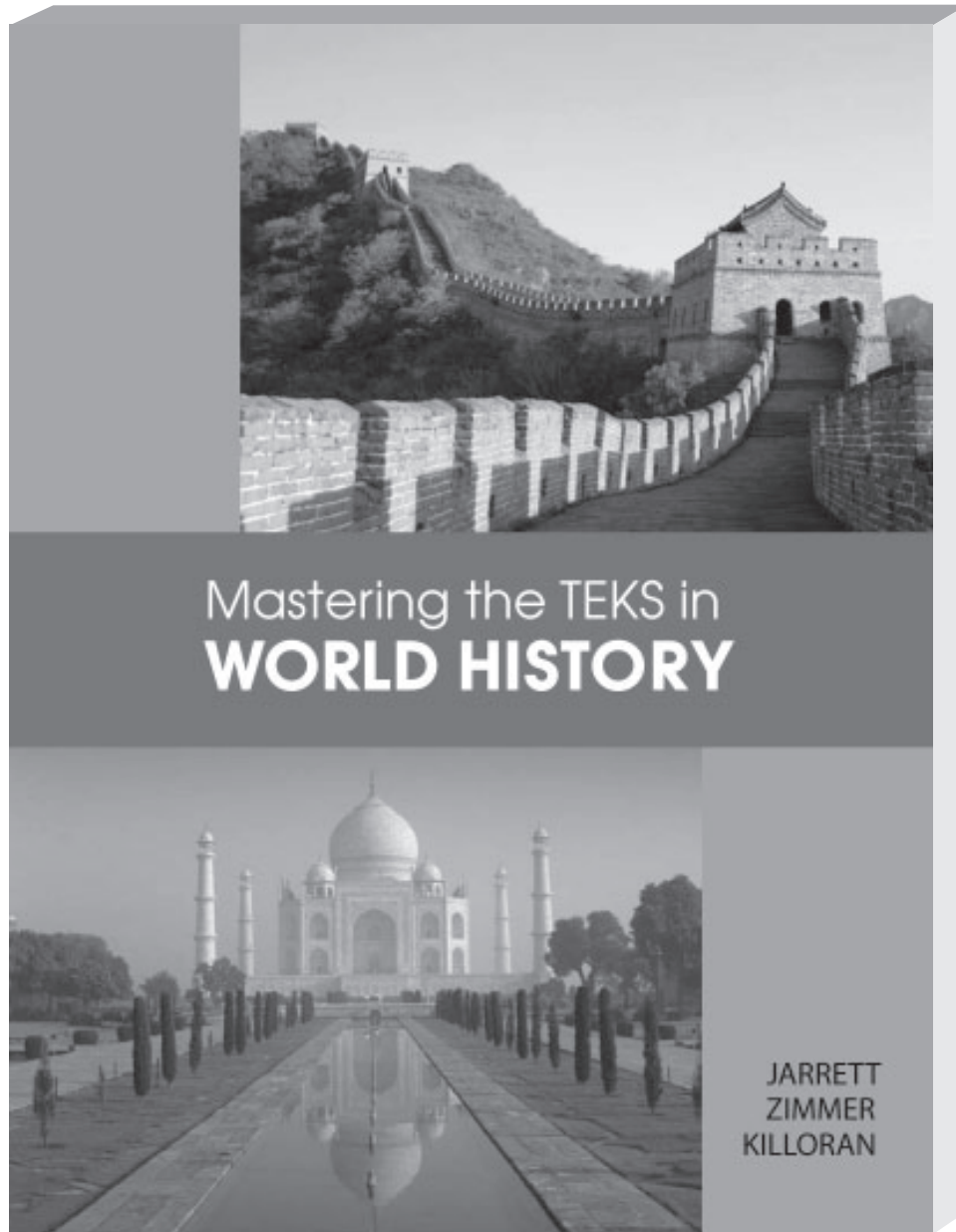


TEACHER'S GUIDE AND ANSWER KEY

\$7.95



A thorough mastery of the World History TEKS is essential for success on the new *End-of-Course Assessment*, to be taken by each high school student. ***Mastering the TEKS in World History*** is the best way to explore the World History TEKS, while also familiarizing your students with the statewide test. This book presents stimulating content and a myriad of learning activities to inspire your students to learn more about world history.

APPROACHES TO USING THIS BOOK

There are as many ways to using *Mastering the TEKS in World History* as there are ways to approaching a lesson. In general, there are three main ways to using this book:

- (1) Use this text as your primary resource, which you supplement with excerpts from other textbooks, the Internet, trade books, and audio-visual materials.
- (2) Use the *Essential Questions* to drive your lessons in order to discuss the main themes of world history.
- (3) Use this text as a supplement to another resource.

USING THE BOOK AS A PRIMARY RESOURCE

One approach is to use *Mastering the TEKS in World History* as your primary classroom resource, which you can supplement with excerpts and images from trade books, the Internet, other textbooks and other outside sources.

For this approach, you should begin with Chapter 1 and move through each unit of in sequence. Other materials can be used for illustrative purposes or to provide primary sources for the group-work activities and research projects recommended in the *Applying What You Have Learned* activities of this book. Students can read the appropriate sections of the book to learn about the main concepts and terms related to each topic. Encourage students to underline main ideas and to make marginal notations in their books, if possible. This should be followed by guided and independent practice in answering the questions at the end of each chapter in the *Checking Your Understanding* sections.

Every lesson can be introduced by one or more of the *Essential Questions* found at the beginning of each content chapter. The lesson can often be developed around these *Essential Questions* or the *Applying What You Have Learned* activities in the chapter. A calendar of lessons for using this book during the school year as your main resource can be found later in this *Teacher's Guide*.

USING THE ESSENTIAL QUESTIONS TO DISCUSS THE MAIN THEMES OF WORLD GEOGRAPHY

At the start of every content section, students will find several *Essential Questions*. You can also use additional *Essential Questions* of your own. These questions are excellent tools for focusing a classroom lesson on a meaningful goal. *Essential Questions* can be used to begin a topic of study and can be formulated to highlight concepts that you want your students to understand and apply. *Essential Questions* should center around major concepts, problems, interests or themes in world history. High-quality *Essential Questions* are often open-ended, non-judgmental, meaningful, motivational, and invite further exploration. They encourage collaboration among students and teachers.

Essential Questions can also provide a clear statement of expectations — identifying what students should know in the TEKS and be able to do. They require your students to use higher-order thinking, problem-solving and decision-making skills. Lastly, they can motivate your students. Think, also, of linking more general questions to those *Essential Questions* already in the book.

USING THIS BOOK AS A SUPPLEMENT ANOTHER RESOURCE

This book can also be used with other textbooks. Start your course with Chapters 1 to 4 of this book. Starting your year with these skills and making them a centerpiece for your course helps ensure student mastery of concepts and skills found on the *World History End-of-Course Test*. Have students practice these skills at the beginning of the year so that you can reinforce them, and make these skills a part of their work throughout the school year. Emphasize to your students that the skills covered in these first few chapters are often tested on the *World History End-of-Course Test*.

If you are using another, after you complete each unit you can reinforce student understanding by having students review the corresponding chapter or pages in ***Mastering the TEKS in World History***. Here, complex facts and ideas are presented simply and concisely, helping students to focus on the most important information. *Applying What You Have Learned, Acting as an Amateur Historian, Study Cards, Learning with Graphic Organizers, Pulling It All Together, Concept Maps* and practice test questions will further enhance and reinforce student learning of that unit.

WORLD HISTORY TEKS

The table below lists the World History TEKS. The numbers in brackets indicate the chapter(s) in ***Mastering the TEKS in World History*** where each TEKS is covered in the book.

(1) History. Traditional historical points of reference in world history.	
• History 1(A) [5, 8]	• History 1(D) [10, 11, 12]
• History 1(B) [6, 7]	• History 1(E) [13, 14, 15, 16]
• History 1(C) [6, 8, 9, 10]	• History 1(F) [17, 18, 19]
(2) History. How early civilizations developed from 8000 B.C to 500 B.C.	
• History 2(A) [5]	• History 2(C) [6]
• History 2(B) [5]	
(3) History. The contributions and influences of the Classical Civilizations: 500 B.C. to 600 A.D.	
• History 3(A) [6, 7]	• History 3(C) [7]
• History 3(B) [6, 8]	
(4) History. New political, economic, and social systems evolved from 600 to 1450.	
• History 4(A) [8]	• History 4(G) [8, 11]
• History 4(B) [8]	• History 4(H) [10]
• History 4(C) [8]	• History 4(I) [9]
• History 4(D) [9, 10]	• History 4(J) [9]
• History 4(E) [9, 10]	• History 4(K) [10]
• History 4(F) [10]	
(5) History. The causes and impact of Europe's Renaissance and Reformation.	
• History 5(A) [11]	• History 5(B) [11]

(6) History. The characteristics and impact of Maya, Inca, and Aztec civilizations.	
• History 6(A) [12]	• History 6(B) [12]
(7) History. The causes and impact of European expansion from 1450 to 1750.	
• History 7(A) [12]	• History 7(D) [10, 12]
• History 7(B) [12]	• History 7(E) [10]
• History 7(C) [12]	• History 7(F) [13]
(8) History. The causes and impact of the Industrial Revolution and imperialism.	
• History 8(A) [13, 15]	• History 8(C) [16]
• History 8(B) [15]	• History 8(D) [16]
(9) History. The causes and effects of political revolutions between 1750 and 1914.	
• History 9(A) [14]	• History 9(C) [14]
• History 9(B) [14]	• History 9(D) [14]
(10) History. The causes and impact of World War I.	
• History 10(A) [17, 18]	• History 10(C) [17]
• History 10(B) [17]	• History 10(D) [17]
(11) History. The causes and impact of the economic depression following WWI.	
• History 11(A) [18]	• History 1(B) [18]
(12) History. The causes and impact of World War II.	
• History 12(A) [18]	• History 12(C) [18]
• History 12(B) [18]	
(13) History. Impact of events linked with the Cold War & independence movements.	
• History 13(A) [19]	• History 13(D) [19]
• History 13(B) [19]	• History 13(E) [19]
• History 13(C) [19]	• History 13(F) [20]
(14) History. The development of radical Islamic Fundamentalism and of terrorism.	
• History 14(A) [20]	• History(14B) [20]
(15) Geography. Geographic skills and tools to collect, analyze, and interpret data.	
• Geography15(A) [2]	• Geography 15(B) [2]
(16) Geography. The impact of geographic factors on major historic events.	
• Geography15(A) [13, 14, 16, 17, 18]	• Geography15(C) [2, 16, 17]
• Geography15(B) [5, 6, 8, 16]	

(17) Economics. The impact of Neolithic and Industrial Revolutions and Globalization.	
• Economics 17(A) [5,15]	• Economics 17(C) [20]
• Economics 17(B) [5,15]	
(18) Economics. The historical origins of contemporary economic systems.	
• Economics 18(A) [15]	• Economics 18(D) [18]
• Economics 18(B) [15]	• Economics 18(E) [19]
• Economics 18(C) [15]	
(19) Government. The characteristics of major political systems throughout history.	
• Government 19(A) [5]	• Government 19(B) [5, 13, 14, 18]
(20) Government. How current political systems developed from earlier systems.	
• Government 20(A) [13]	• Government 20(C) [8, 13]
• Government 20(B) [5, 8, 13, 14]	• Government 20(D) [17, 18]
(21) Citizenship. The history and relevance of political choices and decisions.	
• Citizenship 21(A) [14, 19]	• Citizenship 21(C) [14]
• Citizenship 21(B) [6, 14]	
(22) Citizenship. The historical development of significant legal and political concepts.	
• Citizenship 22(A) [6, 18]	• Citizenship 22(D) [18, 20]
• Citizenship 22(B) [6, 8]	• Citizenship 22(E) [19, 20]
• Citizenship 22(C) [17, 19, 20]	
(23) Culture. The history and relevance of major religious and philosophical traditions.	
• Culture 23(A) [5, 6, 7, 9, 10]	• Culture 23(B) [8, 9, 10, 11, 20]
(24) Culture. The roles of women, children and families in different historical cultures.	
• Culture 24(A) [5, 6, 7, 8, 9, 10, 12, 15]	• Culture 24(B) [11, 15, 16, 19, 20]
(25) Culture. How the development of ideas has influenced institutions and societies.	
• Culture 25(A) [10]	• Culture 25(C) [11]
• Culture 25(B) [6]	• Culture 25(D) [9]
(26) Culture. The relationship between artworks and the times they were created.	
• Culture 26(A) [8, 10, 11]	• Culture 26(B) [10]
(27) Science, Technology, and Society. How scientific and mathematical discoveries and technological innovations affected societies prior to 1750.	
• Science, Technology, and Society 27(A) [5, 6, 9, 10]	
• Science, Technology, and Society 27(B) [12]	
• Science, Technology, and Society 27(C) [11]	
• Science, Technology, and Society 27(D) [13]	
• Science, Technology, and Society 27(E) [6, 11]	

(28) Science, Technology, and Society. How scientific and mathematical discoveries and technological innovations affected societies from 1750 to the present.	
• Science, Technology, and Society 28(A) [15]	
• Science, Technology, and Society 28(B) [16]	
• Science, Technology, and Society 28(C) [17, 18, 19]	
• Science, Technology, and Society 28(D) [20]	
• Science, Technology, and Society 28(E) [15, 18]	
(29) Social Studies Skills. Apply critical-thinking skills to organize and use information acquired from a variety of valid sources.	
• Social Studies Skills 29(C) [3]	• Social Studies Skills 29(H) [2]
• Social Studies Skills 29(F) [1, 3]	

CALENDAR OF LESSONS

The following calendar of lessons can be used if you adopt this book as your primary resource during the school year. Chapters range in length from 13 to 26 pages, including practice test questions. Each chapter usually encompasses a full week and a part of the following week. However, it must be stated that this *Calendar of Lessons* is meant only as a general guide. This calendar should also be adjusted based on when the statewide test is given.

Each chapter should be supplemented by various outside activities using the Internet, school library or public library, based on the *Applying What You Have Learned* and *Acting as an Amateur Historian* activities found throughout each chapter.

AUGUST

Week	Lessons
1	Introduction and Chapter 1: How to Answer Multiple-Choice Questions
2	Chapter 2: How to Answer Data-Based Questions

SEPTEMBER

Week	Lessons
3	Chapters 2+3: Data-Based Questions & How to Interpret Historical Documents
4	Chapter 3: How to Interpret Historical Documents
5	Chapter 4: Problem-Solving and Decision Making
6	Chapter 5: The Rise of River Valley Civilizations

OCTOBER

Week	Lessons
7	Chapters 5+6: Rise of River Valley Civilizations & The Classical Era in the West
8	Chapter 6: The Classical Era in the West
9	Chapter 7: The Classical Era in the East
10	Chapters 7+8: The Classical Era in the East & The Middle Ages in Europe

NOVEMBER

Week	Lessons
11	Chapters 8: The Middle Ages in Europe
12	Chapter 9: The Islamic World and Africa
13	Chapters 9+10: The Islamic World and Africa & Asia in the Post-Classical Era
14	Thanksgiving Holiday

DECEMBER

Week	Lessons
15	Chapter 10: Asia in the Post-Classical Era and Beyond
16	Chapter 11: Renaissance and Reformation
17-18	Winter Recess

JANUARY

Week	Lessons
19	Chapters 12: The Americas: Pre-Columbian Empires
20	Chapters 13: The Old Regime
21	Chapter 13 + 14: The Old Regime and The Age of Democratic Revolution
22	Chapter 14: The Age of Democratic Revolution

FEBRUARY

Week	Lessons
23	Chapters 15: The Industrial Revolution
24	Chapter 16: Imperialism: Europe Reaches Out
25	Winter Break: Martin Luther King Holiday
26	Chapter 17: World War I and the Russian Revolution

MARCH

Week	Lessons
27	Chapters 18: The Great Depression and WW II
28	Chapter 19: Decolonization and the Cold War
29	Chapters 20: Challenges in Our World Today
30-31	Spring Recess

APRIL

Week	Lessons
32	General Review for the End-of-Course Test in World History
33	Chapter 21: Practice World History Test and Review Answers
34	End-of-Course Test Administration

MAY

Week	Lessons
35	Review of the End-of-Course Test in World History / Research Project
36	Research Project / In-Depth Topics
37	Research Project / In-Depth Topics

SPECIFIC INSTRUCTIONAL STRATEGIES

Whichever way you use this book, there are several specific instructional strategies you may wish to adopt:

CREATE OR FILL IN OUTLINES

Have your students first take a brief “tour” of the chapter. Point out any special features that are in the chapter, such as the *Essential Questions* or *Important Ideas*. Then have your students look through the chapter again in class. This time, ask your students to create an outline of the chapter. Tell your students to pay particular attention to the headings and subheadings in the chapter. This technique is especially useful if you are using *Mastering the TEKS in World History* as your primary resource.

Alternatively, give your students an outline of the chapter with headings and subheadings and space for them to add more detailed information. Then have your students read the chapter and complete the outline. Emphasize that they are limited to *one or two sentences* under each subheading and should not copy word for word from the book. This will limit what they can write so your students will not simply copy the text.

WORD WALLS

Students should be able to recognize the specialized vocabulary of world history. Imagine playing a sport without being aware of all of the rules, or playing a musical instrument without knowing how to read music. This is how many students feel when they sit down to read a book that is written using specialized content-area vocabulary they have never encountered or practiced.

Word walls are found at the opening of each content chapter, identifying the individuals and terms identified in the TEKS as well as other specialized vocabulary. As students complete the chapter, they will be exposed to appropriate definitions or identifications of these terms, concepts, and people and will develop a contextual understanding.

Each word wall lends itself to various instructional activities. For example, you can have your students write brief definitions or identifications for five or six people, terms and concepts each night in their own words for homework. You might use some of the terms and concepts listed in the word wall as a “warm up” activity at the start of your lesson. Or, these terms can be used as a summative evaluation of the content material in the chapter. You can go around the classroom asking students to raise their hands to identify a term, name or concept and describe its context as it appears in the chapter.

REVIEW LESSONS

For a model review lesson, have students look over the *Important Ideas* at the start of the chapter. Next, have students read the appropriate pages dealing with any *Important Ideas* they do not recall or feel unsure about. Conclude the lesson by having students complete the related *Checking Your Understanding* questions for homework. The following day, have your students discuss the correct answers to these questions.

CONCEPT MAPS

Have students make large posters based on the *Learning with Graphic Organizers* within the chapters and the *Concept Maps* at the end of each unit. Use these posters to decorate your classroom walls and bulletin boards. You can also have your students expand on particular sections of each *Concept Map* by adding further details.

STUDY GROUPS

Have students form small study groups. Each group should discuss one *Essential Question* found in the chapter and present their answer to the class in an oral presentation. Student groups can also debate the *Essential Question*. Alternatively, have small groups work on the chapter tests as a group activity.

STUDY CARDS

The introduction to the book gives students ideas for how they can make and use their own *Study Cards*. You can also have students examine the information found on each *Study Card* and quiz one another in pairs or small groups about this information. For example, can a “study buddy” identify a term or concept from an illustration that a student has made on the back of one of the cards? Students can also use the *Study Cards* to create a “Jeopardy” style game before each unit test.

You might also have students write out the information on the *Study Cards* in a larger format. Some teachers encourage their students to bind these *Study Cards* together into a “mini-book” form. They can refer back to this mini-book of important terms and concepts as they progress through the book. Also, be sure to have students create and illustrate additional *Study Cards* on their own. You might wish to start each lesson by having a few students put new *Study Cards* they have created on the chalkboard before each lesson.

ANSWERING THE PRACTICE TEST QUESTIONS

Another recommended approach is to have students focus on answering the practice test questions. This is a simple and direct means to find out exactly what students know. It is especially useful if you are using this book as a supplement. This will allow you to pinpoint any problems your students may have with a particular topic.

- ★ Assign a chapter for homework. Have your students read through the content sections and complete the *Checking Your Understanding* at the end of the chapter.
- ★ When your students come to class, briefly review the main points of the chapter. Discuss the *Study Cards* (or *Concept Map* if you are at the end of the unit) as a particularly helpful form of review.
- ★ Have students complete the *Checking Your Understanding* at the end of the chapter in class. To conclude your classroom session, review the answer to each question.

HOW THIS BOOK UTILIZES THE MOST RECENT SCIENTIFIC RESEARCH ON STUDENT LEARNING

Both federal and state laws require educators to use scientifically-based methods to help their students attain proficiency. *Mastering the TEKS in World History* is based on the latest educational research.

CONCEPT-BASED LEARNING

In 1999, the National Research Council concluded in *How Students Learn* that:

- ★ “To develop competence in an area of inquiry, students must:
 - a) have a deep foundation of factual knowledge;
 - b) understand ideas **in the context of a conceptual framework**; and
 - c) organize knowledge to facilitate retrieval and application.”
- ★ “A metacognitive approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.”

Mastering the TEKS in World History applies these findings by helping students master the knowledge needed for social studies literacy in today’s world. Facts and ideas are presented in the “context of a conceptual framework.”

Based on current educational research, this book organizes the World History TEKS into meaningful concepts that students can easily assimilate, with frequent reinforcement and multiple opportunities for interaction. To emphasize the importance of key concepts, major concepts identified in the TEKS are presented in multiple ways in *Important Ideas*, *Social Studies Terminology*, *Essential Questions*, *Learning with Graphic Organizers*, *Applying What You Have Learned*, *Acting as an Amateur Historian*, *Study Cards*, a *Concept Map*, and practice test questions.

The effectiveness of emphasizing concepts, chunking information, and using advance organizers and concept maps has been well documented by recent educational research. Chunking information is the breaking down of information into “bite-sized” pieces so that the brain can more easily digest new information.

The importance of “chunking information” was illustrated by Harvard psychologist George A. Miller in his article, “The Magical Number Seven, Plus or Minus Two.” Miller studied short-term memory — how many numbers people could be expected to remember a few minutes after having been told these numbers only once.

Miller contended that short-term memory could only hold 5-9 chunks of information where a chunk is any meaningful unit. The relevance of Miller's article goes beyond just numbers. The chunking principle requires us to classify items into groups to reduce the overload of information. If a learner's working memory is full, the flood of excess information will just drop out or disappear.

Thus, if a student is reading a complex text, the student must hold several bits of information in mind to understand it. Comprehension and memory are greatly assisted if the information appears in bite-size pieces so that the student's mind can more easily absorb it. This "chunking of information" has been a guiding principle in presenting content information throughout this book. Large units of information have been divided into smaller chunks, making them easier to understand and absorb.

Cognitive scientists believe knowledge is stored in the brain as propositions, or schemata, that provide our memories with content. Because concept maps are constructed to reflect the organization of the memory system, they facilitate meaningful learning. See *e.g.*, J.R. Anderson and C. Lebiere, C., *The Atomic Components of Thought* (Mahwah, N.J. 1998); Erlbaum and J.R. Anderson, M.D. Byrn, S. Douglass, S., C. Lebiere: and Y. Qin, "An Integrated Theory of the Mind." *Psychological Review* (2004), Volume 111, pp. 1036-1050; D. Ausubel, J. Novak, and H. Hanesian, *Educational Psychology: A Cognitive View* (New York: Holt, Rinehart & Winston, 1978); J. Brandsord, *Human Cognition: Learning, Understanding and Remembering* (Belmont, C.A.: Wadsworth, 1979); R. Gagné, *The Conditions of Learning* (3rd edition) (New York: Holt Rinehart & Winston, 1977); Gary McKenzie, "The Importance of Teaching Facts in Social Studies Education," *Social Education*, Vol. 44, (1980), pp. 494-498; R. Mayer, "Twenty Years of Research on Advance Organizers: Assimilation Theory Still the Best Predictor," *Instructional Science*, vol. 8 (1979), pp. 133-167; and J. Howard, "Graphic Representations as Tools for Decision Making, *Social Education*, vol. 68 (2001), pp. 220-223.

WORD WALLS

Some high school teachers may be unfamiliar with *Word Walls*. *Word Walls* provide an important means of promoting the growth of specialized social studies vocabulary. Educational research supports the learning of content vocabulary as an explicit activity. A *Word Wall* can build prior knowledge, provide contextualized information, and provide students with high-frequency words that will be encountered in content chapters. This makes a *Word Wall* an extremely effective learning and teaching tool. See Cunningham, P.M. & Allington, R.L., *Classrooms That Work: They Can All Read and Write* (Addison-Wesley Educational Publishers Inc., 1999). *Word Walls* also provide a reference for students since these same words will later appear in bold print in context in the chapter. *Word Walls* provide a visual map to help students remember connections between words. They help students to develop a list of words as part of their social studies vocabulary. See Wagstaff, J.M. "Teaching Reading and Writing with Word Walls," *Scholastic Magazine* (1999). In ***Mastering the TEKS in World History***, Students are encouraged to make their own personal glossaries or *Study Cards* from the *Word Walls*.

STUDY CARDS

Mastering the TEKS in World History provides *Study Cards*. Thomas Himes (*Study Skills for All Ages: A Sourcebook*) refers to a system with flashcard drills as “efficient recitation designed for remembering texts in detail.” He further suggests that this type of learning can be especially useful for memory-intensive content. Drilling with *Study Cards* is more efficient than simply repeating information because more time is spent on those items that actually need to be learned. Flashcard drills are also efficient because they make use of spans of time, both short and long, that otherwise do not contribute to learning course content. See Preston, Ralph, *Teaching Study Habits and Skills* (Rinehart, 2006); Robert Kranyik and Florence V. Shankman, *How to Teach Study Skills* (Teacher’s Practical Press, 1963); and Marvin Cohn, *Helping Your Teen-age Student: What Parents Can Do to Improve Reading and Study Skills* (Dutton, 1979).

USE OF THE INQUIRY APPROACH

The chapters in this book help students to gain greater knowledge through the inquiry approach in many of the *Applying What You Have Learned* and *Acting as an Amateur Historian* activities throughout the book. See Steven Olson, *Inquiry and the National Social Studies Educational Standards* (National Academies Press, 2000).

THE USE OF “GUIDED” PRACTICE

Guided practice provides students with the opportunity to grasp and develop concepts or skills and requires teachers to monitor student progress. Guided practice is not simply assigning a worksheet, problems, or questions to be completed in class. The use of *guided practice* can greatly assist students to organize their learning and eliminate confusion as well as reinforce the major points to be learned. Researchers have stressed the need for students to practice new knowledge and skills under direct teacher supervision. This is not always possible in a larger urban classroom setting.

The learning of a new skill is like wet cement; it is easily damaged. An error at the beginning of learning can be more easily corrected than after it is set. Recent cognitive research has shown that we have a window of approximately 6-8 hours to correct inaccurate information/skills before they become more permanently encoded. Therefore, it is helpful to check for understanding through guided practice before students begin their own independent practice. See M. Harmin, *Inspiring Active Learning: A Handbook for Teachers* (Alexandria, VA: Association for Supervision and Curriculum Development 1994), pp. 44-45; Gary Borich, *Effective Teaching Methods, Sixth Edition* (Columbus, Ohio: Prentice-Hall/Merrill, 2007).

For most students, direct instruction in specific study skills has been an effective area of learning. However, there are some students who need a more systematic, guided approach in learning certain skills in a purposeful manner. See Pearson, P.D. and Gallagher, M., “The Instruction of Reading Comprehension,” *Contemporary Educational Psychology*, Volume 8 (1983).

Many students have difficulty working independently answering multiple-choice questions. Even when they have been taught specific study strategies, they may fail to see their purpose or value. They need to be given actual practice that is relevant to these strategies accompanied by some form of guidance. See M. Harmin, *Inspiring Active Learning: A Handbook for Teachers* (Alexandria, VA: Association for Supervision and Curriculum Development, 1994). Guided practice is important for all learners, especially low achievers. The effectiveness of guided practice can be evaluated by measuring subsequent student performance in independent practice. See Rosen, A. "Knowledge Use in Direct Practice," *Social Service Review*, 1994, Volume 68, pp. 561-77.

VISUAL LEARNING

Students are less capable of learning complex concepts and facts when their knowledge frameworks are weak or unorganized. Visual learners benefit when they are shown pictures, graphs, maps and various graphic organizers (webs, concept maps and Venn diagrams).

All of these visual techniques are used in ***Mastering the TEKS in World History***. These are among the best visual learning techniques for enhancing thinking and learning skills. When information is presented spatially with visual imagery, many students are better able to grasp meaning, reorganize and group similar ideas easily, and make better use of their visual memory. See R. Bartoletti, *How Good Visual Design Helps Learning* (American Psychological Association Publication Manual, 2008). Also see J.D. Novak, J. D., *Learning, Creating and Using Knowledge: Concept Maps as Facilitative Tools in Schools* (Trenton, NJ: Lawrence Erlbaum Associates, Inc., 1998).

LEARNING WITH GRAPHIC ORGANIZERS

Throughout the book, there are special *Learning with Graphic Organizer* exercises. There is a fundamental educational basis behind this feature. Random, disconnected factual information often quickly passes out of the brain. However, the mind's ability to store images is nearly boundless. A graphic organizer is a diagram or illustration of a written statement. The goal of each diagram is to allow students to organize ideas and examine relationships. A large amount of information can be viewed in a single figure that provides a broad overview of a topic. The process of seeing information organized graphically helps learners arrange details in their minds. Graphic organizers are therefore helpful for all types of students, from under-achievers to gifted learners. See Hall, Tracey and Strangman, Nicole, "Graphic Organizers," National Center on Accessing the General Curriculum Publications (2005).

Requiring students to complete their own graphic organizers compels them to demonstrate their understanding and helps them to clarify their thinking. Students must not only move words but focus on their connections. In doing this, students employ more of their thinking skills and process information more intensely, helping to improve long-term recall. Since the brain chunks information, a graphic organizer complements the way the brain works naturally. See Bromley, K., Irwin-DeVitis, and Modlo, M., *Graphic Organizers* (New York: Scholastic Professional Books, 1995).

Graphic organizers are also wonderful learning tools for students who are primarily visual learners. See Marzano, Robert, Debra Pickering, and Jane E. Pollack, *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement* (Alexandria, VA: ASCD, 2001).

METACOGNITIVE APPROACH TO SKILLS INSTRUCTION

Mastering the TEKS in World History provides metacognitive instruction in data-interpretation skills and test-taking strategies. Metacognition simply means exercising active control over the thinking process. It refers to a learner's self-awareness and ability to understand, control, and manipulate his or her own cognitive processes. Metacognitive skills include taking conscious control of learning, planning and selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing one's behavior and strategies when necessary. See D.S. Ridley, P.A. Schutz, and R.S. Glanz, "Self-regulated Learning: The Interactive Influence of Metacognitive Awareness and Goal-setting," *Journal of Experimental Education*, Volume 60 (1992).

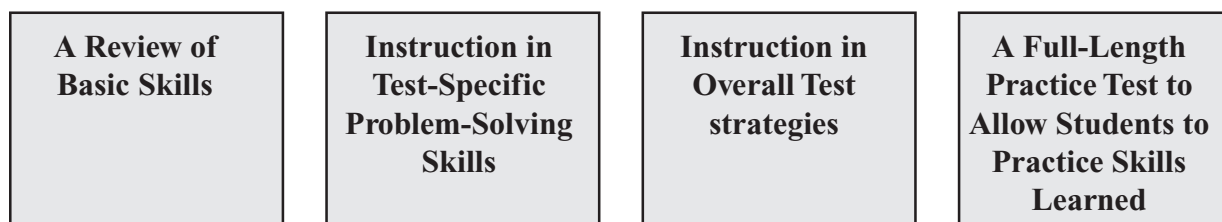
As students become more skilled at using metacognitive strategies, they gain confidence and become more independent as learners. See, e.g., I. Gaskins, I. and T. Elliot, *Implementing Cognitive Strategy Training across the School: The Benchmark Manual for Teachers* (Cambridge, MA: Brookline Books, 1991); *How Students Learn: History, Mathematics and Science in the Classroom* (National Research Council, 2005).

A large body of research supports the effectiveness of explicit instruction in metacognitive thinking skills, such as data interpretation, comparing, drawing conclusions, and finding cause-and-effect relationships. See, e.g., J.E. Baron and R.J. Steinberg, *Teaching Thinking Skills: Theory and Practice* (New York: W.H. Freeman); B.K. Beyer, "Teaching Critical Thinking: A Direct Approach," in *Social Education*, vol. 49 (1985); J. Onosko, "Barriers to the Promotion of Higher Order Thinking in Social Studies," *Theory and Research in Social Education*, vol. 19 (1991), pp. 341-366. ***Mastering the TEKS in World History*** provides those strategies by showing students the steps to think about in interpreting historical documents, interpreting data, and responding to test questions.

EXPLICIT TEST-TAKING STRATEGIES

Research-based evidence demonstrates that students can improve their test scores substantially by practicing with the actual test format. See, e.g., Thomas Scruggs and Margo Mastropieri, *Teaching Test-Taking Skills* (Brookline, 1992); J.B. Schumaker, *et al*, "Teaching Routines for Content Areas at the Secondary Level," in G. Stover *et al*, *Interventions for Achievement and Behavior Problems* (Washington, D.C.: National Association of School Psychologists, 1991).

Scientific, research-based evidence demonstrates that a successful test preparation program includes four key components:



See Rubinstein, Jeff, “Test Preparation: What Makes It Effective?” in *Assessment Issues for Teachers, Counselors, and Administrators*, ed. by Janet Wall and Greg Walz (Austin, Texas: Pro-Ed, Inc., 2003).

Mastering the TEKS in World History provides all four of these components:

- (1) introductory chapters review basic skills;
- (2) content-rich chapters provide a thorough subject matter review, with skills practice and sample questions;
- (3) our unique “E-R-A” approach provides a metacognitive test strategy for answering multiple-choice questions; and
- (4) the final chapter provides a complete practice test to allow students to practice their skills and to apply all of the content knowledge they have learned.

A wide variety of question types are provided at the end of each chapter. As students answer each type of question found on the test, they begin to develop their own strategies for selecting the correct answer. This allows students to practice and more fully develop the strategies they need for answering questions on their own. In the last chapter of the book, students apply the strategies they have learned to approach different types of questions based on all the historical periods covered in the book.

Mastering the TEKS in World History also makes it easier for even slow learners to assimilate higher-level skills and concepts, better preparing them for the test. When they have completed all of the questions at the end of each chapter, they will have effectively practiced taking the test several times.

ADDITIONAL LESSON IDEAS

There are many ways to approach teaching a lesson. What follows are several additional suggestions for how you might approach teaching the chapters in this book. Each lesson is presented in the form of a focus question with one or more possible ways for developing the lesson. In planning your lessons, we recommend you begin with the focus question. Then decide on the best lesson format (lecture, class discussion, debate, student reports, etc.) for exploring and resolving the focus question in order to develop the lesson. Keep in mind that any of the following lesson ideas may extend over more than one class period. You might also use the teaching ideas below for different chapters.

Remember that the *Essential Questions* in the book are generally based on the TEKS and can often be broadened. For example, students are asked to explore the effects of the spread of Islamic culture. You might also ask them to consider, more broadly: what are some of the economic, social, and political effects that the spread of any one culture may have on another?

CHAPTER 1: HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS

Focus: *What is the best way to approach answering multiple-choice questions?*

Lesson Development: Have students review the material in the chapter about the various kinds of questions, such as recall, generalization, and cause-and-effect. Then have students make up their own questions on world history. Finally, have students apply the “E-R-A” approach discussed in the chapter. See whether, by using this approach, your students arrive at the correct answer.

Focus: *How good are you at identifying the various types of multiple-choice questions?*

Lesson Development: You can make up a set of ten or fifteen multiple-choice questions for the class. Create a number list of these questions on the chalkboard and have students identify what type of question is being asked, such as cause-and-effect. Here the emphasis is on identifying question types and not on finding the answer. Emphasize that once students know the kind of question being asked, they can then apply their knowledge on attacking that particular type of question.

CHAPTER 2: HOW TO ANSWER DATA-BASED QUESTIONS

Focus: *What is the best way to approach answering a data-based question?*

Lesson Development: Have students review the information in the chapter about interpreting the various types of data. Then have students select one, two or three of the questions found in the chapter and write out how they would apply the “E-R-A” approach to answering those particular questions.

Focus: *How good are you at creating data-based questions?*

Lesson Development: Have students locate two pieces of data explored in the chapter. For each piece of data have them create two questions. The first question should be a simple comprehension question, while the second question should ask some high-level thinking question, such as drawing a conclusion or making a generalization based on the data.

CHAPTER 3: HOW TO INTERPRET HISTORICAL SOURCES

Focus: *How good a historian are you?*

Lesson Development: Have students take a historical document from some aspect of history that will be explored during the school year. Have them do research on the background of the author, the events that surrounded the origins of the document, and what impact that document may have had on the events of that time period.

Focus: *How many different sources can you find?*

Lesson Development: Have students collect a variety of different document types, such as several primary and secondary sources. Have them state the type of document each one is and the reason why they have identified that source as a primary or secondary document. Include artifacts as well as written documents.

Focus: *How do different types of sources compare with each other?*

Lesson Development: Have students compare and contrast a primary document with a secondary document written about the same event. For example, your students could compare the Declaration of the Rights of Man and Citizen, a primary source, with a secondary source written by a modern historian about the positive achievements of the French Revolution. Have students list some of the differences between the two documents. Finally, have students see if they can formulate one or more generalizations based on the two documents that are being compared.

CHAPTER 4: PROBLEM-SOLVING AND RESEARCH SKILLS

Focus: *How would you go about solving a current problem in world history?*

Lesson Development: Have students generate a list of current problems in the world today. After one problem has been chosen by the class, have each student develop a problem-solving approach to that problem. They should gather information about the problem, consider some of the options, weigh the advantages and disadvantages of each option, and try a solution. The class should list several of these problem-solving solutions and discuss how well they think each would work. Finally, the class should try to reach a consensus, for example by a vote, on the one solution they think would most likely work the best.

Focus: *What issue in world history would you like to research?*

Lesson Development: Have each student or group of students select a topic in world history that they are interested in researching. Have them submit a well-defined historical question for your approval before they begin their research project. After the question has been approved, students can then set about finding information, creating a set of note cards, and submitting a detailed outline of the research paper. After receiving your approval of their outlines, students can then write up their report. Each report submitted should include a bibliography of the books used in doing the research. This project can be completed at any time during the school year.

CHAPTER 5: THE RISE OF RIVER VALLEY CIVILIZATIONS

Focus Questions: *What factors led to the rise of the first civilizations?*

Lesson Development: Have students trace a migration route that early humans would have followed which circles back to a beginning point. What evidence would be left behind that this group had traveled here before? If students recognize that new plants are growing where seeds were discarded the year before, build on this by asking how this realization might change the lives of hunters and gatherers and what would be necessary to ensure that this new way of life was successful and protected. Have students create a graphic organizer that visually demonstrates how the characteristics of civilization grew out of farming and write a summary explaining why this was “revolutionary.”

Focus Questions: *What are the accomplishments of the early river valley civilizations?*

Lesson Development: Have students prove each of the earliest river valley civilizations was really “civilized” by having them, either as individuals or in groups, research and provide evidence how each civilization demonstrated the characteristics of a civilization: cities, complex social institutions (this would include religion or division of labor/social classes), writing system, and advances in science/technology (this would include mathematical reasoning, building techniques, and use of tools.)

CHAPTER 6: THE “CLASSICAL ERA” IN THE WEST

Focus Question: *What factors caused the rise of Persia, Greece and Rome?*

Lesson Development: Have students examine a physical map showing the Iranian Plateau, Greece and Italy. Putting themselves in the position of a “Classical Era leader,” have them discuss what challenges the physical geography of these areas present. As leaders in this area and timeframe, what would they suggest to maximize strengths and minimize weaknesses? Have students read about Darius and his exploits and see if he made the same choices for Persia that the students proposed. Have students write short essays comparing how the decisions of leaders and the physical locations of these “classical” civilizations contributed to their growth and influence.

Focus Question: *What were the major accomplishments of the ‘classical civilizations’?*

Lesson Development: Have students identify classical influences on us today by identifying which classical culture and contribution each of the following can be traced back to: (1) interstate highway system; (2) post office; (3) representative government; (4) “equality before the law”; (5) the formula $a^2 + b^2 = c^2$; (6) syllogism; (7) a money economy; and (8) contracts.

Focus Question: *How were the classical civilizations shaped by their religious and philosophical beliefs and by the rule of law?*

Lesson Development: Rome’s long history included polytheism as practiced by the Greeks until it eventually gave way to the monotheistic belief of Christianity. Have students read excerpts from the *Twelve Tables* and compare them to Roman religious beliefs. Have them identify which rules of law from the *Twelve Tables* were influenced by polytheism and which show the seeds of influence on Christian beliefs and practices. Finally, have your students write essays explaining how the rules a society follows are often reflective of the mores and beliefs of that culture.

CHAPTER 7: THE “CLASSICAL ERA” IN THE EAST

Focus Question: *What were the major accomplishments of the civilizations of India and China during the “Classical Era”?*

Lesson Development: In a group or as individuals, have students read about the Mauryan, Gupta, Zhou, Qin and Han Dynasties and create a list of their major contributions. Once the list is complete, rank the accomplishments in order of importance and then compare the civilizations/dynasties and determine which one has had the most influence on future generations. Ask students to explain their reasoning and the criteria they established to make these evaluations.

Focus Question: *How did these civilizations compare with the civilizations of the West?*

Lesson Development: Have students construct a T-chart labeling one side with a Western classical civilization and the other side with an Eastern classical civilization. Have students list the contributions for each culture and then categorize the contributions. There must be at least three contributions in a category. Once sorting is complete, ask students to draw some conclusions about what areas each region specialized in, and where each region has made a greater contribution to the modern era. They should be able to justify their conclusions.

Focus Question: *What factors contributed to the rise and fall of empires and dynasties in the East?*

Lesson Development: Study the diagram of the Dynastic Cycle found on page 92. Have students personalize the cycle for each of the civilizations and then compare their completed diagrams. What conclusions can be drawn about why empires rise, why some last longer than others, and why all empires eventually decline and fail. What does that say about our own civilization?

CHAPTER 8: THE MIDDLE AGES IN EUROPE

Focus Question: *What were the main characteristics of the Byzantine Empire?*

Lesson Development: Have students look at a map of Constantinople. Have students note the relative location of the city to the Roman Empire and to Asia. Have students read about the Byzantine Empire and identify how Rome, Greece and Asia influenced the development and growth of the Byzantine Empire and how its survival after the fall of the city of Rome helped to preserve some of the accomplishments of ancient civilizations.

Focus Question: *How was Western Europe affected by the collapse of Rome?*

Lesson Development: Have students create a metaphor about the Dark Ages. The goal of creating metaphors is to guide students into seeing general relationships between new terms they are learning and older terms that they are more familiar with, although the terms may seem very different. Begin by listing the specific characteristics or attributes of the Dark Ages or the collapse of Rome (fall of cities, abandonment of learning, violence and unrest, collapse of institutions, etc). Rewrite these characteristics in very general terms or language (e.g. focus on survival and healing) and then identify another specific term and explain how it also has the general characteristics identified. An example might be that the Dark Ages were like awakening from a coma, and the decline of Rome was a disease that resulted in a coma. The Dark Ages, or beginning of the Middle Ages, was a time to regroup and to relearn everything that was lost.

Focus Question: *How did the system of feudalism restore order in Western Europe?*

Lesson Development: Have students create a “Feudal Pyramid” that shows the social order of the Middle Ages. This should take the form of a triangle with the king at the top and serfs at the bottom. Explain the role that each level of society had in creating a new social, economic and political order during the medieval period.

Focus Question: *How did religious beliefs shape life-styles in this period?*

Lesson Development: Have students create a three-column chart on the influence of the Catholic Church in the Middle Ages. On the left, list the following “Aspects of Life”: Religious, Political, Economic, Social, Military and Artistic. Spend a little time reviewing the meaning of each of these terms. In the center column, labeled Rome, model for students what organization handled each of these areas. Model for the students by filling in the chart with what organization controlled each of these aspects during the Roman Empire. The last column should be labeled “Functions of the Catholic Church in the Middle Ages”. Students should identify how the church influenced each of these areas. Students should realize that the Church, as the only institution to survive the fall of the empire, picked up many of the responsibilities of the Roman government.

Choosing a title, composing a thematic statement, and creating categories to synthesize the information being gathered are all important parts of a chart or matrix assignment. As your students progress, you should place more responsibility for these tasks on your students. At all levels, students need not fill in every box in the chart or matrix, but should include pertinent details. The quality of detail, not quantity, is the goal of this technique.

CHAPTER 9: THE ISLAMIC WORLD AND AFRICA

Focus Question: *What are the major beliefs of Islam?*

Lesson Development: Have students respond to five scenarios. Have them identify which of the Five Pillars of Islam is being broken or supported:

- A. The United Nations asks all nations to give to the poor in Ethiopia.
- B. An engineer working in the Middle East refuses to allow his Muslim workers any time off during the day, except for thirty minutes at lunch. Would they be willing to work for this engineer?
- C. You ask a Muslim neighbor here in the United States if he or she would like to accompany you to Mecca while you go on business. You plan to stay for at least a month. Would your friend like to go?
- D. A Buddhist graciously invites a Muslim friend to worship with her in her temple. Would this friend accept the invitation?
- E. The British Prime Minister invites the Iraqi Foreign Minister, who is Muslim, to lunch during Ramadan. Would he accept?

Focus Question: *What were the effects of the spread of Islamic culture?*

Lesson Development: Have students examine a map of the Islamic Empire at its height. Discuss and review the concept of “Cultural Diffusion” and identify the cultures that influenced the Islamic Empire and those that it in turn influenced. Color-code the map with annotations. Make the contributions the Muslims borrowed from other cultures one color and their enhancements or original innovations in another color. Once the map is completed, have students write about the effects the spread of Islam has had on the cultures it touched.

Focus Question: *What were the major civilizations of Africa in this period?*

Lesson Development: Have students create an annotated map of Africa. Have them label the Gold-Salt trade routes and the kingdoms that grew along the route, including their dates. After the map is finished, ask them to draw a comparison between the “gold-salt Trade Routes” and the “Silk Road.” What conclusions can they draw about the similarities and differences between these two trade routes?

CHAPTER 10: ASIA IN THE POST-CLASSICAL ERA AND BEYOND

Focus Question: *What were the major civilizations of Asia in the post-classical and early modern periods?*

Lesson Development: Have students, in groups or as individuals, design a real estate advertisement that would encourage people to move to one of the following post-classical or early modern civilizations: Ottoman Empire, Safavid Empire of Persia, Mughal Empire, Tang Dynasty, Song Dynasty, Mongol Empire, Yuan Dynasty, and Ming Dynasty. The advertisement should contain a title, a date encompassing the dates of the civilization or dynasty, a brief description of customs unique to the culture, and colorful visuals of items created or specific to the culture. Once the advertisements are created, students should place them in chronological order and then write a short statement identifying which civilization they would prefer to live in and why.

Focus Question: *What were the effects of the Mongol Invasions?*

Lesson Development: Have students design and create a mosaic to summarize how the Mongol invasions affected the cultures around them. The mosaic should include an appropriate title, at least five colors, “tiles” containing visuals, key words or phrases that describe each visual, and graphics that show imagination and creativity.

Focus Question: *What were the achievements of the Ottomans, Indians, and Chinese during the Post-Classical Era and/or Early Modern Period?*

Lesson Development: Have students, in groups or as individuals, create a “eulogy” extolling the achievements of the Ottoman, Indian and/or Chinese Civilization. The “eulogy” should summarize the accomplishments of the empire and describe how those accomplishments in architecture, government and science are seen in the world today.

Focus Question: *How did these cultures relate chronologically?*

Lesson Development: The cultures and empires found in this chapter are grouped together conceptually and not chronologically. Your students learned about Islam in Chapter 9 and continue the story of Islam in this chapter with the Ottomans and Mughals before moving further east to Central Asia and China. To insure that your students do not confuse the chronology, have your students construct a timeline that shows exactly when the empires or dynasties took place. www.timetoast.com is an online timeline creator. Students can use the computer or a poster board to construct a timeline for the following:

- Ottoman Empire
- Safavid Empire of Persia
- Mughal Empire
- Tang Dynasty
- Song Dynasty
- Mongol Empire
- Yuan Dynasty
- Ming Dynasty

Once the empires and dynasties are entered into the timeline, have students create an illustration or download pictures that represent this culture and its achievements. You can then create a series of questions that help your students use and analyze the timeline for details.

ACTING AS AN AMATEUR HISTORIAN

In this and other writing assignments, students may want to try the “RAFT” strategy. Have them consider role, audience, format, and topic:

Role: What role are you taking as a writer?

Audience: Who will be your audience?

Format: What format will you use — a speech, poem, letter, report or essay?

Topic: Why are you writing? What point are you making?

CHAPTER 11: RENAISSANCE AND REFORMATION

Focus Question: *What events contributed to the end of the Middle Ages?*

Lesson Development: Have students create an illustrated timeline that uses symbols to graphically highlight the events that contributed to the end of feudalism: the *Great Famine*, *Black Death*, *Hundred Years War*, *Great Schism*, and the *Crusades*.

Focus Question: *What was the Renaissance and why did it happen?*

Lesson Development: Have students create VVWA (Verbal Visual Word Association). This is done by creating a four-square chart. In the first square or quadrant, have students write the term “Renaissance.” Underneath the term, in the bottom left quadrant, write a definition of the Renaissance. In the top right quadrant, create a visual representation of the term. This can be a picture from a book or Internet that helps illustrate what this word means. In the bottom right quadrant, have the student write or draw a personal association or characteristic that will make it meaningful to them. Underneath the VVWA, create a flow chart that chronologically traces the developments that weakened the Catholic Church and made the Renaissance possible.

Focus Question: *Would the Reformation have occurred without Martin Luther?*

Lesson Development: Have students construct a biographical poem on Martin Luther according to the following format:

Line 1: First and last name

Line 2: Four adjectives describing Luther

Line 3: Identify Luther’s relatives (son, daughter, wife)

Line 4: Resident of (city, and/or country)

Line 5: Who lived from (year to year)

Line 6: Who searched for....

Line 7: Who taught....

Line 8: Who is remembered for ...

Line 9: First and last name

After students have studied and know Martin Luther well enough to complete the poem, ask them to debate the question of whether the Protestant Reformation could have occurred without the role played by Martin Luther.

CHAPTER 12: THE AMERICAS: PRE-COLUMBIAN EMPIRES TO COLONIES

Focus Question: *What were the major characteristics of the Maya, Inca, and Aztec civilizations?*

Lesson Development: Have students create a report card on the Maya, Inca, and Aztec civilizations. Grade them on their achievements in building, the creation of a writing system, technical achievements (mathematics and science), and the arts. Make sure students can justify the grades they assigned.

Focus Question: *How did the voyages of Columbus forever change the world?*

Lesson Development: Have students create a “spectrum” of influence. Label the left side “Most Influential” and label the right side “Not Influential.” Have students make a decision about where to place Christopher Columbus on the spectrum. Make sure they justify where they place him on the spectrum by identifying those events that his “discoveries” influenced or triggered.

CHAPTER 13: THE OLD REGIME: ABSOLUTISM AND ENLIGHTENMENT

Focus Question: *What effect did the Commercial Revolution have on people’s standards of living?*

Lesson Development: The Commercial Revolution introduced many economic changes and advances in Europe: global trade, mercantilism, joint-stock companies, free enterprise system (or capitalism). Have students design a postcard that illustrates one of the economic changes on the front of the card and summarizes what the economic change was and the effects it had on people’s standards of living on the back.

Focus Question: *How did Europe’s rulers achieve absolute power?*

Lesson Development: Have students draw a crown with three prongs in the center of a note page. One prong of the crown should be labeled “Reformation,” one should be labeled “End of Feudalism,” and the last one should be labeled “Divine Right.” Surround the crown with the following names: Louis XIV of France, Peter the Great of Russia, Catherine the Great of Russia, Henry VIII and Elizabeth I of England. Annotate the note page with definitions of each of the terms and a bulleted list under each ruler’s name comprising the most noted attributes his/her rule.

Focus Question: *How did the Scientific Revolution alter people’s view of the natural world?*

Lesson Development: “If I have seen farther than others it is because I have stood on the shoulders of giants.” Ask students to interpret the meaning of this statement credited to Sir Isaac Newton. Have them read and note how each of the following thinkers contributed to the changes in thinking that characterized the Scientific Revolution: Copernicus, Kepler, Galileo and Newton.

Focus Question: *How modern was the Enlightenment?*

Lesson Development: Enlightenment thinkers or *philosophes* were reasonable men who felt there was much about life in Europe that was unfair and unjust. They challenged the concept of Divine Right and the excessive privileges of the nobility. Have students create a matrix of Enlightenment thinkers. This list should include Thomas Hobbes, John Locke, Baron de Montesquieu, Voltaire and Jean Jacques Rousseau on the left side of the matrix. In the center, have students identify for each thinker the main components of his philosophy. Students might wish to include noteworthy quotations that each thinker is credited with that summarize his position. In the last column of the matrix, have students identify which Enlightenment ideals are still goals of modern governments like the United States today. Once the matrix is completed, have students answer the question: how applicable are Enlightenment philosophies today?

CHAPTER 14: THE AGE OF DEMOCRATIC REVOLUTION

Focus Question: *How were the American and French Revolutions alike and different?*

Lesson Development: Have students create a Venn diagram labeling one side “American Revolution” and the other side “French Revolution.” The overlapping section will show what the two revolutions had in common and the outside sections will show what was unique to each revolution. Give the students the following list of characteristics to place within the Venn diagram: Independence from a foreign country, influence of Enlightenment philosophies, inequality between social classes, financial crisis, Reign of Terror, a declaration of rights, a new constitution, end of monarchy, restoration of monarchy. Once these items are included in the Venn diagram, ask students to identify at least three more items on their own to include in the diagram. Once the diagram is complete, ask students to take a position about which revolution has had the most impact on the world today.

Focus Question: *Was the violence of the French Revolution justified?*

Lesson Development: Have students research the Reign of Terror in preparation for debating this question. Apply their reasoning to the current use of terrorism to achieve political goals. If terror was justifiable in the 1700s, is it justifiable today?

Focus Question: *Was Napoleon Bonaparte’s impact more harmful or beneficial?*

Lesson Development: Have students create “Opinion-Proof Power Notes” on Napoleon Bonaparte. First, they should research Napoleon and take one side or the other on the following question: Was Napoleon Bonaparte a product of the French Revolution or was he a manipulator (using the revolution for his own purposes) of the French Revolution? Then they should create notes of three types:

1. **Power 1** notes are the **opinions** for which students are looking to find support in their reading assignment.
2. **Power 2** notes are the **evidence** that students find in order to support their opinions.
3. **Power 3** notes are **explanations** for telling **how** this evidence is supportive.

Focus Question: *How did Latin American colonies achieve their independence?*

Lesson Development: Have students create an “Independence Handbook” explaining how to establish independence in a colonial possession. You should place your students in groups in order to research the independence movements in Latin America using Haiti, Argentina, Mexico, Venezuela, Colombia, Ecuador, Peru, and Bolivia as case studies. Students should compare what all these movements had in common and use these common points of comparison in their “Independence Handbook.”

CHAPTER 15: THE INDUSTRIAL REVOLUTION

Focus Question: *How does the free enterprise system work?*

Lesson Development: Have students write an acrostic poem using the words *Free Enterprise* to describe how the free enterprise system works. Students should incorporate as many of the following terms as possible: *Laissez-Faire, Producer, Consumer, Limited Resources, Unlimited Wants, Adam Smith, Invisible Hand, Supply and Demand.*

Focus Question: *What factors caused the Industrial Revolution?*

Lesson Development: Have students construct a T-chart. Label the left side “Factory” and the right side “Industrial Revolution.” Under the “Factory” side, have students brainstorm what would be required to start a new factory. Once the list has been created, read about the Industrial Revolution and make a list on the right side of the factors of production that the resource mentions. Compare the two lists. What details did students overlook? Have students identify which industry was the first to industrialize. What changed about how items were produced after industrialization? Who benefited from the changes? Which nation was the first to industrialize and why? Why was it necessary to begin producing items in this manner?

Focus Question: *How did the Industrial Revolution change the ways people lived?*

Lesson Development: Place students into groups and assign each group one of the following topics: Working Conditions, Women and Children, Living Conditions, and Reforms. Students will act as experts on these topics and will be responsible for researching their topic. Everyone in the group should understand the information fully. When this is finished, redefine the groups by putting one expert from each original group into a new group. Each member of the new group should “teach” the information to the others in their new group. At the end of the activity, everyone in the class will be responsible for all the information on these topics. When the exchange of information is complete, have students create facial expression or sensory figures (*see page 29 below*) to summarize the feelings of these groups with different perspectives on the Industrial Revolution. Draw the heads and expressions representing Women, Children, and Reformers. Include a thought bubble above each head, showing what members of each group might be thinking.

CHAPTER 16: IMPERIALISM: EUROPE REACHES OUT

Focus Question: *What were the causes of the “New Imperialism”?*

Lesson Development: Have students create a spectrum of the types of imperialism, starting with “spheres of influence” and ending with “annexation.” Define each type and provide an example of that type. For each example, identify the dominant country and the location of the imperialist act. Under each entry, list the motivations of the dominant country and the tools they used to accomplish their imperialist actions.

Focus Question: *How did imperialism have different characteristics in different places?*

Lesson Development: Have students create a pictogram that shows the meaning of “formal” and “informal” imperialism. Under each pictogram, have students write an annotation that includes the definition, characteristics and examples of each type.

Focus Question: *Was the overall impact of imperialism good or bad?*

Lesson Development: Have students construct perspective pieces from different parts of the world. Each piece should have two perspectives on imperialism. For example, draw a simple representation of a British soldier and an Indian Sepoy. Create a thought bubble above each picture with thoughts on the impact of imperialism on India, representing the point of view of that individual. Divide the class into groups and assign each group a different area where imperialism took place. See page 29 below for more on sensory figure analysis.

CHAPTER 17: WORLD WAR I AND THE RUSSIAN REVOLUTION

Focus Question: *Could World War I have been avoided?*

Lesson Development: Have students research the “MAIN” causes of WWI — *militarism, alliance systems, imperialism, nationalism* — and then hold a debate over the question: “Could World War I have been avoided?” Award points to sides only when they use accurate data and facts to support their position.

Focus Question: *How did new military technologies make warfare more destructive?*

Lesson Development: Have students produce a multi-media product (PowerPoint, photo story, etc.) showing the new weapons introduced during World War I. Students should research and include the impact that weapons such as airplanes, submarines, poison gas, tanks, and flamethrowers had on combatants during World War I.

Focus Question: *Did the allies lay the seeds for future problems in the peace settlement of 1919?*

Lesson Development: Have students research the results of the Paris Peace Conference (1919), including the Treaty of Versailles. Students should then create a report card that evaluates the success of each of the major provisions in terms of its ability to prevent future conflicts. Students should evaluate each of these issues: the imposing of reparations, the “War Guilt” Clause, territorial realignments, the creation of mandates, and the League of Nations. Have students justify the grades they assign to each.

Focus Question: *If you had been living in Russia in 1917, would you have joined the revolution?*

Lesson Development: Have students read about living conditions that existed for Russia just prior to 1917 for the working classes and peasants. Based upon the information they find, have your students create a propaganda poster either convincing others to join the revolution or convincing citizens to support the Tsar's government. The poster should include reasons and justifications for their position.

CHAPTER 18: THE GREAT DEPRESSION AND WORLD WAR II

Focus Question: *What were the major causes of the Great Depression?*

Lesson Development: Have students create a T-chart. On the left side of their chart, list the causes of the Great Depression. Students should identify these causes from their reading and research. They should include the failure of the New York Stock Market caused by overproduction and over-speculation, crippling war reparations in Europe, and defaults on international loans. On the right side, students should identify the impact these events had on the international economy. To set the stage for understanding the rise of dictators, expand the graphic organizer to explain how the problems created by the Great Depression were addressed by both the Western democracies and by the fascist dictators.

Focus Question: *What factors allowed the rise of totalitarian dictators like Benito Mussolini and Adolf Hitler?*

Lesson Development: Have students create an acrostic poem. An acrostic poem has a number of lines of text in which particular letters, for example the first in each line, spell out a word or phrase. Their poems should be based on the word: Fascism. Each poem should include the main characteristics of fascism and include some of the earlier currents of European thought that contributed to the rise of fascism in Europe in the period following World War I.

Focus Question: *What were the main causes of World War II?*

Lesson Development: Have students create an illustrated timeline of the acts of aggression between 1935, when Italy invaded Ethiopia, and ending with the German invasion of Poland in 1939. This can be done digitally at Timetoast.com. Events should include the creation of the Axis alliance, the occupation of the Rhineland, Japanese invasion of China, Hitler's initial aggression against the Jews, the "Anschluss," the Munich Conference and the Nazi-Soviet Non-Aggression Pact. After the timeline is created, have students develop generalizations that can be supported by these events and that help identify the main causes of World War II.

Focus Question: *How were the allies able to defeat the dictators and win the war?*

Lesson Development: Have students create an illustrated analogy that metaphorically explains what factors contributed to the Allied victory over the Axis Powers. An example might be: Complete this statement: "The Allied victory over the Axis was like...." Use one of the following analogies or one of your own: *a turning tide*, or *a fireworks display*. Make a simple drawing of the analogy and label the historical comparisons.

Dialectical Journal: This is a double-entry journal that shows students' thoughts as they read a text. In a dialectical journal, students have a mental dialogue with their reading material. In the left column, students briefly paraphrase an idea from the text. In the right column, students write their response to the idea. Responses could include stating and defending an opinion, posing and explaining a question, or connecting the text's content to other people, events, literature, or ideas.

CHAPTER 19: DECOLONIZATION AND THE COLD WAR

Focus Question: *How did the colonies of Asia and Africa win their independence?*

Lesson Development: Have students define the following terms and phrases: *Non-violent civil disobedience, apartheid, decolonization, the partition of India and Pakistan, creation of Israel, Bangladesh*. After the terms and phrases are defined, have students sort them and assign them to the colonial power they are most closely related to. Finally, have students explain how these events are related to the independence movements in Asia and Africa. You can add as many terms as you want your students to focus on.

Focus Question: *What were the causes and main events of the Cold War?*

Lesson Development: Have students research the causes and major events of the Cold War. They should produce signs that include the name of each main event and a brief description of the event. After they have produced their "events" cards, have students create a tug-of-war simulation that represents the Cold War. Anchor one side with a student who wears the label of USSR and the other side with USA. Have other classmates take on the role of events of the Cold War and select the side they should pull with. Events should include: *Truman Doctrine, Warsaw Pact, Berlin Airlift, Berlin Wall, Sputnik, Space Race, NATO, Korean War, Nuclear Arms Race, Bay of Pigs, Cuban Missile Crisis, Vietnam War*, etc. Keep the sides even so that no one side has the advantage and they maintain a balance of power. Debrief the event by discussing how the actual Cold War was like the simulation and how it was different.

Focus Question: *What factors brought an end to the Cold War?*

Lesson Development: Have students construct a spectrum that ranks the reasons for the end of the Cold War from "least important" to "most important." Have students make a list of the events that contributed to the end of the Cold War, such as Soviet economic stagnation, Glasnost, Perestroika, the formation of Solidarity, the fall of the Berlin Wall, the military coup against Gorbachev, the creation of the Commonwealth of Independent States, the reunification of Germany, and the Tiananmen Square demonstrations.

Once students have completed the spectrum, have them share their placements with the class. They should discuss why they put them in the order they did and defend their placement of the events. See if a class consensus can be reached as to which event was the most important. You should feel free to add to this list of events.

Sensory Figure Analysis helps students empathize with events, persons, and situations in different times and places. It is especially helpful for understanding other points of view and frames of reference. It can be used with a source document or visual. Students respond based on what they think a person at that time and place might be experiencing.

Sensory Figure Analysis can also be used to compare points of view on an event or situation. For instance, students could create sensory figures to represent the American and Soviet points of view during the Cold War, or the views of an imperialist and a colonial nationalist.

Have students follow these instructions:

1. Draw a stick figure of a person or trace/cut out an actual person's body on butcher paper.
2. Name the figure based on the text or visual source [primary or secondary].
3. On one side of the head, write words or phrases that describe what the person might be thinking.
4. On the other side of the head, write what that person might be seeing or hearing.
5. Near the hands, write what that person might be doing.
6. Near the torso/heart, write what that person might be feeling.
7. At the bottom, write one or two sentences that summarize this person's perspective on the topic or setting.

CHAPTER 20: CHALLENGES IN OUR WORLD TODAY

Focus Question: *Can the Arab-Israeli conflict be peacefully resolved?*

Lesson Development: Have students read about the Arab-Israeli conflict and decide whether the Middle East is an example of a “shatter” belt. Have students identify what they believe is the “Number One” obstacle that divides the two sides, and offer a suggestion for how to address this concern.

Focus Question: *What can be done to prevent global terrorism?*

Lesson Development: Tell your students they are to form a think-tank to advise the President of the United States on global terrorism. Have students get into pairs or groups of 3. Have each group brainstorm a possible solution to the stated problem: “What can be done to prevent global terrorism?” After discussion within the group, the idea from the brainstormed list that the group thinks will work the best should be selected for research. Be sure each group can justify their choice with reasoning and logic. Groups should then research the topic of terrorism and test their solution against the examples they find in their research. Groups should examine their plans against the information they find and decide if their plans need to be refined or modified. Once they are satisfied with their plans, they should produce a media presentation and present their plan to the class as if they were protesting to the President.

Focus Question: *How can human rights be protected?*

Lesson Development: Have students brainstorm a list of “rights” they are willing to fight to protect. In a class discussion, ask them to explain why these are the most important to them and what makes these rights more important than others. Have them research the Universal Declaration of Human Rights and compare it to their list. Did their brainstormed rights show up on the Universal Declaration’s list? Do they feel that these rights are important to everyone, regardless of gender, religion or nationality? What actions would they take if they saw these rights being violated in their neighborhood, in the next state, or in another country? Is it the job of humanity to watch out for the “other guy’s rights”? Whose responsibility is it to watch out for human rights violations? Students could also research Amnesty International and other human-rights groups to learn how these groups monitor and protect the rights of others.

Focus Question: *How is globalization changing our world today?*

Lesson Development: Have students create a flow chart that shows how a person communicated with someone across the country in the 19th Century. Underneath this flow chart have students construct a flow chart of communications in the 20th Century. How are they different? What changes could we add now that we are in the 21st Century? What impact does this have on the speed of communications? How does this change in communications affect industry, social interaction, and government? After exploring this topic, have students create a visual metaphor that depicts the meaning of “globalization” and its impact on the world.

POST-TEST LESSON IDEAS

There are many ideas for teaching students following the End-of-Course test:

- ★ Some teachers continue to teach world history by covering selected topics in greater depth that students covered cursorily before the test.
- ★ Another approach is to look at world challenges today. These might include discussions on the environment, Middle East problems, nuclear proliferation, or the problems created by globalization and international competition.
- ★ Many teachers assign research projects. For example, you might review Chapter 4 on problem-solving and decision-making. Then divide your class into groups. Each group should choose a problem they wish to investigate based on current events, or a historical problem, such as what factors led to the French Revolution, imperialism, or the Holocaust. Next, students should research and discuss the problem. Finally, they might present their ideas and proposed solutions, along with their supporting evidence, to the class in the form of a written report, a PowerPoint presentation, or a video.
- ★ Yet another class project is to have students form book clubs. Divide the classroom into sections or workshop areas. Different bookclubs meet in these areas and proceed at the same time. Create a list of books and then have each group select a book from your list they want to read. Students might transfer into other groups based on the selections that are made. Students conduct their reading in your classroom, accompanied by their book club discussions.

ANSWERS TO CHAPTER QUESTIONS

CHAPTER 1: HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
6	1	A	11	4	F	14	7	B
9	2	G	12	5	B	15	8	J
10	3	B	13	6	G			

CHAPTER 2: HOW TO ANSWER DATA-BASED QUESTIONS

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
18	1	C	20	6	J	24	11	B
18	2	G	22	7	D	24	12	H
19	3	A	22	8	J	25	13	A
19	4	G	23	9	B	25	14	B
20	5	C	23	10	J			

CHAPTER 3: HOW TO INTERPRET HISTORICAL SOURCES

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
37	1	A	37	3	A	37	4	J
37	2	H						

CHAPTER 5: THE RISE OF RIVER VALLEY CIVILIZATIONS

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
57	1	A	58	5	D	59	9	H
58	2	G	59	6	H	59	10	D
58	3	A	59	7	C	59	11	H
58	4	F	59	8	A			

CHAPTER 6: THE “CLASSICAL ERA” IN THE WEST

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
76	1	A	78	7	B	79	13	B
77	2	H	78	8	J	79	14	J
77	3	A	78	9	D	80	15	C
77	4	H	79	10	G	80	16	F
78	5	C	79	11	B	80	17	C
78	6	G	79	12	G			

CHAPTER 7: THE “CLASSICAL ERA” IN THE EAST

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
95	1	A	97	7	A	98	13	A
96	2	H	97	8	H	98	14	G
96	3	B	97	9	C	98	15	A
96	4	J	97	10	F	98	16	F
97	5	C	97	11	D			
97	6	H	98	12	G			

CHAPTER 8: THE MIDDLE AGES

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
119	1	D	120	6	J	120	11	D
119	2	H	120	7	B	120	12	H
119	3	B	120	8	J	120	13	A
119	4	J	120	9	D	120	14	J
119	5	A	120	10	H	120	15	C

CHAPTER 9: THE ISLAMIC WORLD AND AFRICA

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
133	1	B	134	5	D	135	9	B
133	2	G	134	6	G	135	10	J
134	3	A	135	7	A	135	11	C
134	4	J	135	8	F			

CHAPTER 10: POST-CLASSICAL ASIA AND BEYOND

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
152	1	C	153	5	D	154	9	C
152	2	H	153	6	H	154	10	F
153	3	B	154	7	A	154	11	C
153	4	G	154	8	J	154	12	J

CHAPTER 11: RENAISSANCE AND REFORMATION

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
173	1	C	175	8	H	177	15	A
174	2	H	176	9	D	177	16	J
174	3	A	176	10	G	177	17	A
175	4	J	176	11	A	177	18	J
175	5	D	176	12	G	177	19	D
175	6	J	177	13	A			
175	7	B	177	14	G			

**CHAPTER 12: THE AMERICAS:
PRE-COLOMBIAN EMPIRES TO COLONIES**

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
192	1	C	193	5	B	194	9	D
193	2	F	194	6	G	195	10	D
193	3	D	194	7	D	195	11	B
193	4	J	194	8	F	195	12	F

**CHAPTER 13: THE OLD REGIME;
ABSOLUTISM AND ENLIGHTENMENT**

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
209	1	A	211	6	G	212	11	C
210	2	G	211	7	D	212	12	J
210	3	D	211	8	H	212	13	A
210	4	H	211	9	D	212	14	H
211	5	D	212	10	J	212	15	A

CHAPTER 14: THE AGE OF DEMOCRATIC EVOLUTION

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
234	1	A	236	6	G	237	11	B
235	2	H	236	7	B	237	12	F
235	3	C	236	8	H	237	13	C
235	4	H	236	9	D			
236	5	C	236	10	F			

CHAPTER 15: THE INDUSTRIAL REVOLUTION

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
253	1	B	254	6	J	255	11	C
253	2	F	254	7	A	255	12	G
253	3	B	254	8	G	255	13	B
254	4	H	254	9	B	255	14	J
254	5	A	255	10	G			

CHAPTER 16: IMPERIALISM: EUROPE REACHES OUT

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
269	1	D	271	5	C	272	9	B
270	2	G	271	6	H	272	10	J
270	3	A	271	7	A	272	11	A
270	4	G	272	8	J	272	12	J

CHAPTER 17: WORLD WAR I AND THE RUSSIAN REVOLUTION

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
293	1	D	324	4	F	295	7	D
293	2	H	294	5	A	295	8	G
293	3	D	294	6	F	295	9	D

CHAPTER 18: THE GREAT DEPRESSION AND WORLD WAR II

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
313	1	C	314	6	J	315	11	B
313	2	F	314	7	A	315	12	G
314	3	D	315	8	G	315	13	D
314	4	F	315	9	C			
314	5	D	315	10	H			

CHAPTER 19: DECOLONIZATION AND THE COLD WAR

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
340	1	D	341	5	A	342	9	D
340	2	G	341	6	F	342	10	C
341	3	A	341	7	C	342	11	B
341	4	G	341	8	F			

CHAPTER 20: CHALLENGES IN OUR WORLD TODAY

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
355	1	D	356	4	J	356	7	D
355	2	F	356	5	B	356	8	H
355	3	A	356	6	J	356	9	D

CHAPTER 21:
A PRACTICE END-OF-COURSE TEST IN WORLD HISTORY

Page	Question #	Answer	Page	Question #	Answer	Page	Question #	Answer
359	1	B	365	24	F	371	47	B
359	2	H	365	25	B	371	48	H
360	3	D	366	26	J	371	49	D
360	4	F	366	27	B	371	50	G
360	5	C	366	28	G	372	51	A
360	6	J	366	29	B	372	52	H
361	7	B	367	30	H	372	53	D
361	8	G	367	31	A	372	54	J
361	9	B	367	32	J	373	55	C
361	10	F	368	33	C	373	56	J
361	11	D	368	34	J	373	57	D
362	12	H	368	35	A	373	58	J
362	13	C	368	36	F	373	59	A
362	14	G	369	37	D	373	60	J
362	15	B	369	38	F	374	61	C
363	16	H	369	39	B	374	62	F
363	17	C	370	40	H	374	63	B
364	18	H	370	41	A	374	64	J
364	19	A	370	42	J	374	65	A
364	20	F	370	43	D	375	66	F
364	21	A	370	44	G	375	67	B
364	22	F	371	45	A	375	68	J
365	23	B	371	46	J			

