushchev, Leonid Brezhnev became the most powerful person in the Soviet Union.
2. The Soviet Union invaded Czechoslovakia.
3. Ronald Reagan restricted trade. He put economic pressure on the Polish government and the Soviet Union.
4. Ways the superpowers carried on a policy of détente were cultural exchanges, nuclear arms talks, and economic trade.
5. Leonid Brezhnev's failure to establish good relations between the Soviet Union and China.
6. Answers should include two of the following: gave managers in industry and agriculture greater authority; relaxed censorship; permitted multiparty-candidate elections; ended Communist Party monopoly of power; allowed Eastern Europe nations to reform their governments.



Keys

7. Republics struggle to survive without aid from Soviet Union; different nationalities and ethnic groups now battle for control of new governments or to create a nation of their own; memories of past injustices have created tensions and unrest between groups of old Soviet Empire.
8. Commonwealth of Independent States is the name of the nation.
9. The new leader was Boris Yeltsin.
10. Problems faced by the Soviet Union were political instability, economic problems, high inflation, high unemployment, and the war in Chechnya.
11. Vladimir Putin was elected president of the Russian Republic.
12. Problems faced by Vladimir Putin in Russia were fighting in Chechnya, terrorist attacks, economic and social problems like unemployment, a poor standard of living and life expectancy, and a population decline.
13. The trade policies the EU and the WTO supported and their reasons were to create trade policies that enabled member nations the opportunity to raise their standard of living, promote investment, and sense of community.
14. The challenges the global community faces in the 21st century is that there are still many military dictatorships, repressive monarchies, dominant one-party systems, human rights violations, weapons of mass destruction (WMD), and global terrorism.

Practice (p. 668)

Answers will vary.

Practice (p. 669)

1. standard of living
2. bureaucracy
3. propaganda
4. détente
5. glasnost
6. intervention
7. perestroika
8. discriminate
9. demonstrate

Practice (p. 670)

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

Unit Assessment (pp. 189-194TG)

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



Keys

20. Answers will vary but may include the following: struggling to survive without aid from old Soviet Union; experiencing civil wars as ethnic and religious groups battle for power.
21. It is important because the superpowers' nuclear weapons had the capability of destroying the entire world.
22. He removed trade barriers, price controls, and government subsidies to state owned businesses. High unemployment, inflation, and business failures resulted.
23. The people who live in Chechnya, a mostly Muslim area, revolted because they wanted to form their own independent republic and the Russian government refused.
24. Answers will vary but may include the following:
 - global war on terrorism led by United States
 - increased security measures affecting travel by plane and train
 - subsequent acts of terrorism have pushed governments to share intelligence information with each other
 - restrictions on immigration
 - focus on problem of illegal immigration.
25. Answers may vary but should include three of the following:
 1. human rights violations
 2. the number of dictatorships in the world
 3. global terrorism
 4. weapons of mass destruction (WMD).

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.

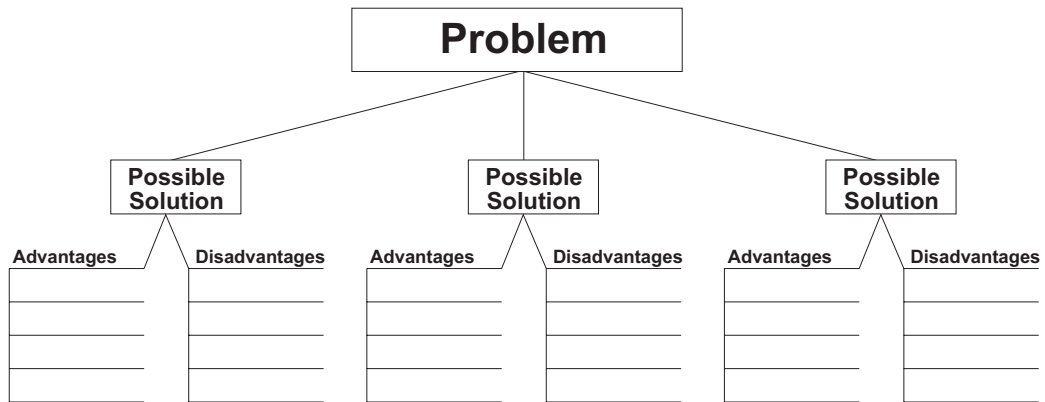
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

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.

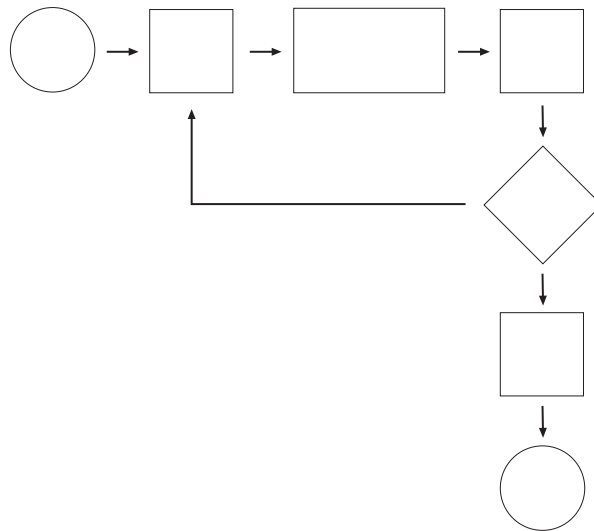
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

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



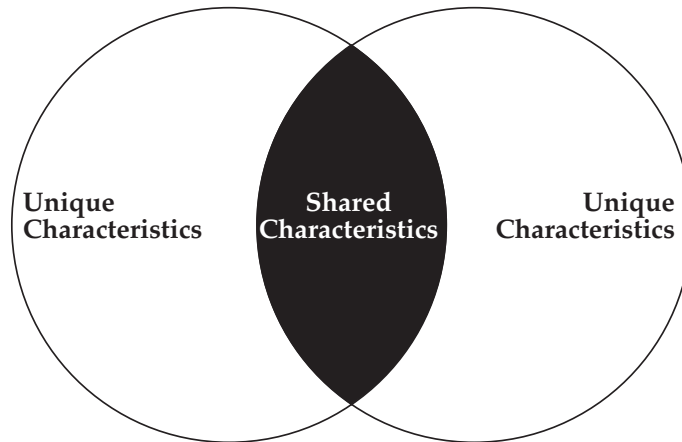
Flowchart: depicts a sequence of events, actions, roles, or decisions.

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



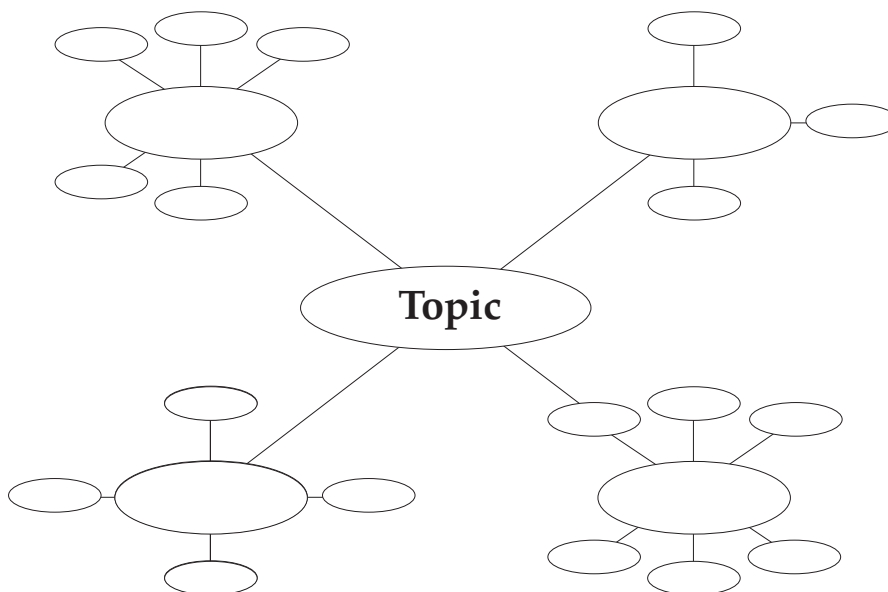
Venn Diagram: creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, or people.

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.



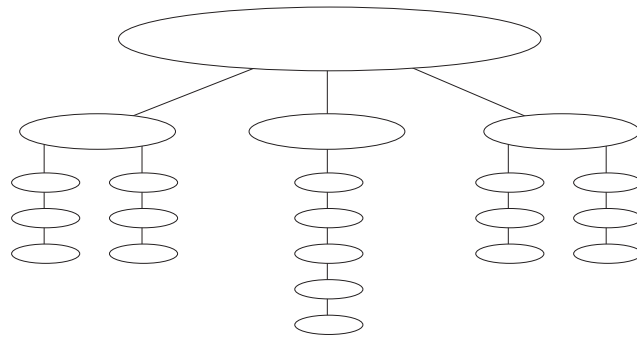
Webbing: provides a picture of how words or phrases connect to a topic.

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.

Written Presentations

- expressive (diaries, journals, writing logs)
- transactional (letters, surveys, reports, essays)
- poetic (poems, myths, legends, stories, plays)

Representations

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

Oral Presentations

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches
- storytelling
- oral histories
- poetry readings
- broadcasts

Visual and Graphic Arts

- murals
- paintings
- storyboards
- drawings
- posters
- sculpture
- cartoons
- mobiles

Performances

- role playing, drama
- dance/movement
- reader’s theater
- mime
- choral readings
- music (choral and instrumental)

Media Presentations

- 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 our lives.

Have students explore the concept, behavior, or skill with 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 observe, study, and participate in a setting off the school grounds, using the community as a laboratory.

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 analyzes 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, architects, 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 Taoism; 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, Nicolaus Copernicus, or Galileo Galilei 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 Thomas Hobbes, John Locke, Baron de Montesquieu, or Jean-Jacques 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, the revolutions of 1848, unification of Germany and the role of Otto

von Bismarck, and the unification of Italy and the role of Giuseppe 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 for Students

The following accommodations 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 progress monitoring plan (PMP) as deemed appropriate. Before determining testing accommodations, consult with parents/guardians and check student's IEP, 504 plan, and/or PMP, since some accommodations may not be allowed on some statewide tests.

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 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.
- Allow student time 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

- Allow an individualized grading system.
- Provide a pass or fail system for select activities.
- Evaluate more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).
- Allow flexible time limits to extend completion of assignments or tests.
- Additional accommodations may be needed.

Strategies to Incorporate Reading, Writing, Speaking, and Viewing Skills

Reading is the most critical of all the skills students need in order to be successful. Along with writing, reading is necessary for all areas of study in your school curriculum.

Many of you have attended workshops and in-service sessions that focus on reading skills in the content areas. No doubt, many of you also have a number of effective strategies and activities that you use in your classrooms on a daily basis. This section is intended to supplement these strategies and materials you already have available and use. Specifically, it includes strategies to enhance any unit and is divided into the following categories:

- before reading activities (pages 225-236)
- during reading activities (pages 237-268)
- after reading activities (pages 269-285)
- vocabulary activities (pages 286-291)
- research activities (pages 291-301)
- writing strategy activities (pages 301-308)
- writing activities (pages 308-322)
- proofreading activities (pages 323-375)
- speaking activities (pages 326-347)
- critical viewing activities (pages 348-350)
- production activities (page 351)
- vocabulary and content (pages 351-355).

Florida School District Interlibrary Loan Services

To access over one million titles of print and audio-visual (AV) materials and more than 9,000 professionally selected web sites, use the SUNLINK database (www.sunlink.ucf.edu). SUNLINK is funded by the State of Florida and has a listing of more than 80 percent of the public K-12 school library media center materials in Florida. All items (print, AV, and web sites) are searchable by subject, title, and author keyword as well as language, format, publication date, grade level, and interest level. SUNLINK schools are encouraged to provide interlibrary loan services to teachers and students in other SUNLINK schools. If a title is found in SUNLINK that is not available in a local media library collection, the library media specialist can order it from another media center in the district, region, or state via interlibrary loan (ILL).

You may wish to document students' use of reading strategies using a Reading Strategy Interview and a Reading Strategy Interview Record Sheet. Prepare interview questions and record students' comments. The interviews can be used to set individual student goals and then to plan reading strategy mini-lessons. The students' comments can be used to create and post a class list of all the strategies students use and the positive reading attitudes they have shown. See the following examples for a set of possible student interview questions and a comment recording sheet.

Reading Strategy Interview

Book Selection

- How do you make a selection as to what book to read?

Before Reading

- What do you do before you start reading a book?

While Reading

- If you are alone, what do you do when you cannot pronounce a word?
- If you are alone, what do you do when you do not know what a word means?
- What do you do if you do not understand a paragraph or page?

After Reading

- What do you do when you have completed the book?

Reading Strategy Interview Record Sheet

Student's Name: _____

Book Selection Strategies: _____

Before-Reading Strategies: _____

During-Reading Strategies: _____

After-Reading Strategies: _____

Student's Goal(s): _____

Before Reading Activities

1. Use the Before, During, and After strategy, which is a step-by-step guide of what good readers do when they are reading to learn. This strategy is designed to stimulate the student's use of prior knowledge.

Before

- Check it out by skimming the text, using information from your teacher about the purpose or task.
- Think about what you know about the subject.
- Decide what you need to know, make predictions about the meaning and organizational pattern of text, and determine the best strategy to use.

During

Stop, think, and ask yourself the following.

- "How does it connect to what I know?"
- "Does it make sense to me?"
- "If it doesn't make sense, what can I do?"
 - change past ideas or misconceptions
 - disagree with author
 - anticipate new content
 - link new information to what is already known

After

- React to what you have read.
- Check to see what you remember by summarizing it mentally or graphically.
- Use what you have read, linking it to prior knowledge and applying it to new situations.

2. Use the Anticipation/Reaction Guide to activate students' prior knowledge about a topic and to focus on inaccuracies and misconceptions in the minds of some students. Identify major ideas in the text to be read which will challenge or support students' beliefs. Create at least five statements to which students can react based on their beliefs or opinions. See a sample graphic organizer below.

Anticipation/Reaction Guide		
Write A if you <i>agree</i> with the statement. Write D if you <i>disagree</i> with the statement.		
Response before Lesson	Topic:	Response after Lesson

Ask students to agree or disagree with the statements using the graphic organizer. Discuss responses and have students explain why they responded as they did. Have students read the text and look for statements which support, contradict, or modify their opinions. After students read the text, focus the class discussion on these questions:

- What statements support your opinions?
- What statements contradict your opinions?
- Why do you still agree or disagree with the writer?
- What would help you change your mind?

Then have students respond again to the Anticipation/Reaction Guide and discuss how and why their responses differed from ones made before reading.

3. Activate students' prior knowledge by making KWL (Know-Want to Know-Learned) charts. Using a large sheet of paper divided vertically into three parts, have students brainstorm what they already know about the subject and what they want to know. After reading, have them complete the Learned column. Keep the chart posted as they read.

KWL Chart

Know	Want to Know	Learned
Randi is going to visit Florida.	Why has she never left her home state?	Randi is an only child.
Randi is 16.	What did she think of the ocean?	She had not seen her aunt in so long because of a family problem years ago.
She sees the ocean—1 st time.		
She is from Ohio.		

To further extend the KWL strategy, have the class classify the information in the Know column. Turn the Want to Know column responses into questions. Add a Go column before the What I Learned column. In the Go column, have students brainstorm where they can go to get the information. Assign pairs of students to research the answers.

4. Activate students' background knowledge about a topic using an ABC Brainstorm chart. Have students use the letters of the alphabet to think of a word or phrase associated with the topic.

ABC Brainstorm

Topic: _____

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Summary: _____

5. Have students engage in experiences that deepen their understanding of key vocabulary words. For example, using the following graphic organizers, have students make comparisons, analogies, and metaphors, with key vocabulary and classify teacher-selected terms.

- Comparisons

Compare Terms Using Sentence Stems

_____ and _____ are similar because they both

_____ .
_____ .
_____ .

_____ and _____ are different because

_____ is _____ , but _____ is _____ .

_____ is _____ , but _____ is _____ .

_____ is _____ , but _____ is _____ .

Examples

Fractions and **decimals** are similar because they both

_____ .
_____ .
_____ .

Fractions and **decimals** are different because

fractions _____ , but **decimals** _____ .

fractions _____ , but **decimals** _____ .

fractions _____ , but **decimals** _____ .

A **monarchy** and a **dictatorship** are similar because they both

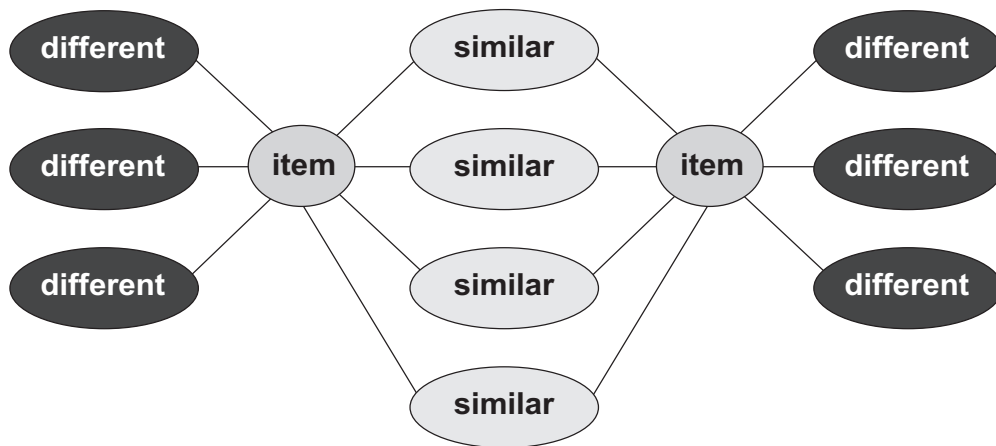
A **monarchy** and a **dictatorship** are different because

a **monarchy** _____ , but a **dictatorship** _____ .

a **monarchy** _____ , but a **dictatorship** _____ .

a **monarchy** _____ , but a **dictatorship** _____ .

Compare Terms Using a Double Bubble



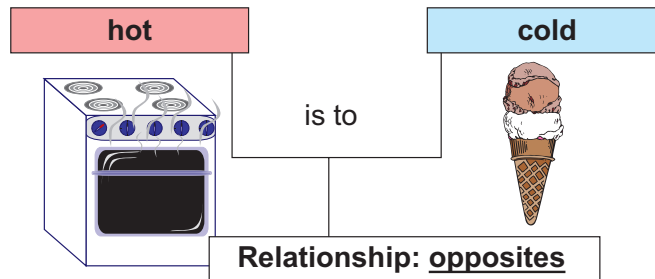
Compare Terms Using a Grid

	Item 1	Item 2	Item 3	
Characteristic 1				Similarities and Differences
Characteristic 2				Similarities and Differences
Characteristic 3				Similarities and Differences
Characteristic 4				Similarities and Differences

- Analogies

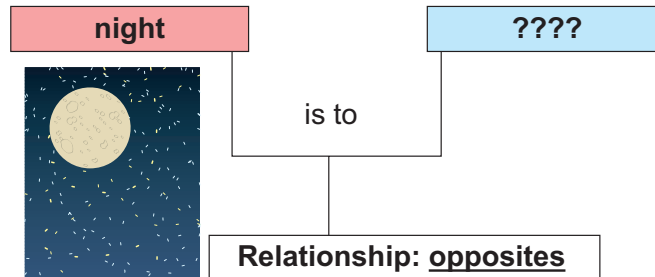
Create Analogies

Step 1
Identify how the first pair of elements are related.

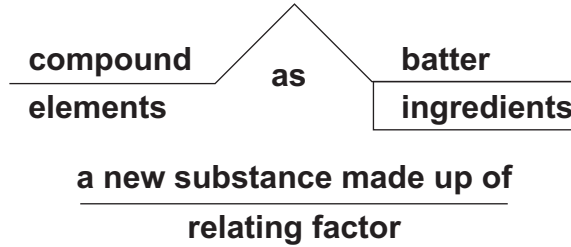


Step 2
State their relationship in a general way.

Step 3
Identify a second pair of elements that share a similar relationship.

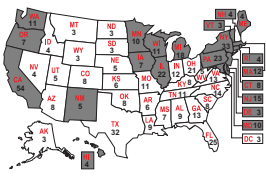
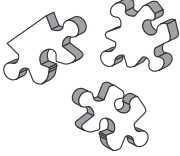


Solve Analogy Problems



- Metaphors

Create Metaphors

Step 1—Important and Basic Information	Step 2—General Pattern	Step 3—General Pattern in New Information or Situation
1. Identify the important or basic elements of the information or situation with which you are working.	2. Write this basic information in a more general pattern by <ul style="list-style-type: none"> • replacing words for specific things with words for more general things • summarizing information whenever possible. 	3. Find new information or a situation to which the general pattern applies.
political map  <p style="font-size: small; margin-top: 5px;">2000 Electoral Votes per State</p>	is a	puzzle 

- Classify

Use Different Types of Word Walls to Classify

- content/thematic
- genre
- current events

Use a Definition Word Chart to Classify

Word	Category or Cluster	Critical Attributes	Symbol or Picture
Examples Non-examples	Examples: Non-examples:		
Definition			

6. Front-load key vocabulary words to build upon and extend prior knowledge and experiences. Provide extensive instruction in the preteaching and teaching phases of a lesson, providing students with opportunities to interact with vocabulary prior to reading.

7. Use the group activity called Expectation Scheme to provide students with a purpose for reading by activating their prior knowledge and engaging them in making predictions. Ask students to skim or pre-read a section of the text. Have each student generate as many statements as possible about the information he or she expects to find in the selection, writing each statement on a separate card or strip of paper. Have groups arrange their statements on chart paper in some type of hierarchical fashion. Next, focus a class discussion on why each statement was generated and why it was placed in a particular position in the hierarchy. After the material is read, discussion should center on how the information closely coincides with the Expectation Scheme.

8. Have students use the Author's Intended Message (AIM) questioning strategy before, during, and after reading to focus on the main idea of a selection. Ask students to write down responses to these questions—

Before reading the selection:

- What is the topic?
- How much do I know about the topic?
- What do I expect to find out about the topic?
- What questions may be answered as I read the selection?

During reading the selection:

- If there is an introduction, does it tell what the major points will be? If so, what are they?
- How can I paraphrase the introduction?
- What words and phrases signal the organizational patterns of structures used in the selection?
- Which pre-reading questions I asked can now be answered?

After reading the selection:

- What was the author's purpose?
- How can I best summarize this selection?
- What steps can I take if I still have not determined the author's intent? (For example, reread, skim, discuss with others.)

9. Have students use the Collaborative Strategic Reading (CSR) technique with a reading selection. CSR is composed of four strategies: Preview, Click and Clunk, Get the Gist, and Wrap Up. Clicks refer to portions of the text that make sense to the reader—comprehension clicks into place as the reader proceeds smoothly

through the text. Clunks refer to words, concepts, or ideas that do not make sense to the reader. When students do not know the meaning of a word, it is a clunk, and clunks break comprehension down. Have students work in small groups and follow these steps:

Before reading the selection

- Preview

Brainstorm—Write what you already know about the topic.

Predict—Write what you think you will learn about the topic.

During the reading of each paragraph or section in the selection

- Click and Clunk

If some parts were hard to understand, use these fix-up strategies (written on index cards) for figuring out a clunk word, concept, or idea—

- Reread the sentence and look for key ideas to understand the word.
- Reread the sentence with the clunk and the sentences before and after the clunk looking for clues.
- Look for a prefix or suffix in the word.
- Break the word apart and look for smaller words.

- Get the Gist

Write the most important person, place, or thing in the selection.

Write the most important idea about the person, place, or thing in the selection.

After reading the selection

- Wrap Up

Ask questions—Write and answer 5W-How questions:
Who? What? Where? When? Why? and How?

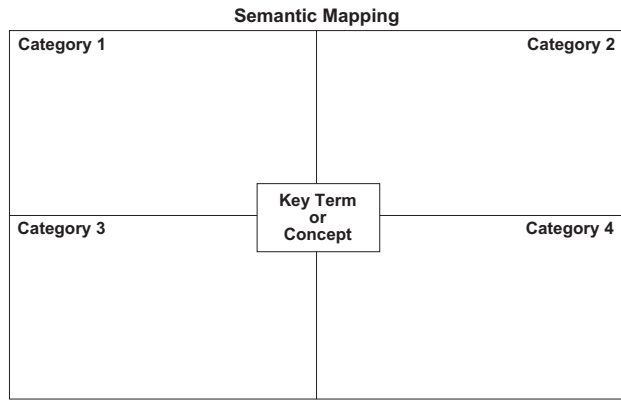
Review—Write the most important ideas learned from the selection.

After using CSR as a teacher-directed activity, consider assigning roles for peer-directed cooperative learning groups. Possible roles may include the following:

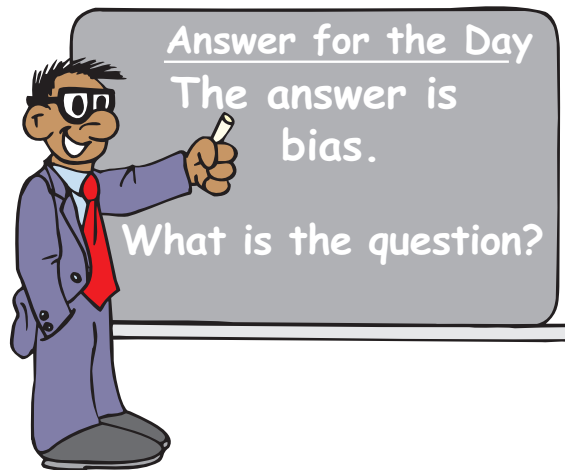
- Leader—says what to read and what strategy to apply next
- Clunk Expert—uses the four clunk fix-up strategies (written on index cards) to remind the group of the steps to follow when trying to figure out a word, concept, or idea
- Announcer—calls on group members to read or share an idea one at a time and makes sure all members participate
- Encourager—watches for behavior to praise, gives positive feedback, encourages all members to participate and help each other, evaluates how well the group works together, and gives suggestions for improvement
- Reporter—reports and shares groups main ideas and generated questions during wrap-up session
- Time Keeper—sets the timer for each portion of the CRS and lets the group know when it's time to move on.

10. Use Semantic Mapping as both a pre- and post-reading activity to activate and create background knowledge, to help students see relationships among vocabulary terms, to connect new information to prior knowledge, and to assist students in organizing information. Identify a key term or concept in the selection to be read. Ask students to say (or write) all the words and phrases that they think of about the key term or concept. List all responses on the

board and discuss why each association was made. Next, have students group the responses into categories and label these categories. Discuss why the groupings or categories were chosen and display the results. See example below.



11. Find many opportunities to stimulate creative thinking in your students. One way is to place an *Answer for the Day* on your board, such as—“The answer is bias. What is the question?” Encourage students to come up with as many questions as they can for which this would be the correct answer.



During Reading Activities

1. Help students use the following REWARDS—Reading Excellence: Word Attack and Rate Development Strategies—methods of attacking long words by segmenting the word into manageable, decodable “chunks.” Initially, have students use the overt strategy (circling and underlining). Later, students can use the covert strategy.

REWARDS—Strategies for Reading Long Words

(Reading Excellence: Word Attack and Rate Development Strategies)

Overt Strategy:

1. Circle the word parts (prefixes) at the beginning of the word.
2. Circle the word parts (suffixes) at the end of the word.
3. Underline the letters representing vowel sounds in the rest of the word.
4. Say the parts of the word.
5. Say the parts fast.
6. Make it a real word.

Example

reconstruction

Covert Strategy:

1. Look for word parts at the beginning and end of the word, and vowel sounds in the rest of the word.
2. Say the parts of the word.
3. Say the parts fast.
4. Make it a real word.

© 2000 from *REWARDS (Reading Excellence: Word Attack and Rate Development Strategies)* by Anita L. Archer, Mary M. Gleason, and Vicky Vachon of Sopris West Educational Services by permission of authors

2. Help students use the following RCRC—Read, Cover, Recite, Check—strategy for either memorizing or studying material or for actively reading content materials.

Using RCRC for Studying Words and Definitions or Questions and Answers

RCRC (Read, Cover, Recite, Check)

R = Read

Read a little bit of material. Read it more than once.

C = Cover

Cover the material with your hand.

R = Recite

Tell yourself what you have read.

C = Check

Lift your hand and check.

If you forgot something important, begin again.

Using RCRC for Reciting the Topic and the Details

Active Reading with RCRC

R = Read

Read a paragraph.

- Think about the topic.
- Think about the important details.

C = Cover

Cover the material with your hand.

R = Recite

Tell yourself what you have read.

- Say the topic.
- Say the important details.
- Say it in your own words.

C = Check

Lift your hand and check.

If you forgot something important, begin again.

© 1991 from *Skills for School Success: Book Four* by Anita L. Archer and Mary M. Gleason of Curriculum Associates, Inc. by permission of authors

3. Have students use index cards as a bookmarker when reading. When they finish a section, have them jot down one or two sentences summarizing what they have read, as well as any difficult words in the section. Use separate cards for each section and keep them together with elastic bands. At the end of the unit, use the cards for review.
4. Model the Think-Aloud strategy to illustrate how you make connections with text. Read aloud from a text, stopping after a short passage, then “think out loud” showing how your mind makes connections that lead to comprehension of the text. After modeling several passages, have students work with partners to “think-aloud” other passages. The Think-Aloud strategy helps students make predictions about the text; compare and contrast ideas; visualize the information that is described in the text; and make connections to prior knowledge. Direct students to use the following six strategies as they use the Think-Aloud strategy:
 - Identify the problem.
 - Fix the problem.
 - Picture the text.
 - Predict what will happen next.
 - Make comparisons.
 - Make comments.

Consider posting these in the room or creating bookmarks for students with the strategies on them.

Ask pairs or small groups of students to discuss their thinking with each other and offer their own strategies as they read. Then have each student fill out the following chart assessing his or her use of the Think-Aloud strategy.

Assessing My Use of the Think-Aloud Strategy				
While I was reading, how much did I use these Think-Aloud Strategies?	Not Much	A Little	Usually	Always
Identify the problem.				
Fix the problem.				
Picture the text.				
Predict what will happen next.				
Make comparisons.				
Make comments.				

5. Provide students with opportunities to visualize as they are reading. This can be done in many ways. You may ask them to draw diagrams, maps, or pictures of what they have read.
6. Read aloud often to your students. Students learn from listening to what is being read. Ask students to draw a picture of what you are reading as they listen. Have them share and discuss their pictures at the completion of the reading session.

7. Stop occasionally as you are reading aloud to allow students to make predictions. Record their predictions on the board. When a prediction is validated in the text, place a check mark next to it and have the students make a new prediction.

Variation: Have students use a Prediction Chart like the one below to put in writing what they think will happen next. Then ask students to read to verify their predictions.

Prediction Chart		
Chapter	What I Predict Will Happen	What Actually Happened

8. Have students use a Reader Response Log by writing questions and making predictions while reading a selection and then responding to those questions. Ask students to divide a sheet of paper into two columns, labeling the left column Text and the right column Response or Question. See the following explanation.

Reader's Response Log	
Text	Response or Question
In this column, provide a direct quote from the text that is challenging, interesting, and/or confusing.	In this column, respond to the quote by predicting what will happen, why you find it interesting, and/or what is confusing. Then make a personal response to the passage chosen.

First model the strategy and then provide small group practice before asking students to use it independently.

9. Have students use the Charting Text Structure strategy as a pre-reading strategy to locate and interpret structural clues in a selection. Distribute copies of a reading selection. As you read the text aloud, have students underline (or highlight) clues on their copies. Use a Think-Aloud strategy to help students exchange ideas about these clues. You may need to assist students by asking these questions:
- What are the main headings?
 - Is there an introductory paragraph?
 - Is there a concluding paragraph?
 - What are the topic sentences of each paragraph?

As a class, list the ways the author structured the selection. Ask students to write an outline of the selection's structure and main idea.

10. Have students use the Content Frame, a visual representation—an outline—of the content of a reading selection to help students uncover the organization of the text, divide it into its components, and perceive relationships between sections. Read the selected text aloud with the class. Ask students to stop the process whenever they detect an organizational clue. Write the clues on the board and continue this process until the reading is complete. Discuss the organizational clues, eliminating the unnecessary ones and refining the others to best reflect the author’s intention and text structure. As a class, use the refined list of structural clues to create a “content frame” or final outline.

11. Have students use the Idea-Map strategy to see how information in the text is organized and how the various components fit together. The Idea-Map is unique because of its simple use of block charts to represent a reading selection’s progression of ideas in vertical (top to bottom) or horizontal (left to right) format. See the following four examples of Idea-Maps.

Description Idea-Map

Topic:

Compare and Contrast Idea-Map

Topic:		Topic:
	=	
	=	
	=	
	=	
	=	

Time Order Idea-Map

Topic:
↓
↓
↓
↓

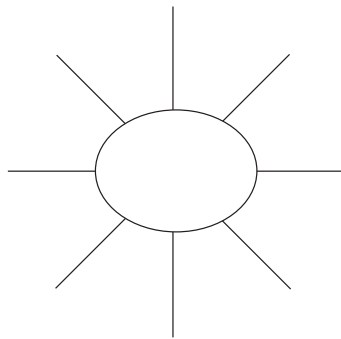
Problem and Solution

Problem:	→	Solution:

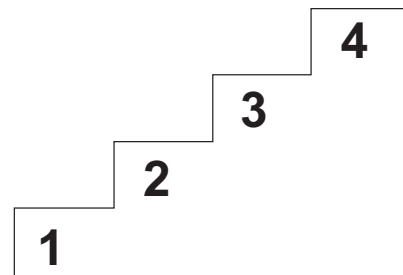
Select the most appropriate Idea-Map to assist student comprehension with a reading selection. Have students work individually or in small groups to complete the Idea-Map as they read the text. Discuss entries in small groups or with entire class and make necessary revisions to correct misconceptions or sharpen imprecise language.

12. Have students use various graphic organizers to see how information, main ideas, and supporting details in a text are connected and organized. These tools help students to isolate and analyze the main ideas in a reading selection. See the following five examples of graphic organizers.

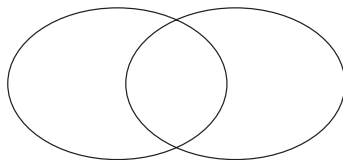
Description Graphic Organizer



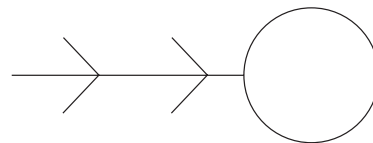
Time Order Graphic Organizer



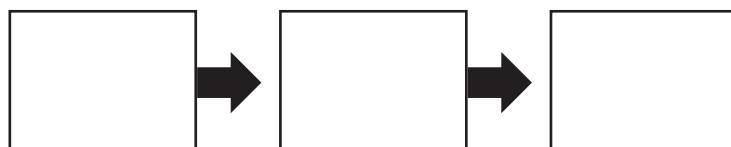
Compare and Contrast Graphic Organizer



Cause and Effect Graphic Organizer



Problem and Solution Graphic Organizer



Select the most appropriate graphic organizer to assist student comprehension with a reading selection. Have students work individually or in small groups to complete the graphic organizer as they read the text. Discuss entries in small groups or with entire class and make necessary revisions to correct misconceptions or sharpen imprecise language.

13. Have students use the ORDER strategy, which stands for the following:




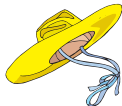


ORDER
O pen your mind
R ecognize the structure
D raw an organizer
E xplain it
R euse it

The ORDER strategy recognizes the importance of graphic organizers in helping students in visualizing the organization of information in a reading selection, but also takes into account the need for a student's independent, unguided thought process. The strategy encourages students to build their own graphic organizer if the text's structure does not match any of the standard patterns. Ask students to read a selection and take notes on key concepts and the structure of the selection in simple outline form. Have students evaluate the selection and its organization against the five standard graphic organizer patterns. If one of them matches, have students complete it; if not, encourage students to build their own to match the selection's structure. Hold a class discussion to compare student conclusions. If students disagree on the best organizer, have them explain their viewpoints and defend them with evidence from the text.







14. Have students use the 6 Thinking Hats strategy, a lateral thinking tool to help students look at a problem or decision about a reading selection or topic from many different perspectives. Have students work in small groups to discuss a problem and come to a consensus using the 6 Thinking Hats strategy. See the following three pages.

The first page gives a detailed explanation of how to “wear” each hat when thinking about and discussing the topic. The second page is a shorter version to post. The third page is used to write notes about the discussion. Each hat is to be *worn* separately by the group as the topic is thoroughly discussed *wearing* just that hat. The blue hat allows the group to see whether a conclusion can be drawn or if there is a need to go back to another hat.


6 Thinking Hats Strategy

<p style="text-align: center;">White Hat</p>  <p style="text-align: center;">Stating the facts</p>	<p>White Hat (Think of a sheet of <i>white</i> paper containing only unbiased facts.)</p> <ul style="list-style-type: none"> • facts • data • information <p>Wearing a white hat allows you to focus on what information is available, what information is needed, and how the information might be obtained. Opinions, beliefs, and arguments are put aside.</p>
<p style="text-align: center;">Red Hat</p>  <p style="text-align: center;">Stating the emotions</p>	<p>Red Hat (Think of <i>red</i> hot temperatures rising and falling.)</p> <ul style="list-style-type: none"> • feelings • emotions • gut reactions <p>Wearing a red hat allows you to put forth your feelings and emotions without justification, explanation, or apology. Having this time to get feelings out in the open is valuable.</p>
<p style="text-align: center;">Black Hat</p>  <p style="text-align: center;">Stating the negative aspects</p>	<p>Black Hat (Think of a stern judge wearing a <i>black</i> robe.)</p> <ul style="list-style-type: none"> • problems • pitfalls • dangers <p>Wearing a black hat allows you to consider suggestions critically and logically. Reflect on why a suggestion does not fit the facts or experience. Caution—negativity used too early can kill creative ideas.</p>
<p style="text-align: center;">Yellow Hat</p>  <p style="text-align: center;">Stating the positive aspects</p>	<p>Yellow Hat (Think of <i>yellow</i> sunshine bringing optimism into the day.)</p> <ul style="list-style-type: none"> • positive aspects • optimistic views • benefits <p>Wearing a yellow hat allows you to purposefully search for benefits, feasibility, and how something can work. Benefits are not always obvious; you might have to search for them.</p>
<p style="text-align: center;">Green Hat</p>  <p style="text-align: center;">Stating the creative alternatives</p>	<p>Green Hat (Think of <i>green</i> plants and rich growth.)</p> <ul style="list-style-type: none"> • creative solutions • additional alternatives • possibilities <p>Wearing a green hat allows you to focus on creative thinking and put forward interesting possibilities and new approaches. This sets aside the need for recognition, judgement, and criticism.</p>
<p style="text-align: center;">Blue Hat</p>  <p style="text-align: center;">Summarizing what is learned</p>	<p>Blue Hat (Think of <i>blue</i> skies and an overview of the whole.)</p> <ul style="list-style-type: none"> • summary • conclusion • decision <p>Wearing a blue hat allows you to focus on the overview process, or the need to go back to another hat (e.g., the green hat, to get some new ideas). This is the time for organizing and controlling the thinking process so it is more productive.</p>

6 Thinking Hats Strategy

<p>White Hat</p>  <p>Stating the facts</p>	<p>White Hat (Think of a sheet of <i>white</i> paper containing only unbiased facts.)</p> <ul style="list-style-type: none"> • facts • data • information
<p>Red Hat</p>  <p>Stating the emotions</p>	<p>Red Hat (Think of <i>red</i> hot temperatures rising and falling.)</p> <ul style="list-style-type: none"> • feelings • emotions • gut reactions
<p>Black Hat</p>  <p>Stating the negative aspects</p>	<p>Black Hat (Think of a stern judge wearing a <i>black</i> robe.)</p> <ul style="list-style-type: none"> • problems • pitfalls • dangers
<p>Yellow Hat</p>  <p>Stating the positive aspects</p>	<p>Yellow Hat (Think of <i>yellow</i> sunshine bringing optimism into the day.)</p> <ul style="list-style-type: none"> • positive aspects • optimistic views • benefits
<p>Green Hat</p>  <p>Stating the creative alternatives</p>	<p>Green Hat (Think of <i>green</i> plants and rich growth.)</p> <ul style="list-style-type: none"> • creative solutions • additional alternatives • possibilities
<p>Blue Hat</p>  <p>Summarizing what is learned</p>	<p>Blue Hat (Think of <i>blue</i> skies and an overview of the whole.)</p> <ul style="list-style-type: none"> • summary • conclusion • decision

6 Thinking Hats Strategy

<p>White Hat</p>  <p>Stating the facts</p>	
<p>Red Hat</p>  <p>Stating the emotions</p>	
<p>Black Hat</p>  <p>Stating the negative aspects</p>	
<p>Yellow Hat</p>  <p>Stating the positive aspects</p>	
<p>Green Hat</p>  <p>Stating the creative alternatives</p>	
<p>Blue Hat</p>  <p>Summarizing what is learned</p>	

15. Ask students to rewrite a reading selection in as few words as possible. They should eliminate all but the main idea. The students could elect a winner—the best, shortest retold reading selection.
16. Use cartoons to demonstrate cause and effect. Ask students to discuss ideas about the cartoons with a partner before sharing with the whole class.
17. Pose simple cause and effect questions. When students have grasped the answers satisfactorily, increase the difficulty of the questions until you are presenting them with debatable issues. What are the effects of steroids? Perhaps you could even tackle the old “chicken and the egg” question with rewards for the most creative theory. Centering journal questions around the causes and effects of their own personal decisions can also expand their perspective on this skill.

Consider using the following two-column chart to look at cause and effect and to consider consequences, causes, and solutions. You may also wish to use color-coded sentence strips on a board with magnetic backing to differentiate the areas of the chart.

Problem/Solution

Questions	Answers
What is the <i>problem</i> ?	
	↓
What are the <i>effects</i> ?	
	↓
What are the <i>causes</i> ?	
	↓
What are the <i>solutions</i> ?	

To extend activity, use one of the following charts to have students seek to provide support or evidence to bolster an opinion or to use key ideas to support a thesis. These are also excellent for pre-writing.

Opinion - Proof	Proof	
Opinion		

Thesis - Proof	
Thesis	Proof
Summary	

Thesis - Proof	
Thesis:	
Evidence	
Supporting	Refuting
Conclusion	

18. Use the Proposition/Support Outline strategy to help students separate fact and opinion materials in a reading selection. Discuss the difference between fact and opinion. Have students offer strategies for determining each. Put these criteria to test by providing a list of statements for students to identify as fact or opinion.

Assign a reading selection for students to identify the main propositions (a statement that can be supported by arguments) of the selection. Have students work in small groups to evaluate each of these statements, looking for evidence of opinion, bias, or personal viewpoints. Ask students to label each statement as fact or opinion. Have groups share their conclusions with the class. Encourage discussion and debate any statement about which the groups cannot agree.

Introduce the Proposition/Support Outline. See the Proposition/Support Outline chart on the following page. Discuss how support for a proposition can be categorized in five ways: facts, statistics, examples, expert authority, or logic and reasoning. Assign students a reading selection that presents an argument. Have students fill out the Proposition/Support Outline chart on the following page as they analyze the author's arguments. As a class, discuss the types of support used to argue the proposition to determine if the author was successful in proving his or her proposition.

Proposition/Support Outline	
Topic:	
Proposition:	
Support:	
1. Facts	
2. Statistics	
3. Examples	
4. Expert Authority	
5. Logic and Reasoning	

19. Ask students to use the Guided Reading strategy by completing the 4-Column Notes chart below as they read. As a class, elicit responses to hold a class discussion.

4-Column Notes Chart for Guided Reading Strategy			
Facts	Connections	Questions	Reaction/Response

20. Have students do buddy or paired reading. Student 1 reads aloud to Student 2, who then reads the same paragraph aloud to Student 1. At the end of the paragraph, the pairs stop and share thoughts and questions. The students continue until the assigned passage is complete.
21. Have students code the text by using small sticky notes (or mark the text in pencil) to indicate when they have questions or *aha* points which lead to discussion of ideas. Students may use these marks to indicate the following:

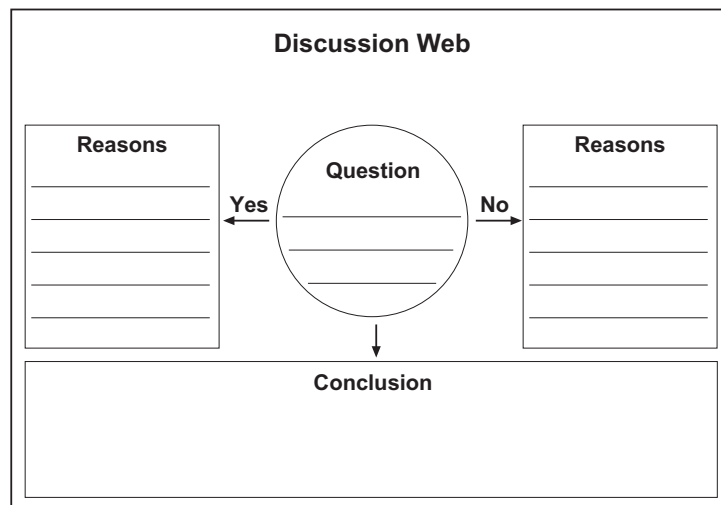
? I have a question about this part.

! I know this.

+ I didn't know this—now I do.

Variation: Have students use the above strategy to code the text and to take notes on sticky notes or index cards as they read, then use the coding and notes for a class discussion.

22. Have students use the “Huh” strategy by posting a small sticky note at a point of confusion in the text to remember to go back and see if, after further reading of the text, the point is now clear or if they still need to research further.
23. Use the Discussion Web to help students visualize key elements of an issue and identify opposing points of view on the matter. Assign a reading selection that is controversial and can elicit clearly defined opposing viewpoints. Ask the class to identify the main question of the selection. Once consensus is reached, post the question for a quick reference. Have students work with a partner and provide them with the Discussion Web. See the Discussion Web below.



Ask partners to write at least three reasons for answering the question “Yes” and an equal number of reasons for answering the question “No.” Have partners share supporting ideas from the reading and from their own experiences. Have partners pair up with another set of partners to work as a group. Ask each group to compare their responses, come to a consensus, and reach a conclusion on a pro or con point of view. Each group then selects a spokesperson to report to the class. Record students’ positive and negative responses on a simple T-Chart. See the T-Chart on the following page.

T - Chart	
Yes	No

Have students evaluate each reason, pro and con, objectively and fairly. Encourage students to decide on a position on the general question and write his or her final conclusion on an index card. Point out that understanding both sides of an argument does not preclude taking a stand. Collect the cards and tally the responses. Share the results with the class and list the most common reasons, pro and con, for these decisions on a shared Discussion Web chart.

24. Use the Intra-Act reading strategy to engage students in a reflective discussion. The Intra-Act process has four phases:
- comprehension phase—students construct meaning from a text selection
 - relational phase—students relate what they have learned about the topic with other readings and prior experience
 - valuation phase—students express personal feelings and value judgements about the topic
 - reflective phase—students reflect on decisions they have made and the values upon which these decisions are based.

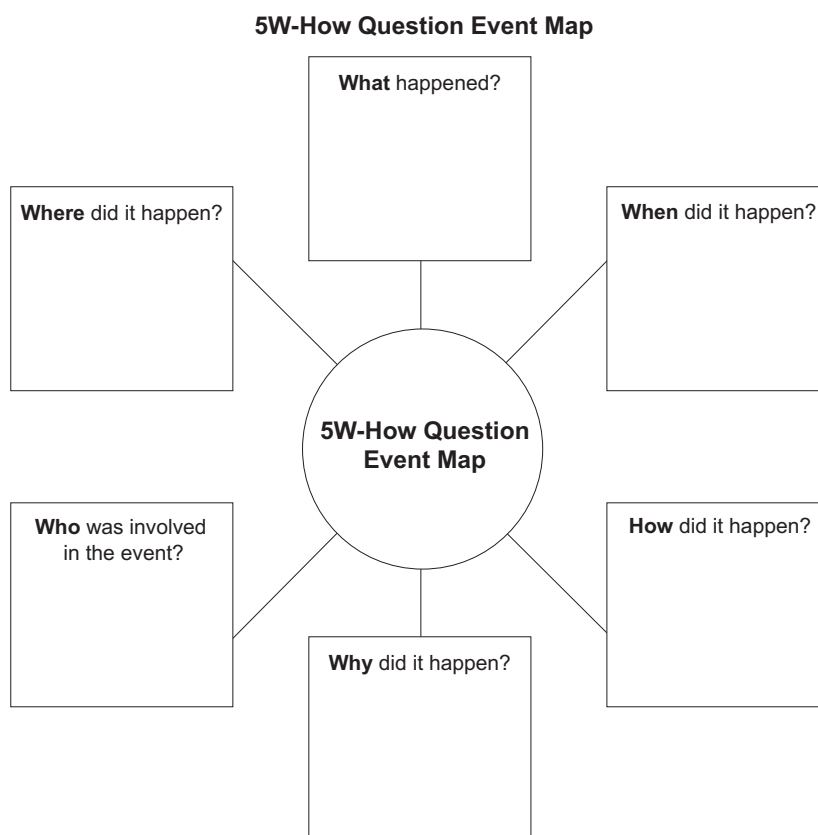
Choose a reading selection on a controversial topic, one about which students can form clear and informed opinions. Discuss the

differences between factual and opinionated information, stressing the need to defend opinions with supporting evidence. Identify a number of opinionated statements from the reading selection. Place these statements on the Intra-Act Value Statements chart below.

Intra-Act Value Statements					
Statements	Name _____	Name _____	Name _____	Name _____	Prediction Score
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Predictions were correct = + Predictions were incorrect = -	total score =				
	percentage of correct predictions = (number of correct predictions ÷ number of total responses)				

Have students work in groups to read and summarize the reading selection. Ask each group member to respond to the value statements. Then give each student a copy of the previous chart. Ask students to write in their own names and responding “Yes” or “No” to reflect their agreement or disagreement with the statement. Next, ask students to write in the names of their team members and predict how they will respond to the statements by marking the “Yes” or “No” boxes under their names. Finally, ask group members to share their predictions inside the group and mark their correct and incorrect responses on the chart. Engage students in a discussion of their reasons for supporting specific statements.

25. Give students a copy of a short content-related article. Have them use the 5W-How Question Event Map on the following page to answer Who? What? Where? When? Why? and How? after reading the selection. Have students share responses in pairs. Then discuss responses with the whole class.



26. Have students use the Internet or bring in content-related newspaper articles and locate the sentence(s) that answer the 5W-How questions. Have them make six columns on their paper with the headings: Who? What? Where? When? Why? and How? Ask students to list answers under the appropriate headings.
27. Use the Reciprocal Reading strategy to help students use reading strategies independently. These strategies include text prediction, summarization, question generation, and clarification of unknown or unclear content. Place students in groups of four. Distribute one

notecard to each member of the group identifying each student's role in the reading activity: summarizer, questioner, clarifier, or predictor. Have students read a few paragraphs of the assigned text selection, taking notes as they read. Have students stop at a given point.

- The Summarizer will give the key ideas up to this point in the reading.
- The Questioner will pose questions about unclear parts, puzzling information, and connections to previously learned information.
- The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
- The Predictor will guess what the author may describe next.

The roles then switch one person to the right, and the next selection is read. Have students repeat the process using their new roles until the entire selection is read.

28. Have students think beyond the words on the page and consider the author's intent or success at communicating it. Have students use this process to question the author. Ask students to read a selection of text (one or more paragraphs, but generally not a whole page). Then have students answer these questions:

- What is the author trying to tell me?
- Why is the author telling me that?
- Does the author say it clearly?
- How might the author have written it more clearly?
- What would I have wanted to say instead?

This is a tool for recognizing and diagnosing "inconsiderate" text. Students may struggle with content not because they are failing as readers but because the author has failed as a writer. This allows students to approach text with a "revisor's eye."

29. Incorporate a Three-Minute Pause between large sections of content. Place students in groups of three to five. The Three-Minute Pause provides a chance for students to stop, reflect on newly introduced concepts and ideas, make connections to prior knowledge or experience, and seek clarification. Have students do the following:
- Summarize key points so far. (Focus on key points up to this point.)
 - Add your own thoughts. (What connections can be made? What does this remind you of? What would round out your understanding? What can you add?)
 - Pose clarifying questions. (Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where it is heading? Can you probe for deeper insight?)
30. Have students use the 3 - 2 - 1 chart below as they read units in a book.

3 - 2 - 1 for Unit _____

3	Things You Found Out:
2	Interesting Things
1	Question You Still Have

This gives students an opportunity to summarize some key ideas, rethink them and focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. For a class discussion after each unit, use their responses to construct an organized outline, to plot a Venn

diagram, to identify sequence, or to isolate cause and effect. Discussions are then based on the ideas they found, that they addressed, and that they brought to class.

31. Discuss the five levels of Bloom's Taxonomy and how each new level builds on previous levels, focusing on the type of thinking that occurs at each level and the kinds of questions arising from this type of thought. See the "Bloom's Taxonomy: Question Frames for Developing Higher-Level Questions" chart on the following page. Post the chart for quick reference.
 - Use a common reading selection and discuss the levels of Bloom's Taxonomy by asking questions about the selection that demonstrate the type of thought required in each level.
 - Have students work in groups. Assign groups a topic in the unit. Provide each group a copy of "Bloom's Taxonomy: Question Frames for Developing Higher-Level Questions" on the following page. Ask the groups to compile questions about their topic for each level of Bloom's hierarchy. Share these questions with the class and evaluate how well the questions reflect each level of thinking.
 - Distribute a reading selection to each group and repeat the exercise. Encourage student discussion of resulting questions. Help students match questions they developed to the most appropriate level in Bloom's Taxonomy.

Bloom's Taxonomy

Question Frames for Developing Higher-Level Questions

Recall—repeating or retelling information, such as remembering and reciting key facts, ideas, definitions, and rules

What is _____ ?

Define _____ .

Identify the _____ .

Who did _____ ?

Analysis—separating the main ideas or components of a larger whole, such as organizing bits of data into “information clusters” or related pieces that fit together to form the whole

What is the main idea of _____ ?

List the main events of _____ .

What are the parts of _____ ?

What is the topic of _____ ?

Comparison—noting similarities and differences among the component parts, such as comparing how component parts are alike and how they are different

What is the difference between _____

and _____ ?

Inference—making predictions or generalizations through deductive or inductive reasoning, such as starting with a general statement or principle to explain how specific details relate to it (deductive logic) or investigating specific details in search of an underlying, unifying general principle and generalizing to uncover the main idea (inductive logic)

What do you think will happen next in the _____ ?

What is the main conclusion from _____ ?

Predict what _____ will do.

What would happen if _____ ?

Evaluation—reaching a conclusion supported by evidence, such as bringing together analyses, comparisons, and inferences to synthesize a conclusion

What is your opinion of _____ ?

What is the best solution to the problem of _____ ?

Evaluate the writing of _____ .

Defend your opinion about _____ .

32. Use the Seed Discussion strategy to encourage in-depth discussion of reading selections. The Seed Discussion is a two-step process using critical thinking skills and communication skills. First, students identify *seeds* for discussion, such as key concepts or questions requiring further elaboration. Second, students present their seeds to initiate group discussion. There are four roles played by students in each group.

- Leader—responsible for calling on each student to share his or her discussion seeds
- Manager—responsible for everyone having materials for discussion (books, journals, cards, etc.)
- Checker—responsible for every team member having a chance to talk about his or her seeds (everyone must comment on the seed before the next person presents his or her seed for discussion)
- Communicator—responsible for letting the teacher know when discussion is complete

Provide students with a series of questions about a reading selection that will assist them in identifying possible seeds for discussion. For example:

- What new information does the reading selection provide?
- What did you find interesting or surprising about the reading selection?
- What did you not understand in the reading selection?

Give students time to write and refine their seeds. Have students then initiate discussion by presenting their seeds, waiting for each member of the group to comment about a seed before moving on to the next person's seed. Have students evaluate the seeds, describing criteria for determining quality seed ideas.

33. Use the Radio Reading “read aloud” strategy for maximum interaction between the reader and the audience. This strategy allows comprehension improvement at two levels. The reader is immersed in the text to develop discussion questions and the audience reinforces learning by responding to reader’s questions. Have students work in small groups of four to six members. Assign each group a short reading. Ask the group members to silently read the entire selection. Then assign a specific section (a paragraph or more) to each group member to read aloud and to prepare discussion questions on that section. Give several minutes for rehearsal and formulation of questions for discussion.

Begin Radio Reading by having a reader read as the audience listens with their books closed. Discussion is initiated by the reader asking each member of the group a question to prompt the discussion. A listener may ask the reader to restate an unclear question. After the reader’s questions are thoroughly answered, the next listener takes a turn as reader. A Radio Reading chart like the one below can help to sustain the process and assist in accountability for each group member. A designated secretary can mark a + (plus sign) in the box to indicate a correct response, a - (minus sign) when the answer is unsatisfactory, and an R in the box of the reader. The decision on whether the response is a + or - lies with the reader.

Radio Reading							
Secretary’s Name _____							
Questions							
Group Member Names	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							

34. Use the Say Something strategy to help students construct meaning from text as they read by predicting, questioning, clarifying, connecting, or commenting during the reading process. Have students work in pairs and either read material aloud or silently. Cue students to stop and *say something* to their partner. You may direct “Say Something” by having students take a character’s point of view, personally connect to the text, or state something they remember from what was read. You may also locate places in advance for students to stop and say something, such as making a prediction, asking or answering a question, or summarizing and clarifying; to make a connection; or to make a comment. Partners then offer a response to what was said. If a student cannot say something, then he or she will need to reread the selection. After partners share, you may also have the whole group share. Use the “stand and share” technique whereby everyone stands up. When someone shares an idea of their own, they sit down. The “stand and share” technique may be used for any type of brainstorming activity.

Variation: Students may use the Say Something strategy as a personal comprehension model and say something silently to themselves.

After Reading Activities

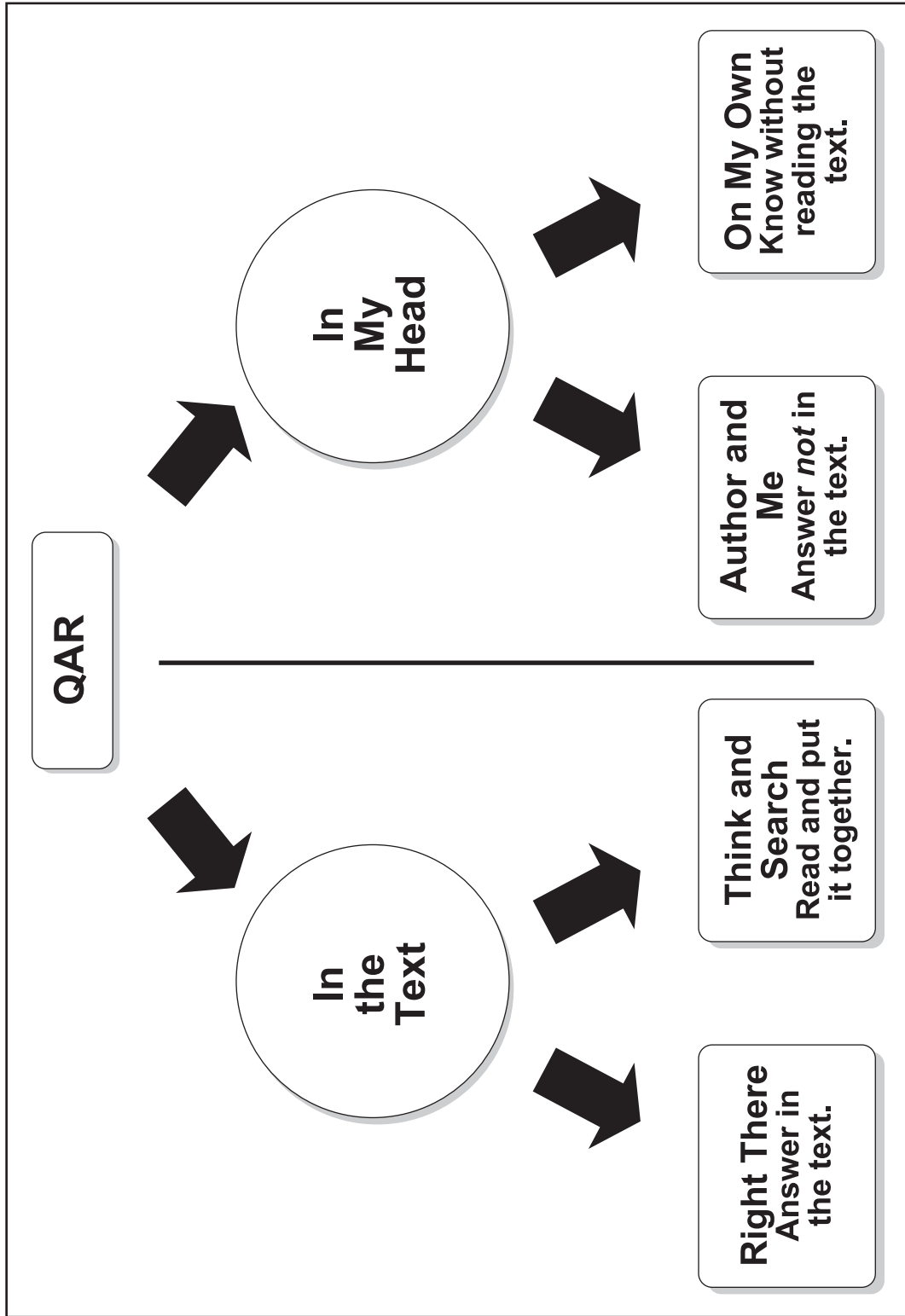
1. Use the Question-Answer Relationships (QAR) strategy as a post-reading strategy. This strategy equips students to tackle questions more effectively by teaching them to recognize different types of questions.

Two types of questions are text-based questions:

- “Right There” questions are constructed with words taken exactly from the text and answers can be found in the text.
- “Think and Search” questions ask students to think about the information they read and to search through the text to find information that applies.

Two other types of questions are knowledge-based and require students to use prior knowledge:

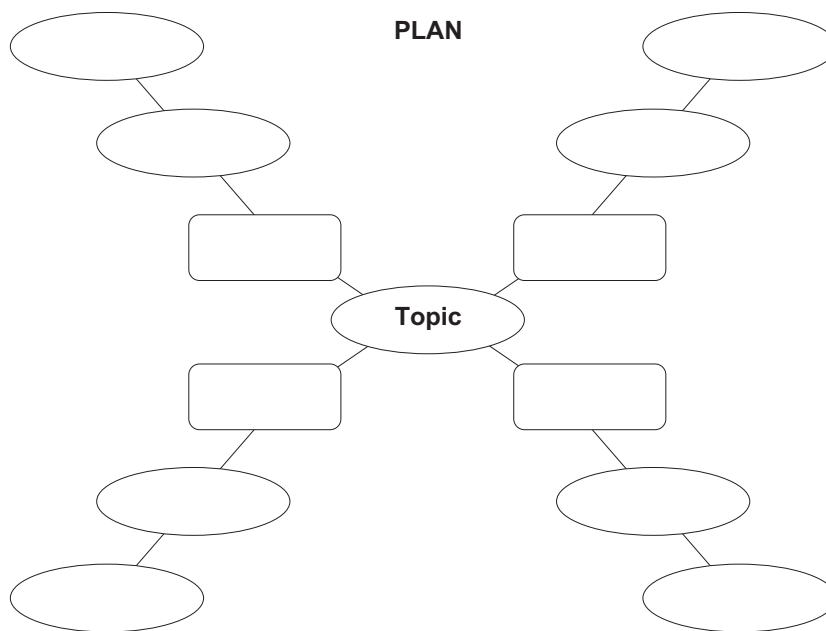
- “Author and You” questions require students to have read the text to understand the questions, but the answers are not found in the text.
- “On My Own” questions can be answered by students based on their background knowledge and does not require reading the text.



2. Use the Predict-Locate-Add-Note (PLAN) graphic organizer to help students summarize the content of a reading selection as a post-reading strategy.

- **Predict** selection content based on prior knowledge and experiences.
- **Locate** familiar and unfamiliar words and concepts.
- **Add** new information to prior knowledge.
- **Note** how new information can be applied to everyday tasks.

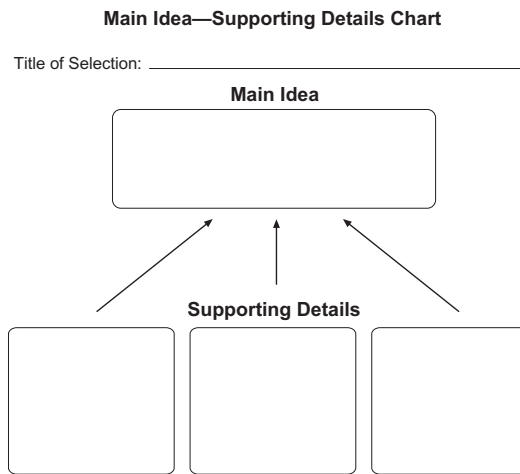
Select a reading passage with a well-defined concept. Give students a copy and ask them to scan the selection and make predictions about its content from titles and key words. Provide students with a graphic organizer to create a “map” of their predictions. See the PLAN graphic organizer below.



The center of the map should contain a prediction of the overall content of the selection. Each arm of the map should contain predictions about specific content items and evidence supporting these predictions, such as key words or phrases from the selection. Have students place a question mark by unfamiliar or unknown

information listed in their predictions. Now have students carefully read the selection, add new information learned while reading, and evaluate their predictions. Ask students to adjust their map to better reflect their careful reading of the selection. Challenge students to describe specific applications for this new gathered information in real world tasks.

3. Have students work in pairs and use the “Main Idea—Supporting Details Chart” below to help students identify the main idea and the details that support it.



4. Have students work in pairs and use the “Main Idea—Supporting Facts Chart” below with a selection to identify the main idea and supporting facts.

Main Idea—Supporting Facts Chart		
Subject of Text Selection: _____		
Body Paragraph 1	Body Paragraph 2	Body Paragraph 3
Main Idea	Main Idea	Main Idea
Supporting Facts	Supporting Facts	Supporting Facts

5. Have pairs of students read selected text and take turns being either the reader or the “coach.” The reader reads the paragraph aloud to the coach, then the coach orally summarizes the paragraph, emphasizing key points and asking clarifying questions of the reader. Students then reverse roles, following the same pattern until the whole selection is read and summarized. When they are finished, have students cooperatively summarize the main idea of the selection and create a written summary statement.
6. Have students write a newspaper article that “reports” the findings of a content-related study or event. Students must answer the 5W-How questions—who, what, where, when, why, and how—and use a writing style appropriate to a newspaper story. Have students use the graphic organizer below as a pre-writing tool.

5W—How Questions
Who, What, Where, When, Why, and How

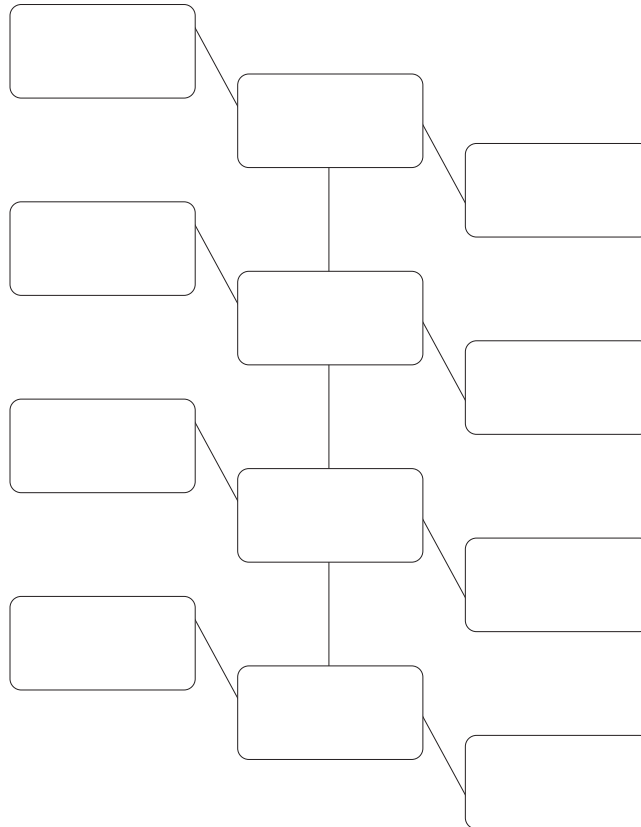
Who
What
Where
When
Why
How

Ask students to “interview” researchers involved in the study and/or real persons who may be experts in the field and are able to offer insights into it. Have students follow these steps:

- gather the facts (answer the 5W-How questions and get information and quotes from interviews)
- write a lead (a first sentence or paragraph that describes the basic idea of story and grabs the reader’s attention)
- write the body of the story (fill in the details about the idea presented in first sentence or paragraph)
- write a headline for the story (compose a headline interesting enough to capture the reader’s attention immediately).

Variation: Students can use a Sequence of Events graphic organizers like the one below to show the sequencing of events in the article or show a sequential task.

Sequence of Events



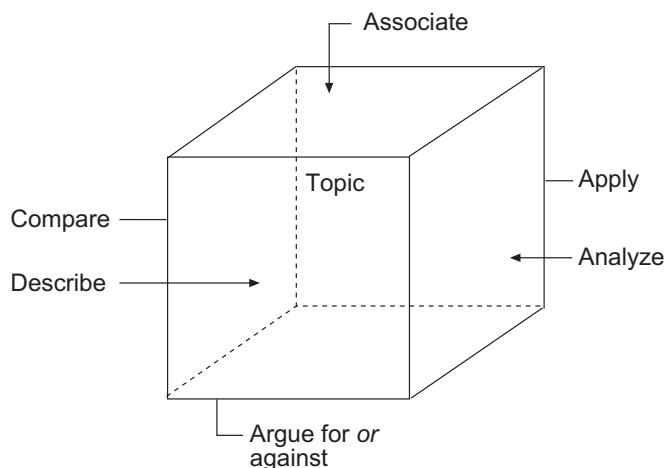
7. Have students use the Think Silently strategy. After reading a short selection, students write on a sticky note what that particular piece of text means to them. Post the notes on a Topic Wall.

8. Use the Cubing strategy to have students explore a topic from six different perspectives. The strategy's name comes from the fact that cubes have six sides. Use this strategy after reading and discussing issues that lead students to think critically about the topic. Divide the class into six groups and assign one of the six perspectives below to each group to brainstorm ideas about their assigned perspective.

- Describe—What does it look like?
- Compare—How is it similar to or different from something else?
- Associate—What else do you think of when you think of this topic?
- Analyze—What are the parts? What is it made of?
- Apply—How can it be used? What does it do?
- Argue—Are you for it or against it? Take a stand and list reasons for supporting or rejecting the premise of the topic.

Have groups choose a scribe and then collaborate to write a paragraph exploring their perspective. Each group reads their paragraph to the class, allowing other students to react to connections the group has made and pose ideas for revisions. Revised paragraphs may then be taped to the sides of a cardboard cube and displayed in the classroom.

Cubing Strategy



9. Have students write a Summary Cinquain about what they have read or learned. Have them use the following formula.

Summary Cinquain Formula

- Line 1: one-word title—usually a noun
 - Line 2: two-word description of the topic—usually two adjectives
 - Line 3: three-words expressing an action connected with the topic—usually the *-ing* form
 - Line 4: four-word phrase showing some feeling for the topic
 - Line 5: one-word synonym or restatement of the title or topic
10. Use Exclusion Brainstorming. Write a topic on the board followed by a list of words. Have students decide what words fit the topic and what words do not fit. Then ask students to explain why they do or do not belong with the topic.
 11. Use Exit Cards to summarize ideas from the text. Before students leave for the day, have them write responses to teacher-generated questions requiring them to summarize ideas from the lesson.
 12. Use Group Summary Writing. Read an interesting, informative article to the class. Ask students to state the important ideas they heard. List the points the students give in the form of notes on the board. Using the notes, work as a class to construct a group summary.
 13. Use the Question Exchange procedure following the reading of a selection. Have students write questions they feel would be important in a post-reading discussion. Then ask students to exchange questions and discuss which ones they feel focus on the most significant information.
 14. Have students use the Reciprocal Questioning (ReQuest) strategy as a way of analyzing their reading comprehension. Ask students to read a selection and develop discussion questions directed toward the teacher. Have students work in small groups to combine and revise their questions. Each group selects a spokesperson who then

asks the teacher the questions. The teacher answers the questions to reinforce student learning. As a follow-up exercise, ask students to describe the strategies they used in writing and revising the questions.

15. Have students use a CONCEPT diagram to clarify and organize concepts and related details in a reading selection. The steps in the CONCEPT diagram stand for the following.

- Convey central idea
- Offer overall concept
- Note key words
- Classify characteristics
- Explore examples and non-examples
- Practice new examples
- Tie down definition

Have students read a selection and identify an overall theme, along with the major subthemes or concepts. Using the CONCEPT diagram on the following page, have students work in small groups to fill in the central idea and overall concept, then write all key words and group them in logical categories. Using the key terms and concepts identified, have students suggest examples and non-examples. Combining what they have learned when categorizing the words and providing examples, have students produce a final, formal definition of key words and concepts.

CONCEPT Diagram

1. Central Idea

2. Overall Concept

3. Key Words

4. Classify Characteristics

Always Present

Sometimes Present

Never Present

5. Explore Examples

Examples

Non-Examples

6. New Examples _____

7. Definition

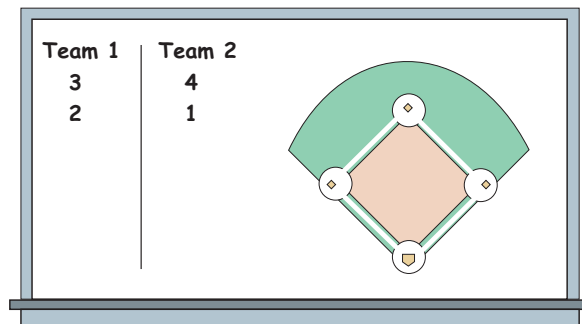
16. Create a Semantic Feature Analysis (SFA) chart or grid, which is a matrix designed for students to examine related concepts according to particular criteria. List a set of concepts down the left side that pertain to the reading selection. Then list criteria or features across the top by which the concepts will be compared. If the concept is associated with the features or characteristics, the student records a + (plus sign) in the grid where that column and row intersect. If the feature is not associated with the concept, a - (minus sign) is placed in the corresponding square on the grid.

Semantic Features Analysis Chart

List of Concepts	List of Criteria—Features or Characteristics				

17. Remove headlines from three or four content-related newspaper articles of varying lengths. Ask students to read each story and select the appropriate headline from a composite list. Vary the activity by having students write their own headlines and then compare them to the originals.
18. Have the students play Prove It. Ask questions that are answered in the text. When a student answers a question, have him or her go back and find the answer in the text. Gradually change the questions from literal to inferential.
19. Combine reading with writing as much as possible. Writing about what has been read improves reading comprehension. Reading journals are often used. Write a question about the text every day and have the students respond in their journals. Encourage “real world” connections to the reading by asking students to respond to specific questions. Students can also write letters to a partner about what they have read, and the partner can respond.

20. Encourage active reading by having students write their own questions following and during the reading of the text. Have the other students answer the questions or stump the teacher. Use the best questions to devise a review game or place them on the quiz for the text.
21. Play Baseball to review following reading and prior to a test. Baseball may be played by drawing a baseball diamond on the board and dividing the class into two teams. (*Optional*: Make a large baseball diamond with masking tape on the floor. Have students move around the bases.) Develop a batting order for each team. The team must answer questions correctly to gain a base. After three correct answers, every “hit” is a point. The teams change after three misses.



22. After reading a section of the text, ask students to complete these statements:

This book made me

wish that _____ .

realize that _____ .

decide that _____ .

wonder about _____ .

see that _____ .

believe that _____ .

feel that _____ .

hope that _____ .

23. After reading a section of the text, have students collect current events that reflect the topic.
24. Have students use the Book Report Recipe below to tempt the appetite of other readers. Create simulated recipe cards and post them on a bulletin board.

Book Report Recipe



- 1 cup of plot
briefly tell what the story is about—but don't give away the ending
- 2 teaspoons of characters
tell who the main characters are and briefly describe them
- 2 tablespoons of excitement
copy a short passage that describes something exciting that has happened—try to find one with the main character in it
- 1/2 cup of opinion
tell what you liked and did not like about the book
- 1 teaspoon of recommendation
tell who you think would enjoy this book and why
- a dash of information
title of the book, name of author, name of publisher, number of pages, and literary genre

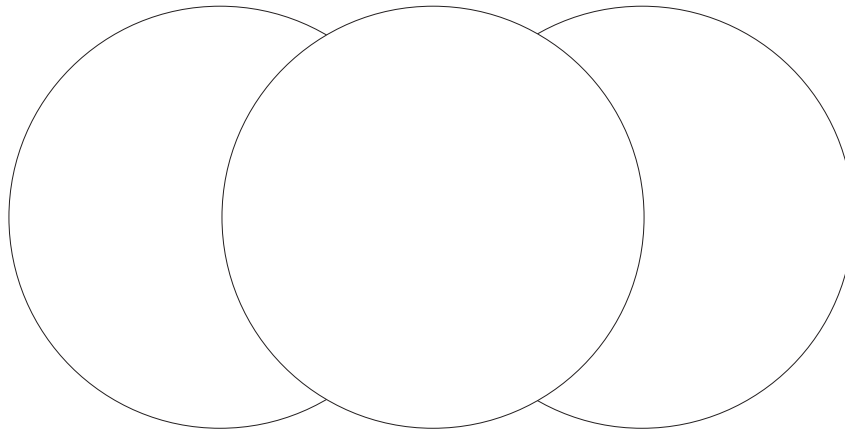
25. Consider varying the format of reports. Some options for reports might be having students do the following:
 - write a content review that could be published in a newspaper
 - prepare a list of questions for determining if other students have read the content carefully
 - rewrite the content as a picture book using simple vocabulary so that younger students can enjoy and understand the new version
 - create a diorama
 - create a mini-comic book relating to specific content

- roleplay a television or radio reporter and give a content-related report of an individual's research and interview him or her
- make a book jacket with an inside summary and information about the author and his or her other books

26. Have students bring in editorials about current content-related topics from the newspaper. Ask them to compare the editorials with other newspaper articles. Which is expository and which is persuasive? Is the logic in the persuasive essay inductive or deductive? Is there an appeal to the emotions?

Have students use a Venn diagram to see how much overlap is seen in these modes. You may wish to choose from the following Venn diagrams or the comparison diagrams. (*Optional*: Use hula hoops to construct the Venn diagrams on the floor.)

2-Item Venn Diagram and Summary Paragraph



Differences

Similarities

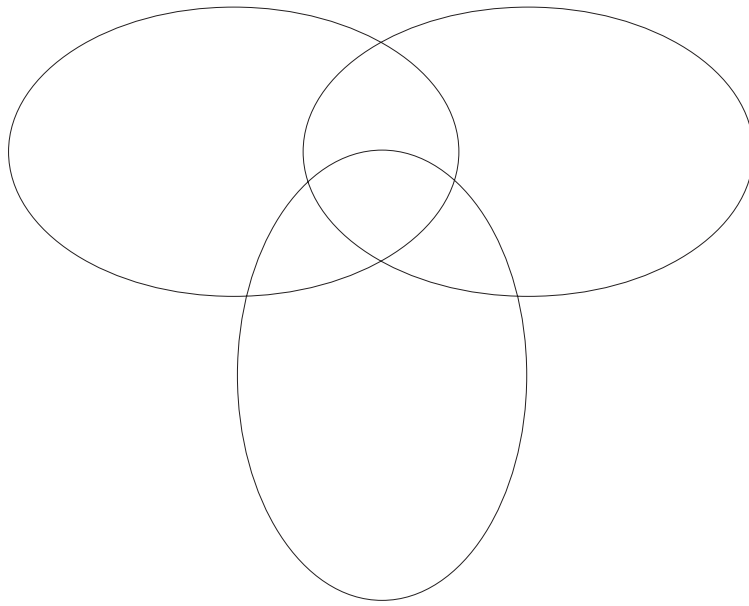
Differences

Item 1

Item 2

Summary: _____

3-Item Venn Diagram



Compare and Contrast Diagram

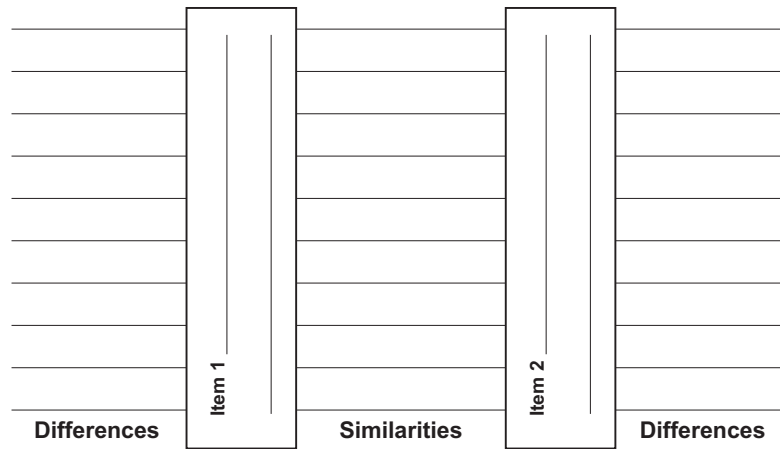




How Are They Different?

	with reference to	
	with reference to	
	with reference to	
	with reference to	
	with reference to	
	with reference to	
	with reference to	
	with reference to	

Comparison Diagram



Summary: _____

27. Have students write their own letter to the editor in response to a content-related issue about which they have strong feelings. Ask them to write the letter twice, once without any appeals to emotion and once with emotional appeals. Have them trade letters with other students and have them comment on which letter is more effective.
29. Have students survey their classmates about a particular subject and then compile a chart to explain their findings.
30. Have students read different articles or texts and then ask them to teach another student, based on what was in the reading.
31. Assign students a topic and ask them to use the library to find books related to that topic. Ask them to choose one book and to write a paragraph detailing what they expect to learn on the basis of the title, table of contents, and index or any other information they can find about the book. Then have them read the whole book or parts of the books and determine whether they learned what they had anticipated.

Vocabulary Activities

1. Use Four Square to teach new vocabulary. Have students fold a sheet of notebook paper into fourths. In the top left box, have them write the word to be defined. Give the students a sentence in which the context provides a good clue to the meaning of the word. In the top right box, have them draw an illustration of the word. In the bottom left box, the students should place an example of the word and in the bottom right box, an opposite or non-example of the word.

2. Have students make picture vocabulary cards. Have them place one of their vocabulary words on an index card and then cut out or draw a picture that illustrates the word. To extend this activity, use one of the following graphic organizers for visually mapping associations of meanings for a new term.

Vocabulary Cards

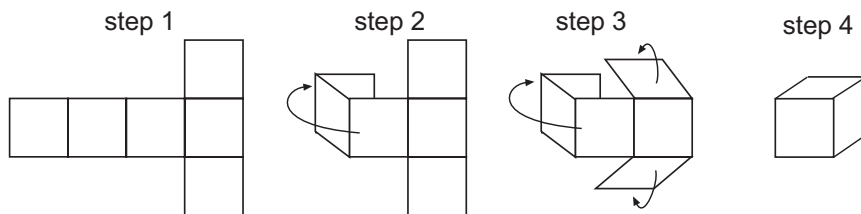
Define in Your Own Words	Synonyms
<div style="border: 1px solid black; border-radius: 15px; display: inline-block; padding: 5px 20px;">Vocabulary Word</div>	
Use It Meaningfully in a Sentence	Draw a Picture of It

Vocabulary Word Map

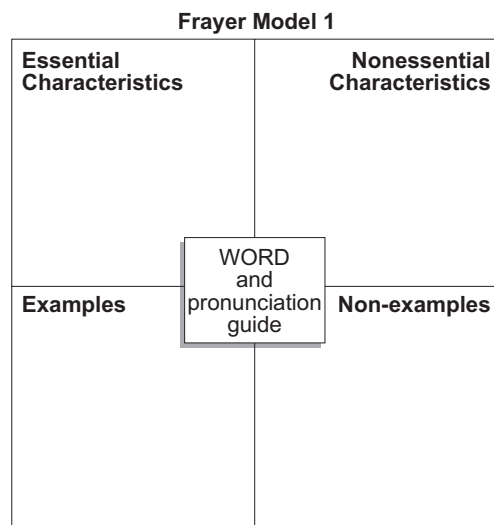
Dictionary Definition Written in Your Own Words 	Antonym _____ Synonym _____
Vocabulary Word _____	
Use the Vocabulary Word in a Sentence _____ _____ _____ _____ _____	Draw a Picture or Relate It to Yourself

3. Use Cubing as a vocabulary activity. Give students a pattern for a cube similar to the one below. On each side of the cube, have the students complete a different task as they work with the vocabulary word.

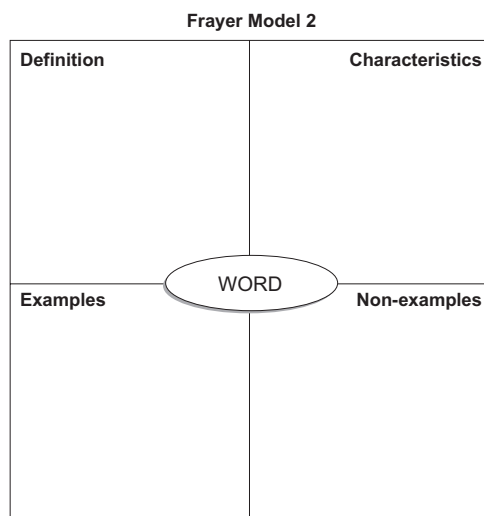
- Side 1: Write the word.
- Side 2: Define the word.
- Side 3: Write a personal thought triggered by the word.
- Side 4: Write a synonym of the word.
- Side 5: Write an antonym of the word.
- Side 6: Illustrate the word. Create a mobile to hang of the various cubes.



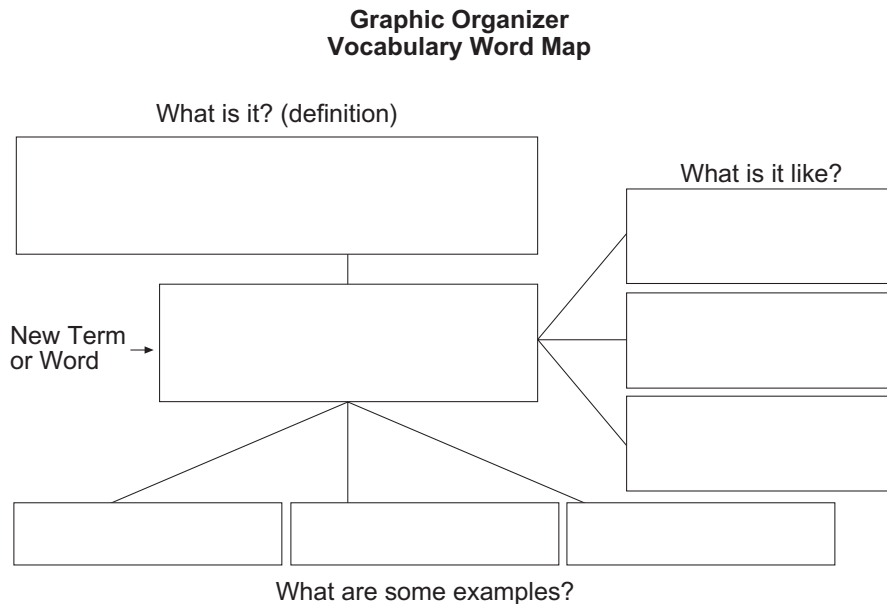
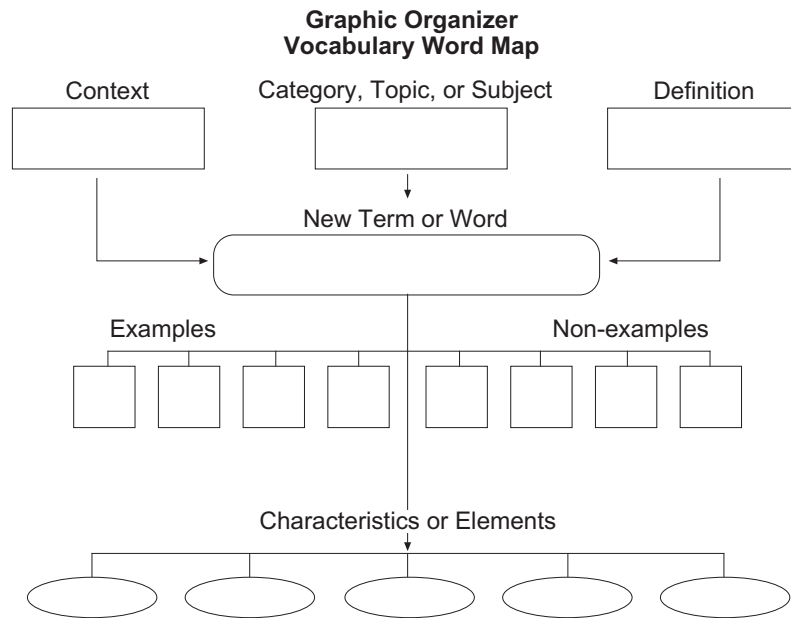
- Use the Frayer Model, a graphic organizer for word analysis and vocabulary building. Using the four-square Frayer Model, show students how to analyze a word's essential and nonessential attributes. Help them refine their understanding by choosing examples and non-examples of the concept. To completely understand what a concept is, you must also know what the concept is not. See Frayer Model 1 below.



Another sample Frayer Model prompts students to think about and describe the meaning of a word or concept. First, students analyze by defining the term and describing its essential characteristics. Second, they synthesize and apply this information by thinking of examples and non-examples. See Frayer Model 2 below.



5. Assign dictionary exercises to students. Have them bring in unfamiliar or unusual words dealing with content-related topics and show other students how to use the words in a sentence. Have students use the following graphic organizers to teach the new words to other students.



- Use the Word Splash teacher-directed vocabulary activity to elicit prior knowledge. Have students look at a list of teacher-selected words and write down or tell a partner everything they know about that word. See the following Word Splash chart.

Word Splash

Vocabulary Word	Pair Responses

Then have each pair share their brainstorming with each other. Write their explanations for the class to see all possibilities. Make no judgements about the brainstormed responses, but do ask clarifying questions: Why do you think that? After the class discussion of the shared brainstormed connections, have students read a text with the words and confirm their meanings of the words.

- Have students keep a Vocabulary Journal of new words they have read (or heard). See the Vocabulary Journal graphic organizer below.

Vocabulary Journal		
Word/Phrase (page #)	What I Think It Means	Context Clues

You may wish to list specific words in order of their appearance in a unit of assigned reading for students to write in their journals.

8. Write a “word of the day” on a chart. Use it in your directions, explanations, or conversations with students. Ask students to incorporate the new word in their conversations. Give extra credit to students who use the specific words.
9. Introduce no more than 10 to 12 words at a time. Provide time for a thorough discussion of words and their meaning(s) and pronunciation.
10. Consider allowing students to select the vocabulary words they would like to learn from a teacher-generated list.
11. Keep words in a visible location throughout the time they are being studied and beyond.
12. Give extra credit for the correct use of vocabulary words in other assignments. This can include the use of words in class discussions. The more students use the words, the more likely they are to remember their meanings.
13. Play *Wheel of Fortune*. Create a wheel and spinner with desired markings. Form teams and have students guess letters to correctly complete phrases or vocabulary words. (*Variation: Play Hangman with phrases or vocabulary words.*)

Research Activities

1. Introduce basic reference books (e.g., atlas, dictionary, thesaurus, encyclopedia, almanac) to the students. Place students into groups to review these books and look at the parts of each. Ask each group to act as a selection committee and choose the Reference Book of the Year. Have them make a poster advertising their chosen reference book.
2. Conduct activities on reference materials and the use of the computerized card catalog in the media center. Visit the media center and have students locate particular reference sources. Create a scavenger hunt for student teams to find answers to specific questions and then note the name of the source in which the answer was found (e.g., almanac, encyclopedia, atlas, thesaurus, dictionary, newspaper, telephone book).

3. In order to successfully read material in content area textbooks, students need to be able to gather information from maps, charts, and graphs. An excellent way for students to learn this skill is to have them create charts, graphs, and maps of their own. Have them gather information and create bar graphs, line graphs, pictographs, or pie graphs to display the information.

Some ideas for information-gathering might be as follows:

- hours watching TV
- hours doing homework
- hours playing or reading
- favorite movie stars
- favorite ice cream flavors
- favorite recording groups or singers
- number of people in your family
- number of rooms in your house or windows in your house.

Another option is to have them work in teams to collect litter in designated areas of your school campus and have them chart or map the results of their collection.

4. In order to reinforce facts and opinions and skimming and scanning skills, provide your students with a generalization and ask them to skim the unit to provide support for the generalization.
5. Impress upon your students that *all* researched material must be documented, and that the reader must be able to relocate any documented site or source.

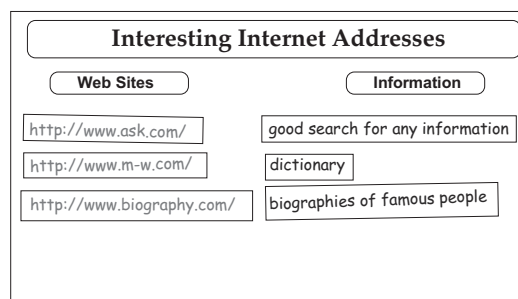
When doing research on the World Wide Web, ask students to obtain as many items from the following list as are relevant and available:

- complete name(s) of the author(s) or editor(s)
- title of the document (poem, article) in quotation marks

- title of complete work if available (book, magazine) in italics or underlined
- version number (volume, issue, ID number)
- documentation date or last revision date
- name of institution or organization sponsoring the site
- date you accessed the site
- complete Internet address of site in angle brackets <URL>.

Explain that rarely will they find *all* of the above information. However, they should obtain all that is given for the article.

6. With your class, begin a list of the most helpful or most interesting Internet addresses. Prominently post the list with information describing what is found at each site. You may want to make this a yearlong project and create a Web wall in your room or in a prominent place in the school.



7. Allow the class to brainstorm different content-related careers that are aided by the use of computers. Discuss the importance of computers and the ways in which they are used by individuals in the field. Discuss careers that have developed due to the evolution of computers.
8. Have students choose several job notices involving the content-related field from the classified advertisements. Ask them to devise questions for the different jobs. Put students in pairs and have them conduct mock interviews.
9. Read the following *Copyright and Fair Use Guidelines for Teachers* chart. Use the information from the chart and discuss issues with students or use it to create a chart for your students. You may wish to send a copy home to parents.

Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at www.halldavidson.net.

Medium	Specifics	What you can do	The Fine Print
Printed Material (archives)	<ul style="list-style-type: none"> • Poem less than 250 words; 250- word excerpt of poem greater than 250 words • Articles, stories, or essays less than 2,500 words • Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) • One chart, picture, diagram, or cartoon per book or per periodical issue • Two pages (maximum) from an illustrated work less than 2,500 words, e. g., a children's book 	<ul style="list-style-type: none"> • Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. • Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> • Copies may be made only from legally acquired originals. • Only one copy allowed per student. • Teachers may make copies in nine instances per class per term. • Usage must be "at the instance and inspiration of a single teacher," i. e., not a directive from the district. • Don't create anthologies. • "Consumables," such as workbooks, may not be copied.
Printed Material (short)	<ul style="list-style-type: none"> • An entire work • Portions of a work • A work in which the existing format has become obsolete, e. g., a document stored on a Wang computer 	<ul style="list-style-type: none"> • A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen." 	<ul style="list-style-type: none"> • Copies must contain copyright information. • Archiving rights are designed to allow libraries to share with other libraries one- of- a- kind and out- of- print books.
Illustrations and Photographs	<ul style="list-style-type: none"> • Photograph • Illustration • Collections of photographs • Collections of illustrations 	<ul style="list-style-type: none"> • Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. • From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> • Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none"> • Videotapes (purchased) • Videotapes (rented) • DVDs • Laserdiscs 	<ul style="list-style-type: none"> • Teachers may use these materials in the classroom. • Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> • The material must be legitimately acquired. • Material must be used in a classroom or nonprofit environment "dedicated to face- to- face instruction." • Use should be instructional, not for entertainment or reward. • Copying OK only if replacements are unavailable at a fair price or in a viable format

Copyright and Fair Use Guidelines for Teachers Continued		
Medium	Specifics	The Fine Print
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> • Videotapes • DVDs • Laserdiscs • Multimedia encyclopedias • QuickTime Movies • Video clips from the Internet 	<ul style="list-style-type: none"> • Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." • Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> • Records • Cassette tapes • CDs • Audio clips on the Web 	<ul style="list-style-type: none"> • A maximum of 30 seconds per musical composition may be used. • Multimedia program must have an educational purpose.
Computer Software	<ul style="list-style-type: none"> • Software (purchased) • Software (licensed) 	<ul style="list-style-type: none"> • Only one machine at a time may use the program. • The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. • A network license may be required for multiple users. • Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	<ul style="list-style-type: none"> • Internet connections • World Wide Web 	<ul style="list-style-type: none"> • Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. • Any resources you download must have been legitimately acquired by the Web site.
Television	<ul style="list-style-type: none"> • Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) • Cable (e.g., CNN, MTV, HBO) • Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> • Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's <i>Reading Rainbow</i>, allow for much more.) • Cable programs are technically not covered by the same guidelines as broadcast television.
		<ul style="list-style-type: none"> • Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." • Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students. • Library may lend software to patrons. • Software may be installed on multiple machines, and distributed to users via a network. • Software may be installed at home and at school. • Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. • Images may be downloaded for student projects and teacher lessons. • Sound files and video may be down-loaded for use in multimedia projects (see portion restrictions above). • Broadcasts or tapes made from broadcast may be used for instruction. • Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details.

"The Educators' Guide to Copyright and Fair Use," by Hall Davidson (October)
 Copyright © 2002 CMP Media LLC. Reprinted by permission of Technology & Learning
 magazine (www.techlearning.com; 800-607-4410).

10. Hold a computer scavenger hunt. Give pairs or groups of students 10 trivia questions. Have them race to see who can use the Internet to find the answers the fastest.
11. Expert Web sites allow students to interact with real-world experts. Connecting students to an expert in a specific field is a way of expanding horizons, enhancing curriculum with current information, and integrating Internet resources.
12. Research to find a real-time chat or live interview with a current author in the content-related field and supervise students as they participate.
13. Students should be explicitly taught to evaluate the accuracy of resources. This applies to Internet resources as well. A good idea is to provide the students with an evaluation tool to keep handy in the classroom for their use. Teach students the vocabulary and concepts associated with understanding an analysis. A good evaluation tool might contain the following information:

Analyzing Web Resources

Accuracy

1. Are sources listed for facts?
2. Can information be verified through another source?
3. Has the site been edited for grammar, spelling, etc.?

Authority

1. Is the publisher reputable?
2. Is the sponsorship clear?
3. Is a phone number or postal address available?
4. Is there a link to the sponsoring organization?
5. Is the author qualified to write on this topic?

Objectivity

1. Does the sponsor have commercial interests?
2. Is advertising included on the page?
3. Are there obvious biases?

Currency

1. Is a publication date indicated?
2. Is there a date for the last update?
3. Is the topic one that does not change frequently?

Coverage

1. Are the topics covered in depth?
 2. Does the content appear to be complete?
14. Create a class Web site and update parents and visitors on topics studied. Use the Web Site Rubric on the following pages as a guide for improvement.

Web Site Rubric

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Preparation						
Content Knowledge	showed total knowledge of content and is prepared to answer relevant questions	showed knowledge of content but is unable to answer relevant questions	showed incomplete knowledge of content	showed no knowledge of content		
Organization	content presented in orderly way, including introduction and graphics	content presented in orderly way with few exceptions	content presented in entirety but some parts presented out of order	some content omitted or most content presented out of order		
Audience Awareness	selected content matches particular audience and presented in language appropriate to audience	selected content matches particular audience but language occasionally inappropriate for audience	selected content does not match particular audience or language inappropriate for audience	selected content does not match particular audience and language inappropriate for particular audience		
				Total Points for Preparation Category:		

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Graphics						
Enhanced Content	creative and original	unoriginal but vivid and well designed	unoriginal and poorly designed	graphics were not used		
Relative to Content	appropriate, well placed graphics were relevant to the content and helped audience understand essential points	appropriate graphics were relevant to content	graphics were not relevant and distracted from content	graphics were not used		
Easy to Understand	purpose clear, size and shape helped audience perceive completely	purpose clear, size and shape slightly obscured audience perception	purpose unclear, or size and shape obscured audience perception	graphics were not used		
				Total Points for Graphics Category:		

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
Introduction and Information	4	3	2	1		
Attention Grabber	introduction hooked audience's attention through interesting and informative content	introduction hooked audience's attention but did not include relevant information	introduction did not hook audience's attention and did not include relevant information	introduction was omitted		
Background and Purpose Provided	writer explained background and purpose thoroughly	writer explained background and purpose briefly	writer mentioned background but did not explain purpose	writer omitted any mention of background or purpose		
Summary of Content Provided	writer summarized content with relevant detail and had additional information which enriched understanding	writer summarized content with relevant detail	writer briefly summarized content	writer omitted summary		
Relates to Audience	writer clearly established strong link between topic and audience in a creative and original way (e.g., points out similar needs, shows how topic could be used)	writer clearly established strong link but in typical or unoriginal way	writer only mentioned link but did not elaborate	writer omitted mention of link		
				Total Points for Introduction and Information Category:		

Total Points for Web Page out of a Possible 40 Points: _____

Percentage Earned (number of points earned ÷ 40): _____ %

15. Have students use the Web Site Rubric on the previous pages to evaluate Web pages on the Internet that are related to a specific topic.
16. Have students create a personal Web page using a word processor. Many major word processors (e.g., Microsoft Word and AppleWorks) have features that can automatically convert a document created on a word processor into a Web page. First, save the created document in order to later make changes to the original version. Then, depending upon the word processor program, save as “Web Page” or “HTML” under the “File” menu. The document will be changed to a Web page and saved to your computer. Now you can upload the page to a Web server to be viewable on the Web.

The look of the Web page may differ from the word processed document because of the HTML language behind most Web pages. Ask students to keep format simple to ensure greater similarity between the document and its Web page version.

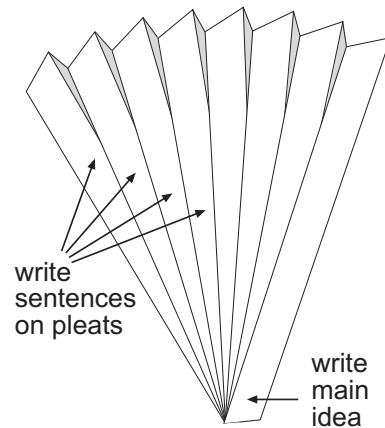
17. Discuss Internet copyright laws with students concerning the use of Web images, sound recordings, text, presentations, and Web projects. Students may use www.cyberbee.com/cb_copyright.swf to view answers to several questions about copyright issues.
18. Use rubrics by RubiStar that can be customized by you on their Web site to evaluate student performance on specific types of lessons (<http://rubistar.4teachers.org/>). RubiStar is free and supported by the US Department of Education and also provides a way to analyze the performance of your whole class. By entering your data from the student rubrics, RubiStar will determine which items are problematic for the class as a whole, giving you the chance to reteach the material, revise it before presenting next time, or provide more examples and practice of the skill. The Web site also has separate project checklists that can be customized for students to know in advance exactly what is needed for the project.
19. 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 then revise their written explanations to

describe how each activity developed or reinforced each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.

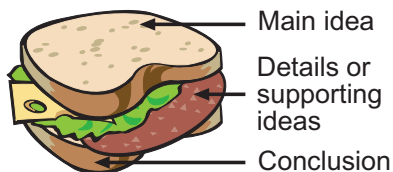
Writing Strategy Activities

1. Teach the idea of POWER writing (Prewrite, Organize, Write, Edit, and Rewrite). Mention to the students that it is not always necessary to cover all five steps. This is called POW writing. Brainstorm the differences between POWER and POW writing—audience and purpose. Make a poster outlining the steps and hang it in your room. Sometimes you don't have to edit and rewrite, for instance, a shopping list or personal journal. Let students decide before a writing assignment which type of writing they are about to do.

2. Use a pleated fan to teach paragraph unity. Have the students fold a paper fan into as many pleats as you would like sentences in their paragraphs. At the base of the fan have students write the main idea or topic sentence for the paragraph. On each pleat, the students are to write one sentence or idea that relates to the topic idea. Check and discuss their fans before they write their finished paragraphs.



Another good descriptor for cohesive paragraphs is the analogy of a sandwich. The top slice of bread is the main idea. The sandwich



ingredients—cheese, meat, lettuce, tomato, etc.—are the details or supporting ideas. The bottom slice of bread is the conclusion. The students must make sure that all the middle sentences fit between the slices of bread.

3. Graphic organizers are very helpful in helping students prepare to write.

- Five-paragraph essays and persuasive essays graphic organizers can be as simple as a large block for the main idea, three smaller blocks for the supporting ideas, and a final block for the concluding idea. See the following pages for examples of each.

Note: Make sure students understand that three and four paragraph essays are also correct formats to use.

- The Venn diagram, two large overlapping circles, is an excellent organizer for compare/contrast essays. See the following pages for one example of a Venn diagram.
- You might prefer to teach your students the art of webbing or clustering. See the following pages for an example of webbing or clustering.

It is a good idea to teach the use of your preferred graphic organizer early in the year and to keep a small file box, the “Toolbox,” containing multiple copies of these graphic organizers, available all year for students to access easily when they are preparing to write. (See Appendix A for examples of additional graphic organizers.)

Five-Paragraph Essay

Introduction—Paragraph 1

Main Idea:

Reason #1: _____

Reason #2: _____

Reason #3: _____

Body—Paragraph 2

Supporting Paragraph:
Reason #1 from above

Details:

1. _____
2. _____
3. _____
4. _____

Body—Paragraph 3

Supporting Paragraph:
Reason #2 from above

Details:

1. _____
2. _____
3. _____
4. _____

Body—Paragraph 4

Supporting Paragraph:
Reason #3 from above

Details:

1. _____
2. _____
3. _____
4. _____

Conclusion—Paragraph 5

Main Idea:

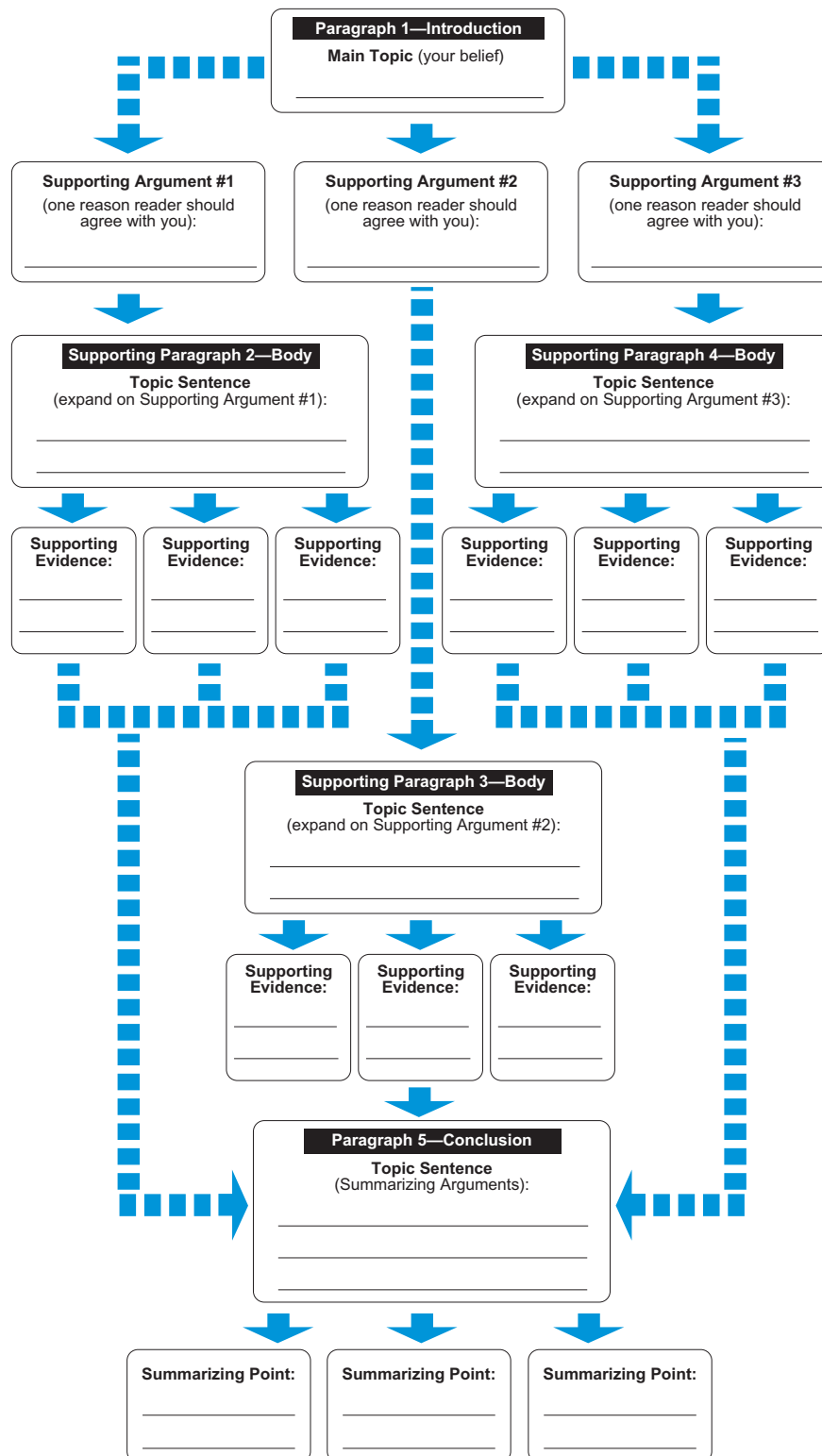
Reason #1: _____

Reason #2: _____

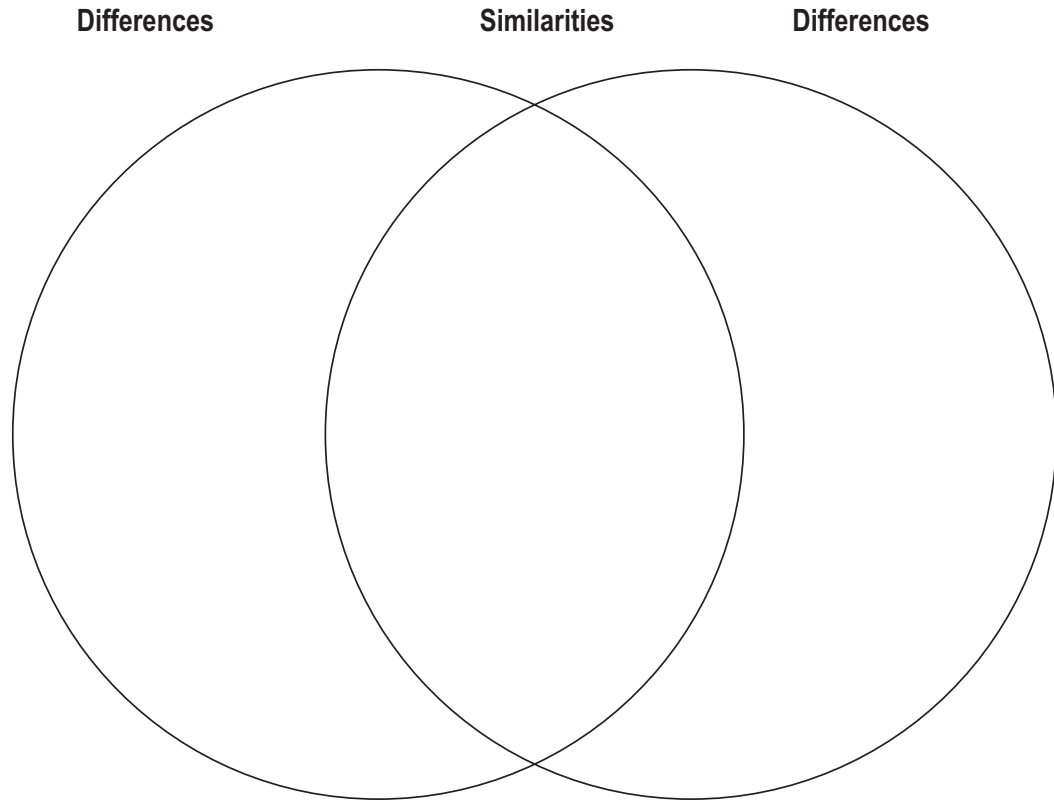
Reason #3: _____

Conclusion: _____

Persuasive Essay



Venn Diagram



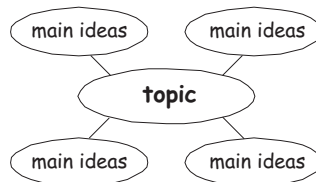
Webbing or Clustering

Step 1: Record your writing topic.



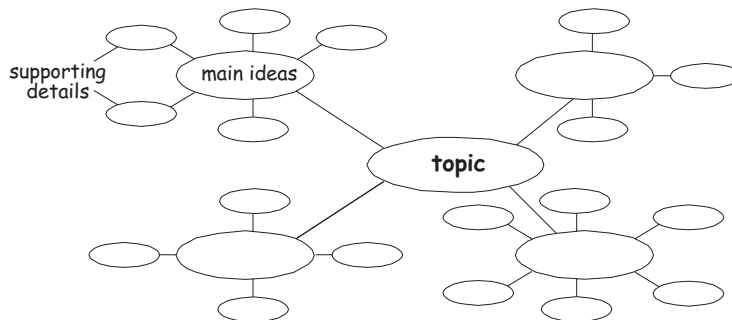
Now ask yourself: "What are my largest groupings of information?" These become your main ideas.

Step 2: Record the main ideas.



Now ask yourself: "What pieces of information or ideas belong to each main idea?" These become your supporting details.

Step 3: Add supporting details.



Now you are ready to write!

4. It is often hard to teach the idea of a strong conclusion. Here are some ways to address the issue:
 - Touch Back (go back to your main idea)
 - Look to the Future (what might happen next)
 - Go to the Heart (what difference does it make?)
 - Zinger! (a final statement that makes the reader say, “Wow!”)

Bring in examples of these types of conclusions and have your students identify them. Then have them practice writing examples of all four types of conclusions.

5. Have students use Role-Audience-Format-Topic (RAFT) Papers as a fresh way to approach their writing, while bringing together students’ understanding of main ideas, organization, elaboration, and coherence—the criteria by which compositions are commonly judged.
 - **Role of Writer**

Who are you? A computer technician? An endangered species living in Everglades National Park?
 - **Audience**

To whom are you writing? Is your audience all Floridians? Readers of a newspaper?
 - **Format**

What form will the writing take?
A speech? A brochure? A PowerPoint presentation?
 - **Topic**

What is the subject or point of the piece? Is it to persuade others to take a stance? To plead for funds to conduct research? To call for stricter regulations for environmental protection?

RAFT Paper	
Role of Writer:	Format:
Audience:	Topic:

Writing Activities

1. Have students find a short content-related newspaper article that interests them. Have them read it, then rewrite it by cutting it in half—tell the story with half the words, but still get the idea across. Now cut the story in half again.
2. Have students write a persuasive essay about the most significant content-related event or discovery that has taken place since their birth.
3. Ask students to interview their parents and grandparents about a content-related opinion the parents and grandparents hold strongly. Write a paragraph to support or refute this opinion. Topics relating to school and music often lead to lively cross-generational discussions.
4. Have students write a short story about a person 100 years from now who finds a time capsule containing fitness and health products buried this year. Ask students to include a description of the contents of the time capsule, an analysis of the contents, and a prediction about what the person finding the time capsule might conclude about our culture and time.
5. Ask students to write the directions for performing a content-related activity. Require rewrites until the directions are clear and complete. Assign students various audiences for their directions, then roleplay each audience. For example, ask a student to write directions for a tourist from another country or for a small child. Students who attempt to follow the directions would then roleplay the tourist and the child.

6. Have students participate in the Written Conversation procedure. Ask students to “talk” to each other—on paper—about topics of interest to both of them. Before beginning, either have a list of topics or allow the class to generate a list from which to choose.
7. Have students research an individual in the content-related field and write an article about him or her, or conduct a fictitious interview.
8. Have students write a content-related list of all the things that interest them and that they would like to know more about. Have them choose one of these topics and write about what they already know and how they feel about this topic. Have them write down what they think they might discover about the topic. Then have them do a mini-research paper, telling how they picked their topic and how they found material about the topic.
9. Provide opportunities for the students to practice note-taking skills. Give students an advance organizer explaining that you are expecting them to take notes on the topics presented today.
10. Ask volunteers to give a short presentation and have the other students take notes. Encourage students to use word abbreviations and symbols.
11. Have students take notes on transparencies. Using an overhead projector, review samples of the notes taken by volunteer students. Look for word abbreviations and symbols. Have the class share reasons why a particular example is good (e.g., neatness, lots of white space, highlighting, underlining).
12. Show students a short instructional video and have them take notes. Since there is no one best way to take notes, hold a brief conference with each student to discuss strengths and weaknesses rather than grading students objectively.
13. Have groups discuss a topic from the unit. Ask each group to choose a recorder to write down ideas and a second person to summarize the discussion to the class.

14. Have students use the Take Notes/Make Notes strategy when listening to a speaker, videotape, or audiotape presentation. Have students divide a sheet of paper into two columns, labeling the left column Take Notes and the right column Make Notes. See below.

Take Notes	Make Notes
In this column, students take notes as they listen and leave a large space under each topic.	In this column, students make notes that further explain, extend, or question the original notes in the left column.

Model this strategy using an overhead projector for the class as you use the Take Notes column with an audiotape or videotape and then the Make Notes column to explain and extend your notes. Then allow students to use their Take Notes column as you read a small selection aloud and then the Make Notes column to explain or extend the meaning of their notes. In small groups, ask students to compare their notes and add additional notes in the Make Notes column as necessary. Next, allow students to use the strategy independently.

15. Have students use the Record/Edit/Synthesize/Think (REST) note-taking strategy. This strategy requires students to edit and consolidate notes they have taken during reading, lectures, and class discussions and then synthesize the notes in a spiral notebook just for REST note taking. Have students share helpful note-taking and editing strategies in small groups. Model the use of the REST notebook as a test preparation tool.
16. Create a class newsletter for parents. Assign students specific tasks and use the Newsletter Rubric on the following pages as a guide for improvement.

Newsletter Rubric

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
Preparation	4	3	2	1		
Content Knowledge	showed total knowledge of content and is prepared to answer relevant questions	showed knowledge of content but is unable to answer relevant questions	showed incomplete knowledge of content	showed no knowledge of content		
Organization	content presented in orderly way, including introduction and graphics	content presented in orderly way with few exceptions	content presented in entirety but some parts presented out of order	some content omitted or most content presented out of order		
Audience Awareness	selected content matches particular audience and presented in language appropriate to audience	selected content matches particular audience but language occasionally inappropriate for audience	selected content does not match particular audience or language inappropriate for audience	selected content does not match particular audience and language inappropriate for particular audience		
				Total Points for Preparation Category:		

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
Graphics	4	3	2	1		
Enhanced Content	creative and original	unoriginal but vivid and well designed	unoriginal and poorly designed	graphics were not used		
Relative to Content	appropriate, well-placed graphics were relevant to the content and helped audience understand essential points	appropriate graphics were relevant to content	graphics were not relevant and distracted from content	graphics were not used		
Easy to Understand	purpose clear, size and shape helped audience perceive completely	purpose clear, size and shape slightly obscured audience perception	purpose unclear, or size and shape obscured audience perception	graphics were not used		
				Total Points for Graphics Category:		

Category Introduction and Information	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Attention Grabber	introduction hooked audience's attention through interesting and informative content	introduction hooked audience's attention but did not include relevant information	introduction did not hook audience's attention and did not include relevant information	introduction was omitted		
Background and Purpose Provided	writer explained background and purpose thoroughly	writer explained background and purpose briefly	writer mentioned background but did not explain purpose	writer omitted any mention of background or purpose		
Relates to Audience	writer clearly established strong link between topic and audience in a creative and original way (e.g., points out similar needs, shows how topic could be used)	writer clearly established strong link but in typical or unoriginal way	writer only mentioned link but did not elaborate	writer omitted mention of link		
				Total Points for Introduction and Information Category:		

Total Points for Newsletter out of a Possible 36 Points: _____

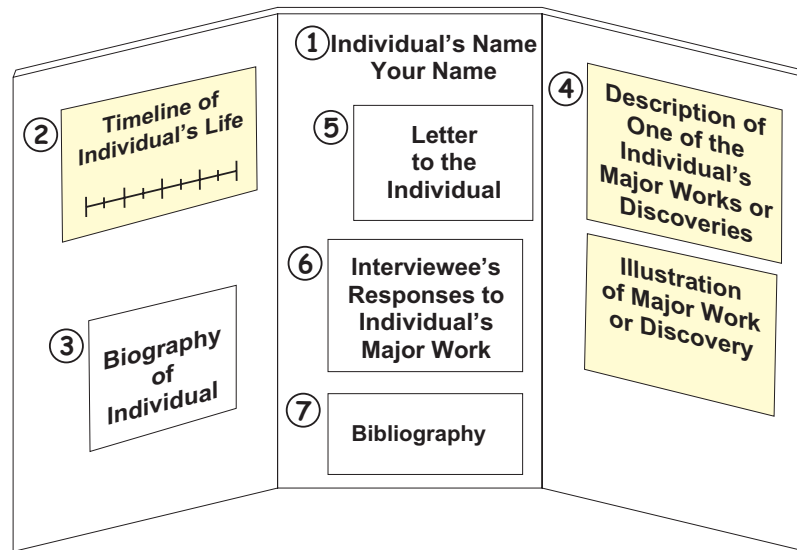
Percentage Earned (number of points earned ÷ 36): _____%

© 2003 by permission of Sue Fresen

Biography Activities

1. Have students create a tri-fold report on the life and works of a famous individual connected to the content area. See organizational plan for students below.

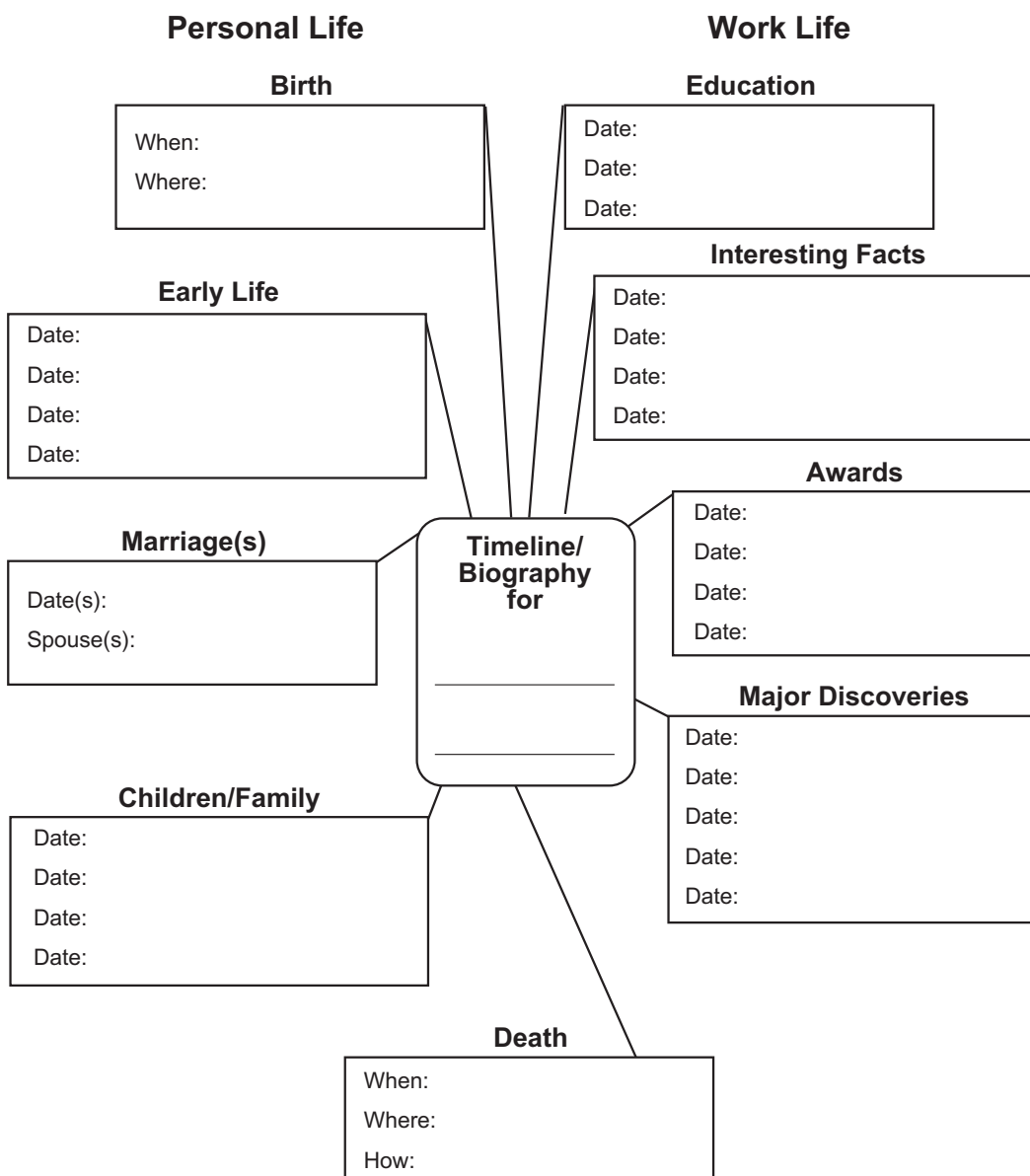
Directions: Choose an individual whose life and work you would like to research. Find at least five reference books or articles on the artist. Some suggested references are books, encyclopedias, newspaper and magazine articles, and Internet articles. See the example below for correct placement of the eight components to create a tri-fold report. Then read how to create each component and fill in the accompanying graphic organizers to help plan your report. Check off each requirement after you have completed it.



- 1. Tri-Fold Report Title—Write in the individual's name using eye-catching and colorful letters. Write your name below the individual's name.
- 2. Timeline of Individual's Life—Design a timeline of the individual's life that includes at least 15 events. Use the graphic organizer on the following page to organize information and place each event in chronological order.

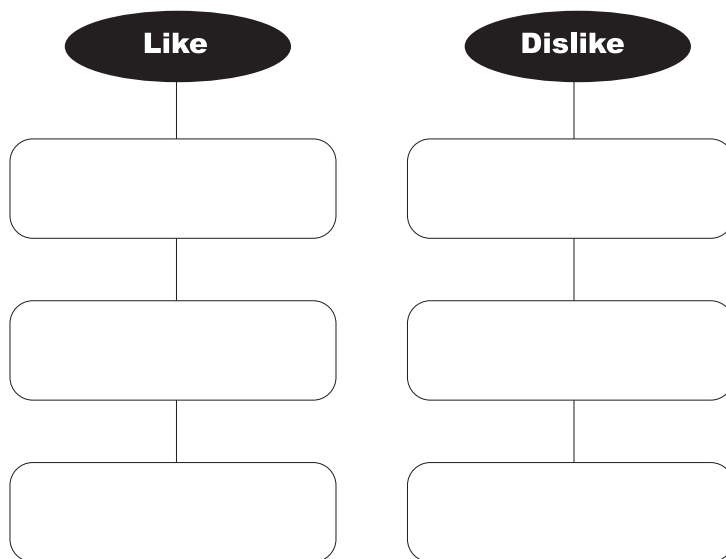
As you do your research, fill out the following Graphic Organizer for Timeline and Biography of the Individual. Use the information to help you create a timeline and biography. List events in chronological order before starting your timeline.

Graphic Organizer for Timeline and Biography of Individual



- 3. **Biography of the Individual**—Use the graphic organizer and timeline information to write a biography of the individual. Write one paragraph about his or her early life and one paragraph about his or her personal life. Then write at least two paragraphs about major events in the individual’s life.
- 4. **Description of One of the Individual’s Major Works or Discoveries**—Choose one of the individual’s major works or discoveries and describe and illustrate it. Write a paragraph describing why this work was significant and when it was completed.
- 5. **Letter to the Individual**—Use the graphic organizer below to brainstorm things you like and dislike about the individual’s work or discovery. Then use these notes to help you write a letter to the individual. Write one paragraph about what you like and one paragraph about what you do not like.

Graphic Organizer for Likes and Dislikes about the Individual’s Work for a Letter to the Individual



- 6. Interviewees' Responses to the Individual's Work or Discoveries—Interview 10 people of different ages. Show them a copy that you chose to describe and illustrate the major work or discovery of the individual. Ask each person to describe the value they see in how the individual's work or discovery adds to the world. Use the graphic organizer below to summarize each person's response in a complete sentence.

**Graphic Organizer for
Interviewees' Responses to Work or Discovery**

Interviewee's Name	Age	Response
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- 7. Bibliography—List at least five references in alphabetical order by the author's last name. Follow the format assigned by your teacher.

Poetry Activities

1. **Writing Cinquains**—Consider writing one or two cinquains (a five-line stanza) together as a group. See the formula below for writing a cinquain.

Line 1: one noun for the subject of your poem
Line 2: two adjectives describing the noun
Line 3: three –ing words describing the nouns (*these –ing words are called gerunds*)
Line 4: one simile describing the noun
Line 5: one synonym for the noun

The formula for a cinquain is easy; the content is harder. All of the descriptions must be similar and must keep the same *connotation*.

Now have students write their own cinquain and illustrate them with drawings, with illustrations cut from magazines, or with found embellishments—shells, buttons, various fiber trims, and so forth. The illustrated poems will make nice displays for your room.

Below is another example for students using two cinquains about fire.

Fire Warm Bright Heating Lighting Cooking As blazing as the sun Fuel	Fire Flaming Hot Smouldering Burning Killing As devastating as death Destruction
© 2002 Jennifer Keele by permission of author	

The two poems above are by the same author but have very different views about fire. The first poem seems to reflect appreciation of fire. Fire is seen as a necessity of life. How do we know this? The poet’s choice of words. The images make us *see* the uses of fire, portraying the ways it is needed: heat, light, and food. What would be a good theme for this poem?

The second poem shows a different opinion. Fire is seen as destructive. This poem even compares fire to death. Look at both poems together and compare the adjectives that are used. Instead of *heating*, the fire is *burning*. This gives us a dangerous, more deadly image. The poet's words let us see a very different point of view of the subject. What would be a good theme for this second poem?

The short, unrhymed cinquain may also consist of exactly 22 syllables distributed as 2, 4, 6, 8, and 2 in five lines. Have students look at a picture of their subject and answer the following to create a *word bank*.

- What colors do you see?
- What objects?
- What action words?
- What descriptive words?

If students get stuck for ideas or words, have them use their word bank.

See the formula and cinquain below:

- line 1: one noun (subject of poem)—2 syllables
- line 2: two adjectives describing noun—4 syllables
- line 3: three -ing words describing nouns—6 syllables
- line 4: one simile describing noun—8 syllables
- line 5: one synonym for the noun—2 syllables.

Pilot
Fast Daredevil
Flying Diving Soaring
Like an eagle on the current
Birdman

© 2003 Jennifer Keele by permission of author

2. Study the artwork of artists who portray examples of the content-related area. Ask students to use the following formula to create a poem comparing two selected pieces of artwork.

Comparison/Contrast Poem	
_____	_____
title of work	type of work
_____	_____
description (word or phrase)	description (word or phrase)
_____	_____
two colors	two shapes
_____	_____
two colors	two shapes
_____	_____
description (word or phrase)	description (word or phrase)
_____	_____
title of work	type of work

Example of a comparison/contrast poem based on *Snake Goddess*, a mixed media sculpture by Mariann Bernice Kearsley and *Figure 60*, lithographs by J. B. Korbalski.

Snake Goddess sculpture rising from three spirals, three fingered arms reaching black and red, circle and circle
orange and pale yellow, squiggly forms and a crooked rectangle lines dancing on a flat brown board, figures hidden in the tangle Figure 60 print
© 2002 by permission of Viki D. Thompson Wylder

3. Ask students to illustrate a Florida ecosystem. Then have them use the following formula to create a poem about their chosen ecosystem.

- line 1: What is the name of your Florida ecosystem?
- line 2: Describe your ecosystem using your five senses: What would you see, hear, smell, taste, feel (touch) if you were there?
- line 3: How would being there make you feel (mood)?
- line 4: What plants and animals live there?
- line 5: Why is the ecosystem important?

© 2002 by permission of Fran Krautz

The Florida Wetlands: Grasping the Swamps
with a Painter's Hands
Stagnant waters, tall, stiff grasses; caws, buzzing,
chirps and splashes.
Alive with the struggles of survival, I am the predator;
the hunted, I am wary as a young alligator.
I fly with ospreys, feed with a crane; bask like a turtle,
or slither through cooling rains.
Breathe freshly reborn oxygen, as I become a
part of the circle of life again.

© 2002 by permission of Jennifer Keele

4. Have students create a diamante poem and a dichotomy diamante poem. *Diamante* is the Italian word for diamond. Both finished poems will consist of seven lines and be shaped like a diamond. The diamante poem presents an image of an object, person, or idea. The dichotomy diamante poem starts out with one theme and then begins to move toward an opposite theme.

Formula for a diamante poem:

- line 1: one noun to name the subject;
- line 2: two adjectives (describing words) to describe the subject;
- line 3: three -ing words about the subject;
- line 4: four nouns about the subject;
- line 5: three -ing words about the subject;
- line 6: two adjectives to describe the subject; and
- line 7: one noun—a synonym of the subject.

Formula for a dichotomy diamante poem:

- line 1: one noun to name the first subject;
- line 2: two adjectives to describe the first subject;
- line 3: three -ing words about the first subject;
- line 4: two nouns to describe the subject, then two nouns to describe the second subject;
- line 5: three -ing words to describe the second subject;
- line 6: two adjectives to describe the second subject;
- line 7: one noun—an antonym of the first subject.

Diamante Poem

one noun or subject	Sun
two adjectives	Bright, warm
three -ing words	Shining, glowing, glittering
four nouns about subject	Sunshine, radiation, energy, light
three -ing words	Beaming, shimmering, blinking
two adjectives	Brilliant, luminous
one noun—synonym for subject	Star

© 2005 by permission of Rachel McAllister

Dichotomy Diamante Poem

	one noun	Atom	
1 st subject	two adjectives	Small, energetic	
	three -ing words	Dividing, splitting, crashing	
	two nouns	Fragment, electron, orbit, nucleus	two nouns
		Exploding, multiplying, sharing	three -ing words
		Minuscule, powerful	two adjectives
		Particle	one noun
			2 nd subject

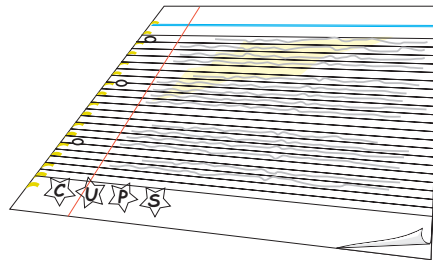
© 2005 by permission of Rachel McAllister

5. Break students into groups and have students create a tune or a beat to sing to one of their poems and then present their “song” or “rap” to the rest of the class.
6. Have students write an “experimental” modernist poem, in free verse, about something important to them.
7. Sponsor a poetry slam. Have students find a poem and present it orally to the rest of the class. Tell them to look for a poem that means something to them and see if they can translate that meaning orally. Have the students vote which poem is the most powerful and ask them to explain why it affects them.

Proofreading Activities

1. Create writing partnerships in your classroom. Teach specific editing and proofing skills and let partners have time to read and discuss all written work before it is handed in. Teach positive feedback and give lots of support.
2. Teach students to place the acronym CUPS at the bottom (or on a sticky note) of papers they are going to hand in for a grade or for publication. The acronym stands for capitalization, understanding, punctuation, and spelling to help remind them to systematically check back over their work.

- capitalization (C)
- understanding (U)
- punctuation (P)
- spelling (S)



Ask them to cross out or star each letter in CUPS as they complete the check. Preteach this skill and require it on final papers. Also, keep it posted in the room.

Variations: Mnemonics, devices used to aid memory, can help students remember steps to focus on while proofreading. Acronyms use a sequence of letters that may or may not form a word. Each letter represents one of the steps to be remembered. Other examples of acronyms to help students focus on the process of editing and proofreading are as follows:

COPS	OOPS - C	SPOTS
<p>Capitalization Organization Punctuation Spelling</p>	<p>Organization Overall Format Punctuation Sentence Structure Capitalization</p>	<p>Sentence Structure Punctuation Organization Tenses Spelling</p>

3. Form three groups of students in your room.

- proofreaders
- editors
- language experts

After each writing assignment, rotate class papers and let each group do its job. Take a final look over the papers before assigning grades.

4. Create a proofreading assembly line. Ask each student, or pair of students, to proofread for a specific error.
5. Keep a file for students on peer experts, tutors, and sources to help them proofread their work.
6. Have students use the checklist below to monitor their writing.

Paragraph Writing Checklist

Organization	Yes	No	Comment
Title			
related to the topic			
Introduction (Beginning)			
topic sentence is given			
Body (Middle)			
supporting details			
sticks to the topic			
Conclusion (End)			
summarizes topic			
Sequence			
correct order—transitions			
Score			

7. Have students use the Holistic Scoring Rubric below to monitor their writing. The rubric was adapted from the Florida Writing Assessment—Holistic Scoring Rubric.

Holistic Scoring Rubric for Writing*						
	6	5	4	3	2	1
Focus (presents main idea, theme, or unifying point)	<ul style="list-style-type: none"> focused purposeful reflects insight into writing situation 	<ul style="list-style-type: none"> focused on the topic 	<ul style="list-style-type: none"> generally focused on the topic possible extra or loosely related material 	<ul style="list-style-type: none"> generally focused on the topic possible extra or loosely related material 	<ul style="list-style-type: none"> related topic includes extra or loosely related material 	<ul style="list-style-type: none"> only minimally related to the topic
Organization (plan of development—beginning, middle, end; logical relationship of ideas; transitions to signal relationships)	<ul style="list-style-type: none"> organizational pattern provides logical progression of ideas sense of completeness and wholeness adheres to main idea 	<ul style="list-style-type: none"> organizational pattern provides progression of ideas with some lapses sense of completeness or wholeness 	<ul style="list-style-type: none"> apparent organizational pattern with some lapses some sense of completeness or wholeness 	<ul style="list-style-type: none"> attempted organizational pattern may lack a sense of completeness or wholeness 	<ul style="list-style-type: none"> little evidence of an organizational pattern may lack a sense of completeness or wholeness 	<ul style="list-style-type: none"> little, if any, apparent organizational pattern disconnected phrases or listing of related ideas and/or sentences
Support (quality of details used to explain, clarify, or define; word choice, specificity, depth, credibility, and thoroughness)	<ul style="list-style-type: none"> substantial, specific, relevant, concrete, and/or illustrative support commitment to subject clear presentation of ideas possible creative writing strategies mature command of language (word choice) with freshness of expression 	<ul style="list-style-type: none"> ample support mature command of language with precision in word choice 	<ul style="list-style-type: none"> adequate support uneven development adequate word choice 	<ul style="list-style-type: none"> some support development erratic but may be limited, predictable, and occasionally vague 	<ul style="list-style-type: none"> inadequate or illogical support limited, inappropriate, or vague word usage 	<ul style="list-style-type: none"> little, if any, apparent support limited or inappropriate word choice may make meaning unclear
Conventions (punctuation, capitalization, spelling, and sentence structure)	<ul style="list-style-type: none"> varied sentence structure complete sentences except when fragments are used purposefully few if any convention errors in mechanics, usage, and punctuation 	<ul style="list-style-type: none"> varied sentence structure complete sentences except when fragments are used purposefully generally follows conventions of mechanics, usage and spelling 	<ul style="list-style-type: none"> little variation in sentence structures most sentences complete generally follows conventions of mechanics, usage and spelling 	<ul style="list-style-type: none"> little, if any, variation in sentence structure usually demonstrates conventions of mechanics and usage correctly commonly used words 	<ul style="list-style-type: none"> little, if any, variation in sentence structure possibly major errors in sentence structure errors in basic conventions of mechanics and usage may misspell commonly used words 	<ul style="list-style-type: none"> major errors in sentence structure and usage may prevent clear communication frequent errors in basic conventions of mechanics and usage misspells commonly used words
Score of 0	<ul style="list-style-type: none"> not related to prompt incomprehensible (words arranged so no meaning is conveyed) writing folder is blank 	<ul style="list-style-type: none"> rewording of prompt copy of published work 	<ul style="list-style-type: none"> refusal to write insufficient amount of writing to determine if prompt was addressed 	<ul style="list-style-type: none"> refusal to write insufficient amount of writing to determine if prompt was addressed 	<ul style="list-style-type: none"> written in foreign language illegible 	<ul style="list-style-type: none"> refusal to write insufficient amount of writing to determine if prompt was addressed

Speaking Activities

1. Have students research the background of a famous content-related individual and prepare an introduction for him or her.
2. Students can work in groups to discuss any material you want to introduce or review. Each group chooses a recorder to write down ideas and a second person to report a summary to the full class.

Variation: Have five or six volunteers bring their chairs to the middle of the room for a discussion of a controversial topic. After about 10 minutes, allow students outside the circle a chance to respond to what they have heard.

3. Have a student write an opinion of a content-related topic on the board and then select the next person to write an opinion. Continue until everyone has had a chance.
4. After viewing and discussing content-related news clips, have students deliver a one-minute presentation based on a current news story.
5. Have students roleplay mock job interviews for jobs in the content-related field. These may be videotaped for self-evaluation.
6. After teaching the elements of simple debate, do the following:
 - pass out “argument cards” you develop and ask students to prepare an argument for the other side
 - write a controversial statement on the board and ask a student to write an opposing statement, then alternate students writing pro and then con statements until everyone has had a chance to write a statement
 - make a class survey before and after a “debate-like” activity to see if any students have changed their position on the topic.
7. Have students speak for short periods of time on content-related topics with which they are knowledgeable and feel comfortable.

8. Have each student write a speech about something content-related which he or she has strong feelings. Remind them to use vivid imagery, rhythm, repetition, and other literary devices to make the speech powerful.
9. Create an environment conducive to sharing. Permit students to discuss their feelings about a recent content-related news story.
10. Use the following rubrics for presentations to help students understand key elements of presentations and multimedia presentations. For scoring each student's presentation, assign an odd number of students (e.g., three or five) to fill in rubrics and then explain their scoring. (For objective balance, you may want to include yourself in each group.) Students may also use the rubrics as a guide for self-scoring their presentations.

Presentation Rubric

	4	3	2	1
PREPARATION:				
Total Points for Preparation: _____				
Knowledge of Subject	showed total knowledge of subject and is prepared to answer relevant questions <input type="checkbox"/>	subject showed knowledge of story but unable to answer relevant questions satisfactorily <input type="checkbox"/>	showed incomplete knowledge of subject <input type="checkbox"/>	showed no knowledge of subject beyond text of declamation <input type="checkbox"/>
Organization	declamation presented in orderly way, including introduction and visual aids <input type="checkbox"/>	declamation presented in orderly way with few exceptions <input type="checkbox"/>	declamation presented in entirety but some parts presented out of order <input type="checkbox"/>	parts of declamation omitted or most parts presented out of order <input type="checkbox"/>
Topic of Speech and Language Audience Awareness	are language appropriate to audience <input type="checkbox"/>	are language occasionally inappropriate for particular audience <input type="checkbox"/>	inappropriate for particular audience <input type="checkbox"/>	particular audience <input type="checkbox"/>
Use of Rehearsal	speaker has rehearsed often and incorporated suggestions from peer and teacher critiques <input type="checkbox"/>	speaker has rehearsed often but has incorporated only a few suggestions from peer and teacher critiques <input type="checkbox"/>	speaker has not rehearsed often and has not incorporated suggestions from peer and teacher critiques <input type="checkbox"/>	speaker has not rehearsed <input type="checkbox"/>
SPEAKING:				
Total Points for Speaking: _____				
Pronunciation	all words spoken clearly and distinctly <input type="checkbox"/>	most words spoken clearly and distinctly <input type="checkbox"/>	many words were mumbled or run together <input type="checkbox"/>	most words were not spoken clearly <input type="checkbox"/>
Volume	audience found volume varied to match changing contents of story <input type="checkbox"/>	audience found volume varied to match most of the contents of story <input type="checkbox"/>	audience found volume was neither too loud nor too soft but did not vary to match contents of story <input type="checkbox"/>	audience found volume was either too loud or too soft <input type="checkbox"/>
Tempo	pace helped audience hear words clearly and maintain interest <input type="checkbox"/>	pace helped audience hear words clearly but occasionally sped up or slowed down without purpose <input type="checkbox"/>	pace was either too fast or too slow throughout for comfort of audience <input type="checkbox"/>	pace varied without reason and disoriented audience <input type="checkbox"/>
Pitch	tone matched action of story throughout <input type="checkbox"/>	tone matched action of story with few exceptions <input type="checkbox"/>	tone was not used to move audience <input type="checkbox"/>	tone moved audience to emotions not intended by story <input type="checkbox"/>

Presentation Rubric

	4	3	2	1
BODY LANGUAGE: Total Points for Body Language: _____				
Eye Contact	speaker made appropriate eye contact with listeners <input type="checkbox"/>	speaker made eye contact with each listener but did not hold contact long enough <input type="checkbox"/>	speaker looked in direction of audience but did not make eye contact with individual members <input type="checkbox"/>	speaker did not look at audience (gazed at floor, ceiling, etc.) <input type="checkbox"/>
Gestures	speaker used hands, head, and other body parts to express parts of story appropriately <input type="checkbox"/>	speaker often used gestures appropriately but occasionally lapsed into inactivity <input type="checkbox"/>	speaker used gestures only for the most intense part(s) of story <input type="checkbox"/>	speaker did not gesture or used gestures inappropriately <input type="checkbox"/>
Posture	speaker carried and held body straight while standing, sitting, or walking, except to emphasize a part of story <input type="checkbox"/>	speaker held body straight but lapsed occasionally into a slouch, then regained erect posture <input type="checkbox"/>	speaker lapsed into a slouch and did not regain erect posture <input type="checkbox"/>	speaker slouched throughout <input type="checkbox"/>
VISUAL AIDS: Total Points for Visual Aids: _____				
Enhanced Declamation	creative and original <input type="checkbox"/>	unoriginal but vivid and well made <input type="checkbox"/>	unoriginal and poorly made <input type="checkbox"/>	were not used <input type="checkbox"/>
Relative to Declamation	were relevant to the speech and helped audience understand all parts and characters in the speech <input type="checkbox"/>	were relevant to the declamation <input type="checkbox"/>	were not relevant and distracted from declamation <input type="checkbox"/>	were not used <input type="checkbox"/>
Held Audience's Attention	speaker manipulated aids flawlessly <input type="checkbox"/>	speaker manipulated aids with few mistakes <input type="checkbox"/>	speaker miscued often in handling aids <input type="checkbox"/>	were not used <input type="checkbox"/>
Easy to Understand	purpose clear, size and shape helped audience perceive completely <input type="checkbox"/>	purpose clear, size and shape slightly obscured audience's perception <input type="checkbox"/>	purpose unclear, or size and shape obscured audience's perception <input type="checkbox"/>	were not used <input type="checkbox"/>

Presentation Rubric

	4	3	2	1
CULTURAL INFORMATION AND INTRODUCTION:			Total Points for Cultural Information and Introduction: _____	
Attention Grabber	introduction hooked audience's attention through interesting and informative content <input type="checkbox"/>	introduction hooked audience's attention but did not include relevant information <input type="checkbox"/>	introduction did not hook audience's attention and did not include relevant information <input type="checkbox"/>	introduction was omitted <input type="checkbox"/>
Background Provided	speaker thoroughly explained the function of this story in its original culture <input type="checkbox"/>	speaker briefly explained either the function or the original culture of this story <input type="checkbox"/>	speaker mentioned but did not explain the function or the original culture of this story <input type="checkbox"/>	speaker omitted any mention of the function or the original culture of this story <input type="checkbox"/>
Relates to Audience	speaker clearly established strong link between original culture of this story and the audience in a creative and original way (e.g., points out similar values, shows how story could be updated) <input type="checkbox"/>	speaker established strong link but in typical or unoriginal way <input type="checkbox"/>	speaker only mentioned link and did not elaborate <input type="checkbox"/>	speaker omitted any mention of link <input type="checkbox"/>
Presentation Total Points: _____				

Multimedia Presentation Rubric

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
PREPARATION	4	3	2	1		
Content Knowledge	showed total knowledge of content and is prepared to answer relevant questions	showed knowledge of content but is unable to answer relevant questions	showed incomplete knowledge of content	showed no knowledge of content		
Organization	content presented in orderly way, including introduction and visual aids	content presented in orderly way with few exceptions	content presented in entirety but some parts presented out of order	some content omitted or most content presented out of order		
Audience Awareness	selected content matches particular audience and presented in language appropriate to audience	selected content matches particular audience but language occasionally inappropriate for audience	selected content does not match particular audience or language inappropriate for audience	selected content does not match particular audience and language inappropriate for particular audience		
Use of Rehearsal	speaker has rehearsed often and incorporated suggestions from peer and teacher critiques	speaker has rehearsed often but has incorporated only a few suggestions from peer and teacher critiques	speaker has not rehearsed often and has not incorporated suggestions from peer and teacher critiques	speaker has not rehearsed		
				TOTAL POINTS FOR PREPARATION CATEGORY:		

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
SPEAKING	4	3	2	1		
Pronunciation	all words spoken clearly and distinctly	most words spoken clearly and distinctly	many words were mumbled or run together	most words were not spoken clearly		
Volume	audience found volume varied to match changing content	audience found volume varied to match most of the content	audience found volume was neither too loud nor too soft but did not vary to match content	audience found volume was either too loud or too soft		
Tempo	pace helped audience hear words clearly and maintain interest	pace helped audience hear words clearly but occasionally sped up or down without purpose	pace was either too fast or too slow throughout for comfort of audience	pace varied without reason and disoriented audience		
Pitch	tone matched content throughout	tone matched content with few exceptions	tone did not match content	tone did not match and distracted from intent		
				TOTAL POINTS FOR SPEAKING CATEGORY:		

Category BODY LANGUAGE	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Eye contact	speaker made appropriate eye contact with listeners	speaker made appropriate eye contact with each listener but did not hold contact long enough	speaker looked in direction of audience but did not make eye contact with individual members	speaker did not look at audience (gazed at floor, ceiling, etc.)		
Gestures	speaker used hands, head, and other body parts to express content appropriately	speaker often used gestures appropriately but occasionally lapsed into inactivity	speaker used gestures only for part(s) of the content	speaker did not gesture or used gestures inappropriately		
Posture	speaker carried and held body straight while standing, sitting, or walking, except to emphasize a part of the content	speaker carried and held body straight but lapsed occasionally into a slouch, then regained erect posture	speaker lapsed into a slouch and did not regain erect posture	speaker slouched throughout		
				TOTAL POINTS FOR BODY LANGUAGE CATEGORY:		

Category VISUAL AIDS	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Enhanced Content	creative and original	unoriginal but vivid and well designed	unoriginal and poorly designed	visual aids were not used		
Relative to Content	appropriate, well-placed graphics were relevant to the content and helped audience understand essential points	appropriate graphics were relevant to content	graphics were not relevant and distracted from content	graphics were not used		
Effects Enhanced by Slide Show	transitions, sounds, and/or animations were used in a way that the slide show was enhanced	transitions, sounds, and/or animations were used in a way that did not interfere with understanding of the slide show	transitions and/or sounds were used	neither transitions nor sounds were used		
Held Audience's Attention	speaker manipulated aids flawlessly	speaker manipulated aids with few mistakes	speaker miscued often in handling aids	visual aids were not used		
Easy to Understand	purpose clear, size and shape helped audience perceive completely	purpose clear, size and shape slightly obscured audience perception	purpose unclear, or size and shape obscured audience perception	visual aids were not used		
				TOTAL POINTS FOR VISUAL AIDS CATEGORY:		

Category INTRODUCTION AND INFORMATION	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Attention Grabber	introduction hooked audience's attention through interesting and informative content	introduction hooked audience's attention but did not include relevant information	introduction did not hook audience's attention and did not include relevant information	introduction was omitted		
Background and Purpose Provided	speaker explained background and purpose thoroughly	speaker explained background and purpose briefly	speaker mentioned background but did not explain purpose	speaker omitted any mention of background or purpose		
Summary of Content Provided	speaker summarized content with relevant detail and had additional information which enriched understanding	speaker summarized content with relevant detail	speaker briefly summarized content	speaker omitted summary		
Relates to Audience	speaker clearly established strong link between topic and the audience in a creative and original way (e.g., points out similar needs, shows how topic could be used)	speaker clearly established strong link but in a typical or unoriginal way	speaker only mentioned link and did not elaborate	speaker omitted mention of link		
				TOTAL POINTS FOR INTRODUCTION AND INFORMATION CATEGORY:		

Total Points for Multimedia Presentation out of a Possible 80 Points: _____

Percentage Earned (number of points earned ÷ 80): _____ % _____ %

© 2003 by permission of Sue Fresen

11. Have students create a video, audio, or a computer presentation on a topic that interests them.

12. Review the following rules of active listening:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Maintain direct eye contact. • Stop other things you are doing. • Listen not merely to the words but the feeling content. • Be sincerely interested in what the other person is talking about. • Provide no interruptions. • Keep an encouraging facial expression. • Use positive body language. • Be aware of your own feelings and strong opinions. | <ul style="list-style-type: none"> • If the person who is speaking gets stuck, ask, “Is there more you would like me to know?” and then resume listening. • Restate what the person said. • Ask clarification questions once in a while. • If you have to state your views, say them only after you have listened. • Give appropriate feedback and send appropriate verbal and nonverbal signals. |
|---|--|

Nonverbal Signals	Verbal Signals
good eye contact facial expressions body languages silence touching	“I’m listening” cues disclosures validating statements statements of support reflection or mirroring statements

Now ask for two student volunteers to model the skill of active listening in a brief conversation about a current content-related topic. One student will be the speaker, and one student will be the active listener.

Give students the opportunity to practice seeing an issue from different points of view and practice active listening. On four pieces of chart paper write one of the following: Strongly Agree, Agree, Disagree, or Strongly Disagree. Tape each piece of chart paper on the wall in a different corner of the room. Explain to students that you will make a controversial statement, and they will have the opportunity to express their opinion on it by moving to one of the four corners of the room. When they have moved to their desired corner, ask students to discuss the reasons why they have taken this position on the issue.

Make the following statement: “My way of doing things is the best way of doing things.” Have students move to their desired corner—the one that expresses his or her opinion on this issue. Ask students

to form pairs and explain the reasons behind their opinions to each other (using active listening). After students have had a chance to discuss the reasons for their position, ask a spokesperson from each corner to state the reasons behind their group's position.

Next, tell students they will now have an opportunity to see the issue from another point of view. Ask the "Strongly Agree"

Strongly → **Agree**
Disagree ←

Strongly → **Disagree**
Agree ←

group to move to the "Disagree" group's corner and the "Disagree" group to move to the "Strongly Agree" corner. Then ask the "Strongly Disagree" group to move to the "Agree" group's corner, as the "Agree" group moves to the "Strongly Disagree" group's corner. When students have moved to their designated corners, ask them to put their first opinion aside for a moment, to keep an open mind, and to try to think of all the reasons why they might take the opposite position on the same statement: My way of doing things is the best way of doing things.

After students have had a chance to discuss the reasons for their "new" position with a partner (again, using active listening), ask a spokesperson from each corner to state the reasons behind their group's "new" position. Ask students how it felt to let go of their original positions and see the issue from another viewpoint.

When the discussion has ended, explain to students that the discomfort they might have felt having to take a position opposite to their true feelings is somewhat like the discomfort they might feel when they are in another culture that sees some things differently than they do. Remind students how easy it can be to misunderstand things people do in a cross-cultural setting. To keep from misunderstanding the behavior of others from another culture, you have to try to see the world from their point of view, not yours. Ask students: How would putting this idea into practice make our world a better place? Make our school a better place? Ask them to respond to this question first in a class discussion and then in writing.

Variation: Ask students to select one of the following writing activities:

- Imagine you are a Dominican from the Dominican Republic (or other teacher-chosen nationality) in a community where a Peace Corps Volunteer serves. Write a letter to a fellow Dominican (or other teacher-chosen nationality) describing two or three things Americans do that seem puzzling, odd, or humorous.
 - Describe a situation in which others misunderstood you. Write about it from two points of view—your own point of view and the other person’s point of view. Explain how your position could be justified and how the other person’s position could be justified. Provide concrete examples.
13. Videotape class discussions. Initially, the teacher may want to act as moderator, calling on speakers in order to get all students involved. Allow students to watch and comment on their own effectiveness as a speaker.
 14. Discuss the Techniques for Good Class Discussion Skills chart on the following page. Hold a discussion about a topic of interest to most of the students. Give each student three minutes to say his or her views. Set guidelines—no interrupting, no talking outside of the discussion. Afterwards, evaluate the class discussion, first pointing out any positive aspects of the discussion.

Techniques for Good Class Discussion Skills			
Type	Technique	When Used	When Ignored
Body Language	1. Look at the person speaking	<ul style="list-style-type: none"> Helps you to listen and concentrate Lets the person speaking know that you are listening 	<ul style="list-style-type: none"> You may become distracted and lose concentration on the person speaking Person speaking assumes you are not listening—loses confidence
	2. Nod your head when you agree or understand	<ul style="list-style-type: none"> Lets person speaking know how you feel and what you do or do not understand 	<ul style="list-style-type: none"> Person speaking will be unsure if you are following points
	3. Sit up and don't fidget	<ul style="list-style-type: none"> Helps you to concentrate on what the person speaking is saying 	<ul style="list-style-type: none"> You may become tired You may distract the person speaking and other listeners
Active Listening	4. Take notes on main points	<ul style="list-style-type: none"> Helps you to follow the discussion and remember it later 	<ul style="list-style-type: none"> You may lose track of the main topic of the conversation and have trouble participating
	5. Allow the speaker to pause	<ul style="list-style-type: none"> Helps you to review what has been said Helps the speaker to feel relaxed 	<ul style="list-style-type: none"> You may be tempted to blurt out something irrelevant Person speaking will feel rushed and uncomfortable
	6. Ask follow-up questions for further information	<ul style="list-style-type: none"> Makes the subject clearer Allows the person speaking to go over difficult issues again; reassures the person speaking of your comprehension Encourages other people who are confused to ask questions 	<ul style="list-style-type: none"> Person speaking may mistakenly assume that you understand what's being said Other listeners may feel alone in their confusion
	7. Ask open-ended questions <i>(questions that can't be answered yes or no)</i>	<ul style="list-style-type: none"> Reveals and encourages the speaker to share his thoughts 	<ul style="list-style-type: none"> Person speaking will not receive any challenge or support to move beyond the original ideas of the presentation
Speaking	8. Stay on the subject	<ul style="list-style-type: none"> Allows you to discuss the subject in depth 	<ul style="list-style-type: none"> You may turn the spotlight on yourself
	9. Summarize/restate the point you are responding to	<ul style="list-style-type: none"> Helps everyone to follow the discussion 	<ul style="list-style-type: none"> You may not be aware that your point has already been made
	10. Make connections	<ul style="list-style-type: none"> Helps person speaking and listeners to examine all aspects of the discussion 	<ul style="list-style-type: none"> Discussion may become disconnected and difficult for participants to follow
	11. Respond to others' points	<ul style="list-style-type: none"> Helps everyone to see both sides of the subject and encourages a smooth discussion 	<ul style="list-style-type: none"> Others may feel their ideas are not being heard
	12. Calmly respond to the feelings behind the words	<ul style="list-style-type: none"> Helps to avoid tension and encourages people to be honest and clear 	<ul style="list-style-type: none"> You may unintentionally hurt someone's feelings—tension may build
	13. Think about where the subject is going	<ul style="list-style-type: none"> Helps everyone to stay aware of the time and allow for conclusions and follow-up 	<ul style="list-style-type: none"> Discussion may become sidetracked or bogged down with issues unhelpful to participants
	14. Do not interrupt	<ul style="list-style-type: none"> Helps you grasp the whole point of what is being said Encourages the person speaking to finish his or her points 	<ul style="list-style-type: none"> You may anticipate and react to something not yet said Person speaking may become afraid to voice opinions

15. Ask students to observe a discussion. It could be in a class, at home, on television, or at a public forum (a county meeting, a political meeting, a government meeting, etc.). As students observe and listen to the discussion, ask them to take notes on the form on the following page, listing ways to have a more effective discussion. Then ask students to list suggestions of ways to improve the discussion.

Notes on Observed Discussion

Type of discussion: _____

Date observed: _____

Body Language	Techniques Observed	
	Problems Observed	
Listening	Techniques Observed	
	Problems Observed	
Speaking	Techniques Observed	
	Problems Observed	

16. Vary the format for discussions as follows:
- Use small groups that can then make presentations to the class.
 - Ask each small group to discuss a unique aspect of the topic. Rotate the small groups so that each new group has one member from each original group. Each group member will then represent a specific aspect of the general topic.
 - Form an inner and outer circle. Ask the outer circle to listen to the inner circle, then switch places.
 - Form an inner and outer circle. Ask the two circles to face each other. Hold one-on-one discussions, rotating one of the circles at the end of each discussion.
 - Conduct one-on-one interviews, followed by each person summarizing a partner's position to the class.
 - After students feel comfortable with one another, hold debates, forums, or mock talk shows.
17. Have students use the rubric on the following page to rate their participation in class discussions. Then have them review each of their scores to improve on any skills which they rated themselves a 2 or 1.

Discussion Rubric

	4	3	2	1
Body Language during Discussion: Total Points for Body Language: _____				
Showed Interest	always looked at each speaker <input type="checkbox"/>	usually looked at each speaker <input type="checkbox"/>	sometimes looked at each speaker <input type="checkbox"/>	did not look at each speaker <input type="checkbox"/>
Stayed Involved	always nodded your head when you agreed or understood <input type="checkbox"/>	usually nodded your head when you agreed or understood <input type="checkbox"/>	sometimes nodded your head when you agreed or understood <input type="checkbox"/>	did not nod your head when you agreed or understood <input type="checkbox"/>
Used Correct Posture	always sat up and didn't fidget <input type="checkbox"/>	usually sat up and didn't fidget <input type="checkbox"/>	sometimes sat up and didn't fidget <input type="checkbox"/>	did not sit up and did fidget <input type="checkbox"/>
Active Listening during Discussion: Total Points for Active Listening: _____				
Followed Discussion	always took notes on main points when necessary <input type="checkbox"/>	usually took notes on main points when necessary <input type="checkbox"/>	sometimes took notes on main points when necessary <input type="checkbox"/>	never took notes on main points when necessary <input type="checkbox"/>
Encouraged Speaker	always permitted speaker to pause without interrupting <input type="checkbox"/>	usually permitted speaker to pause without interrupting <input type="checkbox"/>	sometimes permitted speaker to pause without interrupting <input type="checkbox"/>	never permitted speaker to pause without interrupting <input type="checkbox"/>
Clarified Points	always asked follow-up questions when more information was needed <input type="checkbox"/>	usually asked follow-up questions when more information was needed <input type="checkbox"/>	sometimes asked follow-up questions when more information was needed <input type="checkbox"/>	never asked follow-up questions when more information was needed <input type="checkbox"/>
Speaking during Discussion: Total Points for Speaking: _____				
Stayed Focused	always stayed on subject <input type="checkbox"/>	usually stayed on subject <input type="checkbox"/>	sometimes stayed on subject <input type="checkbox"/>	never stayed on subject <input type="checkbox"/>
Deepened Discussion	always made connections and built on others' points <input type="checkbox"/>	usually made connections and built on others' points <input type="checkbox"/>	sometimes made connections and built on others' points <input type="checkbox"/>	never made connections and did not build on others' points <input type="checkbox"/>
Encouraged Others	always responded calmly to others <input type="checkbox"/>	usually responded calmly to others <input type="checkbox"/>	sometimes responded calmly to others <input type="checkbox"/>	never responded calmly to others <input type="checkbox"/>

18. Use a ball of yarn as it is passed from speaker to speaker until a visual speech web is formed which can then be analyzed.
19. Allow students to create their own content-related topics for debate. Ask some students to serve as audience members and then to evaluate the debaters in a constructive manner.
20. From your local newspaper, find two content-related articles with two different viewpoints about a particular topic. Give half the class one article and the other half of the class the other article. Then hold a discussion about the topic.
21. Ask students to bring in content-related articles from their local newspaper with opposing points of view on a topic and then debate the articles.
22. Pick a content-related issue of interest and ask students to find information supporting their view. List arguments on both sides of the issue. Draw an imaginary line on the floor, with one end representing "for" and the other "against." Ask students literally to "take a stand" on the line where they feel they belong, depending on the strength of their belief. (If all students stand on one side, play "devil's advocate" and stand on the other side.) When everyone is standing along the line, open a debate with spokespersons on 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 their views on the above issue in an editorial.

23. Ask students to use an advertisement related to a teacher-generated topic and list 10 sentences from the advertisement. 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.
24. Present students with the following value examination matrix for analyzing perspectives on a teacher-generated topic. 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 the logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.

Value Examination Matrix for Analyzing Perspectives		
Statement or Concept	Assigned Value	Reasoning or Logic behind My Value

25. Present students with the following conflict clarification matrix for analyzing values and perspectives relative to particular topics. 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 of Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/Awareness	

26. Present students with the following decision-making matrix to analyze a teacher-generated “decision question” with choices or alternatives 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 weights by the alternative weights. (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.

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 very important

Alternative Weight

The degree to which each alternative possesses each criteria:

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

27. Have groups select a statement about a teacher-generated topic. Ask the groups to prepare a list of pros and cons pertaining to a specific teacher-generated issue. Then ask students to devise and conduct a concept inventory poll to assess the extent of agreement or disagreement with each statement using the rating scale below.

- +3 = strongly agree (SA)
- +2 = tend to agree (A)
- 0 = undecided (U)
- 2 = disagree (D)
- 3 = strongly disagree (SD)

Have students sit in a circle with two chairs in the center for a pro and a con representative to sit in. Only the students in these chairs may contribute to the discussion. A student wishing to sit in one of the debate chairs may tap a debater; if the debater wishes to relinquish the seat, he or she may return to the circle. After the argument has continued for a set time, have students exchange chairs and debate the other side of the issue. Allow the discussion to continue until no additional benefit appears to be derived.

After the issue has been thoroughly discussed, give the concept inventory poll again and tally the scores to see if a significant change in opinions occurred after the discussion. Then have students critique the issue their group discussed, expressing how their group handled the topic, listing pros and cons, stating their own opinions and how they reached their conclusions, and giving ideas about the benefits of using this type of analysis.

28. Have students use the Internet to research and build a case for or against a controversial issue.
29. 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.

Critical Viewing Activities

1. Teach the use of T-Notes for note-taking on lectures. Draw a line dividing a piece of paper in half vertically. On the left-hand side, put the main ideas of your lecture in order; on the right-hand side, students will put in supporting details as you lecture. There are many variations on this. You can complete the right-hand side with the details and let students fill in the main ideas, or you can eventually have them complete the T-Notes by themselves. Students can fold the papers in half for review.

Main Ideas	Supporting Details
○	
○	
○	

2. To bring order to a heated discussion, you might want to bring in a small stuffed toy. Only the student holding the toy is allowed to speak. The toy can be tossed or passed to the next speaker.
3. Put the students in pairs. Give one student in each pair five minutes to discuss a particular topic either of your choosing or their choosing. Then the other must paraphrase what he or she heard beginning with the words "What I heard you say is...." Then reverse the process.
4. Have one of the students give an oral presentation. Then ask the rest of the class to summarize that student's presentation in writing.
5. Have students listen to a newspaper article, magazine article, or section of a unit read aloud and write down information they remember after the reader has finished.
6. Have students listen to an editorial and comment on what was said or how they feel about what was said.

7. As students present their oral presentations, stress that listeners also have responsibilities. Display the following rules for effective listening throughout the time presentations are being given:
 - Look at the speaker.
 - Concentrate on what is being said.
 - Help the speaker by giving encouraging looks and nods.
 - Ask questions at the end of the presentation.
8. Try to give listeners further responsibility. Have listeners evaluate different aspects of oral presentations using all or parts of the Oral Presentation Analysis chart on the following page. (You may wish to post an enlargement of the chart in class.) Before each presentation, tell listeners what elements you would like for them to evaluate. Discuss evaluations following each presentation.

Oral Presentation Analysis

VOLUME	Too Loud	Loud & Clear	Too Quiet	Comments
TEMPO	Too Fast	Even Pace	Too Slow	Comments
PITCH	Too Low	Moderate Pitch	Too High	Comments
VISUAL AID(S)	Too Few	Moderate Amount	Too Many	Comments
CONTENT	Unorganized	Organized & on Subject	Off Subject	Comments

Production Activities

1. Have students create a collage about the work that was studied.
2. Have students develop a board game or quiz show about the unit.
3. Have students write, create, and perform a puppet show about the unit.
4. Have students make a display of important items in the unit.
5. Have students draw a picture timeline giving the most important discoveries in the unit.
6. Have students make a diorama based on a content-related area of study.
7. Have students make a model of some important item in the unit.

Vocabulary and Content

1. Play *Bingo* for a final review of the unit. Develop a list of 25 key facts and vocabulary words. Design a Bingo grid with five columns and five rows. Have students write clues in the form of a question or complete a statement using one- or two-word answers. Have them place the clues on one side of a 3" x 5" card and the correct response on the other side. Have students print the word or words on the Bingo-card grid. Allow students to practice with a partner and the clue cards. Collect the clue cards and have students exchange Bingo cards and play the Bingo review game.
2. Play *Hollywood Squares*. A student is given a topic. If the student knows about it, he or she will state facts; if not, he or she will bluff. The other students will decide whether statements made are factual or not.
3. 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

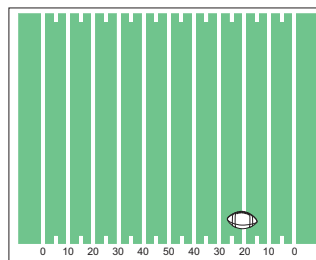
second round. Randomly read questions from any topic and ask students to silently write the answers on the divided paper. After a set time, ask a final *Jeopardy* question and allow students to wager from 0-10 points. Check papers and tally the scores.

4. Play Football—a touchdown review game. Divide the class into two teams and choose captains for each. Follow and post these rules for questions and answering:
 1. Only the student who is asked the question may answer.
 2. The entire group can discuss and then answer the question.
 3. If a question is missed, it is a fumble and control goes to the other team. (*Optional*: You can give the team a new question or repeat the missed one.)

Rules for Football:

1. A correct answer is worth 10 points and a first down.
2. A fumble results when a question is missed and control goes to the other team. (See optional note above.)
3. Three correct answers in a row are worth a field goal, which is worth three points. The team may choose to take the field goal, or go for a fourth question, which is worth a touchdown. A touchdown is worth seven points.
4. Unsportsmanlike conduct is a 15 yard penalty and loss of the ball.

Flip a coin to give students the choice of taking control of the ball or letting the other team have control. After drawing a football field on the board, draw a football above the 20 yard line and start the questions.



5. Play *To Tell the Truth*. After studying a topic, select three students to convince the class they are the real expert on the topic. These three must know the topic well, or bluff their way through extensive questioning of the classmates.

6. Play *The Groucho Marx Show*. Tell students that you have a secret word, then give them a topic from yesterday's lesson. Ask them to write about the topic. Tell them the more details and descriptions they write, the better the chance of writing the secret word. The one who writes the secret word wins.
7. To review the unit using a *Jeopardy* format, divide topics into five subtopics and students into five groups. Have each group write five questions and the answers with a specific colored marker on index cards and assign point values from easiest (100) to hardest (500). Ask students to tape cards on the board under their subtopic. The first group to finish taping cards goes first. 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.)

8. Play *Tic Tac Toe*. Have students work in teams to answer teacher-generated questions. To begin, teams decide to use either Xs or Os for the game. If the team answers the question correctly, they are allowed to place their chosen marking on the grid. The first team to get three of their marks on a row wins.



Variation: Instead of a drawn Tic Tac Toe grid on the board, make a large Tic Tac Toe board with masking tape on the floor. Have team members stand or sit in the square of his or her choice.

9. Have students use vocabulary and definitions to create crossword puzzles. Have them trade with other students and solve each other's puzzles.
10. Have students play *Bingo* with vocabulary words. Make a transparency master of a large square divided into 25 equal squares. Give each student a copy for a blank game board. Put the vocabulary terms on the chalkboard or transparency. Ask students to fill in the game board writing one term per square in any order.

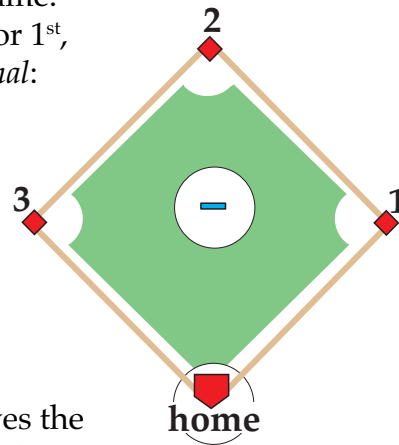
Play a Bingo game by calling out the definitions or asking questions for which the terms are answers. Ask students to put markers on the terms that are the correct answers. Answers can be verified and discussed after each definition or question. When a student gets five markers in a row, have the student shout out an agreed-upon word. Keep a record of the terms used and continue to play another round.

11. Play the *\$100,000 Pyramid*. Have students work in pairs. Students give descriptive sentences to help their partners guess the correct vocabulary word.
12. Review the unit using a cooperative group *Jeopardy* activity. Divide students into groups of two to five. Give each student a colored marker and a piece of paper divided into a grid that matches the number of topics and questions. Ask students to write answers to all questions as they are asked, then circulate around the room to check and award points. Ask students to keep their own scores.

13. Play Baseball—a Home Run Review game. Draw a baseball diamond with bases for 1st, 2nd, 3rd, and home on the board. (*Optional:*

Make a large baseball diamond with masking tape on the floor. Have students move around on the bases.)

Divide the class into two teams and choose captains for each. Decide if players are to come to bat in random or sequential order. The pitcher asks a question of the batter at home plate. A correct answer results in a hit and moves the student to 1st base. An incorrect answer is an out. Subsequent answers allow the students to move around the four bases until a run is scored. The “10 run rule” applies if one team is dominant over the other, and the other team then gets a chance at bat. If a question is missed, the opposing team has a chance to make a double out if one of their team members can answer it correctly.



14. Play *Password*. Prepare a set of duplicate index cards with vocabulary words from the unit. Divide the class into teams and have the students work in pairs. Give one player from each team the same word. The player must give their partner a one-word description or synonym for the word on the card. The first player on a team to get the correct word from the clues wins the points. The points are as follows:

A correct guess on the

- 1st clue = 150 points
- 2nd clue = 100 points
- 3rd clue = 75 points
- 4th clue = 50 points.

The first team to reach 500 points wins.

Internet Site Suggestions

The following is a listing of suggested Internet sites for *World History—Part 2*. These sites may be used to expand and enrich student involvement. For example, sites may be used to stimulate discussions on research or to develop a scavenger hunt for current events. Teachers should visit sites beforehand to verify that the site contains appropriate information and its address has not changed.

General News Sites

BBC Online: Breaking world news divided by region and updated by the minute. Includes video and audio bytes, a searchable archive, and a section on education.

<http://www.bbc.co.uk/home/today/index.shtml>

CNN Interactive: User friendly site with up-to-date world news by region, a searchable archive, and special sections.

<http://www.cnn.com/>

International Herald Tribune: World news, economic news, special reports, and dispatches from around the world.

<http://www.iht.com/>

Journal of Commerce: Good source of industry, trade, and financial news, including in-depth stories and news briefs by region of the world.

<http://www.joc.com/>

National Public Radio: In-depth news and special programming from public radio available on audio bytes only. Transcripts can be ordered through the web site.

<http://www.npr.org/>

Newspapers Online: Links to newspapers in various countries around the world. Includes links to university newspapers, religious publications, and online services.

<http://www.newspapers.com/>

Online NewsHour: Complete transcripts from the nightly news show with Jim Lehrer. Features interviews and discussion between experts and high-ranking officials. Complete archives; searchable by subject.

<http://www.pbs.org/newshour/>

Pathfinder: Direct links to many weekly magazines, including *Time* and *Fortune*.

<http://www.pathfinder.com/welcome/>

The Christian Science Monitor: In-depth stories, often reported from a different perspective than the mainstream media. A good source for social and cultural news around the world. Complete archives from 1980 to present.

<http://www.csmonitor.com/>

The Earth Times: News on business, the environment, human rights, economic development, and other topics not generally covered in the mainstream press.

<http://www.earthtimes.org/>

The New York Times: Excellent source for national and world news.

<http://www.nytimes.com/>

The Washington Post: World and United States news from the United States capital. Can search for world news by region or country.

<http://www.washingtonpost.com>

Map Sites

Excite Maps: Detailed interactive maps. The user can “zoom in” on countries for a closer look and a view of some cities.

<http://local.excite.com/maps/index.html>

Magellan Web Site: An extensive collection of interactive maps that can be clicked on to link to countries within regions. Teaching activities and geography resources available under “Geo Zone.”

<http://www.maps.com>

National Geographic Map Machine: Interactive maps of countries that provide information on the religion, language, and history of selected countries.

<http://www.nationalgeographic.com/resources/ngo/maps/>

Perry-Castaneda Library Map Collection: An extensive collection of political, geographic, and historical maps of all regions of the world from the University of Texas.

http://www.lib.utexas.edu/Libs/PCL/Map_collection/Map_collection.html

Relief Web: United Nations-sponsored web site offering detailed maps of regions where humanitarian efforts are located.

<http://www.reliefweb.int/mapc/index.html>

International Sites and Organizations

Interaction: Links to information on social issues such as the environment, hunger, human rights, and women's issues. Includes links to many governmental and nongovernmental organizations such as the United States Agency for International Development (USAID), the Red Cross, and Refugees International.

<http://www.interaction.org>

International Atomic Energy Agency: Press releases, news briefs, and statements from and about the Agency, primarily relating to nuclear issues.

<http://www.iaea.or.at/>

International Monetary Fund (IMF): Contains information on the organizational structure of the IMF, activities of the IMF, and issues relating to international finance.

<http://www.imf.org>

International Relations and Security Network: Country and region-specific links to international organizations.

<http://www.isn.ethz.ch/>

Loyola Homepage on Strategic Intelligence: Provides historical and current information on strategic intelligence through government documents, journal articles, and papers. Includes links to intelligence-related sites.

<http://www.loyola.edu/dept/politics/intel.html>

Ministries of Foreign Affairs: Links to all of the Ministries of Foreign Affairs available online.

<http://www.usip.org/library/formin.html>

NATO Homepage: Information on past and present North Atlantic Treaty Organization (NATO) activities, NATO organizational structure, news, and fact sheets.

<http://www.nato.int/>

Political Resources on the Net: Detailed information on every country in the world, as well as regions seeking independence or autonomy. Includes an interactive map of the world.
<http://www.politicalresources.net/>

Stockholm International Peace Research Institute (SIPRI): Academic articles, statistics, and general information on issues relating to peace, security, weapons of mass destruction, and arms transfers.
<http://www.sipri.org/>

United Nations (UN) Homepage: Contains information about past and present UN activities and links to related organizations.
<http://www.un.org/>

World Bank: Easy-to-use site containing information on development activities around the world. Includes an interactive map.
<http://www.worldbank.org>

Yahoo! Regional: Countries: Country-specific information in categories, such as arts, business, education, news, and culture.
<http://www.yahoo.com/Regional/Countries>

United States Government

CIA World Factbook: Statistical information on the demographics, geography, culture, politics, and economics of every country in the world.
<http://www.odci.gov/cia/publications/factbook/index.html>

DefenseLink—Department of Defense: Information on the United States Department of Defense and more general defense-related issues.
<http://www.defenselink.mil/>

Library of Congress: Country Studies: Well-rounded information and analysis of various countries around the world.
<http://www.loc.gov/index.html>

The Internet Public Library: U.S. Government: Links to all levels of the United States Government, including the Office of the President.
<http://www.ipl.org/div/subject/browse/law20.30.00/>

U.S. Department of State: Information on United States foreign policy and United States activities abroad.
<http://www.state.gov>

Courtesy of Irving Kohn, Florida Gulf Coast
University International Studies Project

Required Public School Instruction of the History of the Holocaust

Florida Statute 1003.42

1003.42 Required Instruction

- (2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - (f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramification of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

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.

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.	World History-Part 1	
SS.A.2.4.2 Understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.	World History-Part 1	
SS.A.2.4.3 Understand the emergence of civilization in China, Southwest Asia, and the Mediterranean basin.	World History-Part 1	
SS.B.2.4.1 Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.	2, 3, 4, 9, 10, 11, 12, World History-Part 1	
SS.B.2.4.2 Understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.	1, 2, 3, 9, 10, 11, 12, World History-Part 1	
SS.B.2.4.3 Understand how the allocation of control of the Earth's surface affects interactions between people in different regions.	1, 3, 9, 10, 11, 12, World History-Part 1	
SS.B.2.4.4 Understand the global impacts of human changes in the physical environment.	1, 3, 9, 10, 11, 12, World History-Part 1	
SS.B.2.4.5 Know how humans overcome "limits to growth" imposed by physical systems.	3, 10, 11, World History-Part 1	
SS.B.2.4.6 Understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.	3, World History-Part 1	
SS.B.2.4.7 Understand the concept of sustainable development.	3, 10, 11, 12, World History-Part 1	

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

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.		
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.	World History-Part 1	
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.	World History-Part 1	
SS.A.2.4.7 Understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.	World History-Part 1	
SS.A.3.4.5 Understand the significant scientific and social changes from the Age of Reason, also known as the Age of Enlightenment.	World History-Part 1	
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.	World History-Part 1	
SS.A.3.4.7 Understand significant political developments in Europe in the 19 th century.	1, 2, 3, 4, 5, World History-Part 1	
SS.A.3.4.8 Understand the effects of the Industrial Revolution.	1, 2, 3,	
SS.A.3.4.9 Analyze major historical events of the first half of the 20 th century.	3, 4, 5, 6, 7, 8, 9, 10, 11	
SS.A.3.4.10 Understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.	9, 10, 11, 12	
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).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, World History-Part 1	
SS.D.2.4.6 Understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.	1, 3, 4, 6, 7, 9, 10, 11, 12, World History-Part 1	

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

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.		
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.	World History-Part 1	
SS.A.2.4.8 Understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.	3, World History-Part 1	
SS.A.2.4.9 Understand significant social, cultural, and religious features of India, and India's conflict with the Muslim Turks.	World History-Part 1	
SS.A.2.4.10 Understand significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.	World History-Part 1	
SS.A.2.4.11 Understand political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.	World History-Part 1	
SS.A.3.4.1 Understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.	World History-Part 1	
SS.A.3.4.2 Understand significant religious and societal issues from the Renaissance through the Reformation.	World History-Part 1	
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.	World History-Part 1	
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.	World History-Part 1	

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

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.	1-12 World History-Part 2	
SS.A.1.4.4 Use chronology, sequencing, patterns, and periodization to examine interpretations of an event.	1-12 World History-Part 2	

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.	1-12, World History-Part 1	
SS.B.1.4.4 Understand how cultural and technological characteristics can link or divide regions.	1-12, World History-Part 1	

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.	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, World History-Part 1	
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.	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, World History-Part 1	
SS.B.1.4.2 Understand the advantages and disadvantages of using maps from different sources and different points of view.	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, World History-Part 1	

References

- Blankenship, Glen, et al. *East Asia in Transition: An Instructional Guide*. Atlanta, GA: The Southern Center for International Studies, 2001.
- Blankenship, Glen, et al. *The End of the Soviet Union: An Instructional Guide*. Atlanta, GA: The Southern Center for International Studies, 1999.
- Blankenship, Glen, et al. *Europe after the Cold War: An Instructional Guide*. Atlanta, GA: The Southern Center for International Studies, 1994.
- Blankenship, Glen, et al. *Russia and the Other Former Soviet Republics in Transition: An Instructional Guide*. Atlanta, GA: The Southern Center for International Studies, 1998.
- Bloom, Dwila. *Africa, Europe, and Asia: Ready-to-Use Interdisciplinary Lessons and Activities for Grades 5-12*. West Nyack, NY: The Center for Applied Research in Education, 1997.
- Botwinick, Rita Steinhardt. *A History of the Holocaust: From Ideology to Annihilation*. Upper Saddle River, NJ: Prentice-Hall, 2003.
- Brockett, Charles D., et al. *Latin America in Transition: An Instructional Guide*. Atlanta, GA: The Southern Center for International Studies, 1995.
- Burns, Edward McNall, et al. *World Civilizations: Their History and Their Culture*. 9th ed. New York: W. W. Norton, 1997.
- Chisholm, Jane. *World History Dates*. Tulsa, OK: EDC Publishing, 1998.
- Craig, Albert M., et al. *The Heritage of World Civilizations: Volume B, From 1300 through the French Revolution*. New York: Macmillian College Publishing, 2005.
- Darling, J. N. J. N. "Ding" *Darling Political Cartoons*. Key Biscayne, FL: J. N. "Ding" Darling Foundation, 1999.
- Duvall, Lynn. *Respect Our Differences: A Guide to Getting Along in a Changing World*. Minneapolis, MN: Free Spirit Publishing, 1994.
- Ellis, Elizabeth Gaynor and Anthony Esler. *World History: Connections to Today*. Upper Saddle River, NJ: Prentice-Hall, 2000.

- Florida Commissioner's Task Force on Holocaust Education. *State of Florida Resource Manual on Holocaust Education, grades 9-12*. Tallahassee, FL: State of Florida, 1998.
- Florida Department of Education. *Florida Course Descriptions*. Tallahassee, FL: State of Florida, 1998.
- Florida Department of Education. *Florida Curriculum Framework: Social Studies*. Tallahassee, FL: State of Florida, 1996.
- Krieger, Larry S., Kenneth Neill and Edward Reynolds. *World History: Perspectives on the Past*. Evanston, IL: McDougal Littell, 1997.
- Mazour, Anatole G. *World History: People and Nations*. Orlando, FL: Holt Holt, Rinehart, and Winston, 1999.
- McKay, John P., et al. *History of World Societies*. 4th ed. Boston, MA: Houghton Mifflin, 2006.
- Meinbach, Anita Meyer and Miriam Klein Kassanoff. *Memories of the Night: A Study of the Holocaust*. Torrance, CA: Frank Schaffer Publications, 2004.
- Miller, Sue, ed. *Holt World History: The Human Journey*. Orlando, FL; Holt, Rinehart, and Winston, 2005.
- Partin, Ronald L. and Martha T. Lovett. *Social Studies Teacher's Survival Kit: Ready-to-Use Activities for Teaching Specific Skills in Grades 7-12*. West Nyack, NY: The Center for Applied Research in Education, 1988.
- Scher, Linda. *South Carolina Voices: Lessons from the Holocaust*. Columbia, SC: South Carolina Department of Education, 1992.
- Spielvogel, Jackson J. *Glencoe World History*. New York: McGraw Hill, 2005.
- Wallbank, T. Walter, et al. *History and Life: The World and Its People*. Glenview, IL: Scott Foresman, 1993.
- White, Jo Ann, ed. *The New American Desk Encyclopedia*. New York: Penguin Putnam, 1997.
- Zeman, Anne and Kate Kelly. *Everything You Need to Know about World History Homework: A Desk Reference for Students and Parents*. New York: Scholastic, 1995.

Production Software

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

Adobe Photoshop 8.0. Mountain View, CA: Adobe Systems.

Macromedia Freehand 8.0. San Francisco: Macromedia.

Microsoft Word 98 Redmond, WA: Microsoft.



PASS Volume Evaluation Form

PASS Volume Title: _____ Date: _____

Your Name: _____ Your Position: _____

School: _____

School Address: _____

Directions: We are asking for your assistance in clarifying the benefits of using the Parallel Alternative Strategies for Students (PASS) volume as a supplementary material. Please respond to all the statements below by checking the appropriate response using the scale provided. Then remove this page, fold so the address is facing out, attach postage, and mail. Thank you for your assistance in this evaluation.

Content

- | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The content provides appropriate accommodations and/or learning strategies for students with diverse learning needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The content is at an appropriate readability level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The content is up-to-date. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The content is accurate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The content avoids ethnic and gender bias. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Presentation

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. The writing style enhances learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The text format and graphic design enhance learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The practice activities are worded to encourage expected response. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Key words are defined. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Information is clearly displayed on charts and graphs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Student Benefits

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. The content increases comprehension of course content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The content improves daily grades and/or test scores. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The content increases mastery of the standards in the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Usage

Without abridging content, *PASS* materials—with simplified text and smaller units of study—are designed to be used as additional resources to state-adopted books. Please check the ways you have used or plan to use the *PASS* materials. Feel free to add to the list.

- | | |
|---|--|
| <input type="checkbox"/> additional resource for the basic text | <input type="checkbox"/> outside assignment |
| <input type="checkbox"/> pre-teaching tool (advance organizer) | <input type="checkbox"/> individual contract |
| <input type="checkbox"/> post-teaching tool (review) | <input type="checkbox"/> self-help modules |
| <input type="checkbox"/> alternative homework assignment | <input type="checkbox"/> independent activity for drill and practice |
| <input type="checkbox"/> alternative to a book report | <input type="checkbox"/> general resource material for small or large groups |
| <input type="checkbox"/> extra credit | <input type="checkbox"/> assessment of student learning |
| <input type="checkbox"/> make-up work | <input type="checkbox"/> other uses: _____ |

Overall

Strengths:

Limitations:

Other comments:

Directions: Check each box that is applicable.

I have daily access at school to a computer a printer the Internet a CD-ROM drive

All of my students have daily access at school to a computer a printer the Internet a CD-ROM drive

Fold Here

Fold Here

Place Stamp
Here
Post Office
Will Not
Deliver
Without
Postage

Kathy Dejoie, Program Director
Clearinghouse Information Center
Turlington Building, Room 628
325 West Gaines Street
Tallahassee, FL 32399-0400

Please Tape Here—Do Not Staple