

Attainment's

EXPLORE

**World
history**

**INSTRUCTOR'S
GUIDE**

**Don Bastian
Tom Kinney**

Explore World History Disc

The disc contains an Image Library and printable PDF files of the Student Book, Reference Guides, Study Cards, and Term Tests.

PDF reader software is required to view the PDFs.
Acrobat® Reader® Software is included on the disc.



Explore World History Instructor's Guide

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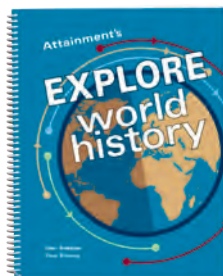
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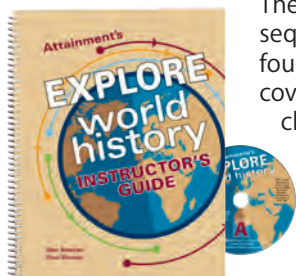


Preface

The **Explore World History** curriculum is full-year course for high school students with limited reading abilities, including those with intellectual disability or autism. It has two primary components: a Student Book and this Instructor's Guide.



The **Student Book** has 15 chapters divided into three types: Keys to History, Eras of History, and Themes of History. Key chapters are World Geography, Study Tools, and Biographies. The Era chapters follow a chronology from Early Humans to Modern Times. Theme chapters focus on major historical concepts, like Agriculture and Trade, and are linked to a particular era. Chapters follow a consistent format: Title Page, Big Ideas, Timeline, and Quiz. Pages feature simplified text with illustrations that reinforce pertinent concepts. Vocabulary words are in bold text and are listed in the Glossary. Throughout the book, students are presented with important study tools like maps, timelines, graphs, and tables.



The **Instructor's Guide** presents a sequence of 97 lessons. Three-to-four Student Book pages are typically covered per lesson. One lesson per chapter focuses on Video and Satellite Images rather than pages in the Student Book. Lessons provide a student objective, an introductory script, discussion points, and connections to other topics. The Appendix features two versions of four

Term Tests. The test questions were derived from the quizzes in the Student Book. The Instructor's Guide provides PDFs on disc with a Classroom License for printouts. The disc includes the entire Student Book, Reference Guides, Study Cards, Term Tests, and an Image Library.

Four ancillary components complete the curriculum: Reference Guides, Video, Study Cards, and Image Library.

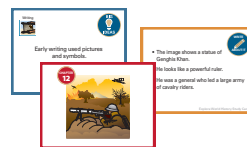
- ▶ Four **Reference Guides** are intended for student use: **Maps**, **Timeline**, **Write About it**, and **Satellite Images**. The **Lesson Plan Reference Guide** lists the 97 lessons in Explore World History. It's intended to help you review the lesson sequence at a glance.



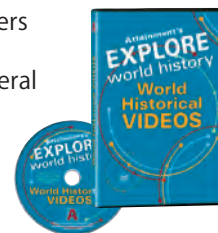
Student Book Chapters

	Study Tools
	Geography
Era Theme	Early Humans Agriculture
Era Theme	Early Civilizations Writing
Era Theme	Classical Empires Trade
Era Theme	Middle Ages Religion
Era Theme	Early Modern War
Era	Modern Times
	Biographies

- ▶ The 108 **Study Cards** help students review the big ideas in the chapters and prepare for the Quizzes and Term Tests.



- ▶ The 17 **Videos** are aligned to the chapters in the Student Book. These Creative Commons videos are intended for general education students. Accordingly, they may contain too much information for you to use successfully in your classroom. If so, feel free to show only a portion of the video.



- ▶ The **Image Library** includes all the illustrations in the Student Book that were created by Attainment Company or were from a public domain source.





Introduction

The lesson descriptions in this **Instructor’s Guide** are organized by **Student Book** Chapters 1–13. The Chapter 14 Biographies in the Student Book are integrated into the lesson sequence of other chapters. Most of the chapters follow the eight-lesson sequence shown below. Some chapters, however, have variations in the lesson sequence. For example, two shorter chapters have fewer lessons: Study Tools has four lessons and Agriculture has seven. The Biography lessons don’t begin until Chapter 3: Early Humans.

Getting Started

The lesson begins with the Chapter Title Page, Big Ideas, and Timeline. Each chapter presents four Big Ideas, which are included on the **Study Cards** and in the Quiz. The chapter Timeline shows events discussed in subsequent chapter lessons. A comprehensive timeline, covering Early Humans to Modern Times, is contained in the **Timeline Reference Guide**.

Vocabulary and Overview

Eight vocabulary words, plus their symbols and definitions, are listed on the two **Student Book** Vocabulary pages. All vocabulary words appear in bold text on subsequent pages and in the Glossary. Three terms per chapter are selected for the Quiz. The Overview summarizes the concepts, events, and trends of the chapter.

Topic Sequences A, B, and C

These lessons include three or four topics each. Some topics are two pages long in the **Student Book**; most are a single page. All include at least one illustration (map, image, graph, or table). The In Focus passage is featured in the first Topic Sequence lesson. In Era chapters, these passages focus on the historical theme aligned to the chapter. For example, the In Focus passage in Classical Empires is titled More Trade.

Biographies

Three biographies are read per lesson. In the **Student Book** each biography includes the chapter it’s aligned to, a captioned image, and a map showing where the person was from.

Video and Satellite Images

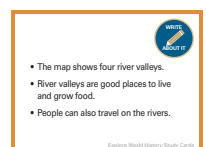
This lesson doesn’t use the **Student Book**. The videos can be accessed on the **Explore World History DVD**, online, or via the Quick Reference (QR) code. The Satellite Images are from Google Earth and represent places relevant to historical events or concepts in the chapter.

Quiz and Write About It

Each quiz has seven questions. Four assess comprehension of the Big Ideas, and three test understanding of vocabulary words. The Write About It section presents an image as a writing stimulus. The **Write About It Reference Guide** and **Study Cards** provide students with three ideas to use in the written passage. These ideas are also provided separately as a PDF—**Ideas for Write About It**—for students who need an adapted writing activity. To accommodate these students, follow four steps:

- 1 Print the **Ideas for Write About It** PDF.
- 2 Cut the sentences into strips.
- 3 Arrange the strips in front of the student.
- 4 Ask the student to place the sentence strips on the Write About It section of the Quiz page.

Study Cards



Lesson Extensions

The Explore World History lessons prompt you to read passages from the Student Book to the students. Encourage your students who are independent readers to read the passages on their own. In addition to offering points for discussion, this Guide provides several options to expand the lessons:

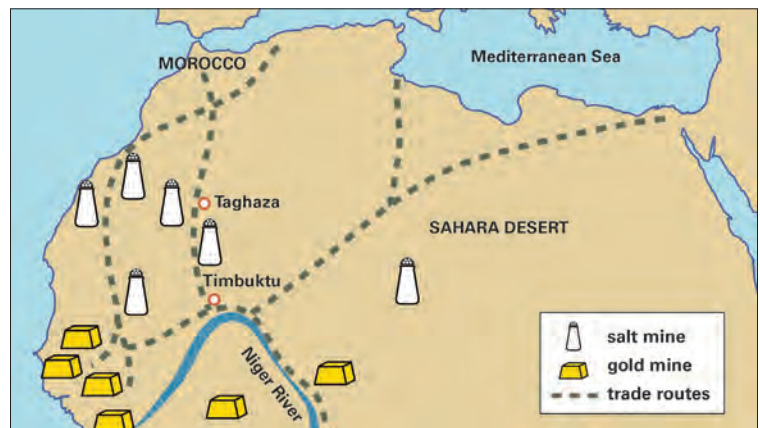
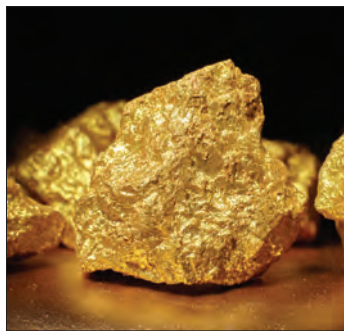
- 1 Potential lesson extensions are discussed in the introduction of each chapter.
- 2 The Word Study section of the lesson highlights everyday words that appear in the assigned passages. These can be used as an additional language-based activity.
- 3 The Connections section of the lesson refers to pages in the Student Book that reinforce lesson content. You can review these additional pages during a lesson.

Lesson Adaptations

The authors consulted state and national education standards to help select appropriate topics and events to include in this curriculum. Its content, although simplified and heavily illustrated, may be too difficult for some students to understand. Accordingly, suggestions to adapt the lessons are given below.

- 1 **Reading Adaptations.** Focus on the illustration, not the text. Each topic is presented with at least one illustration, which may be an image, graph, map, or table. The illustrations were carefully selected to properly reflect important content. Below are teaching points for the illustrations on page 131 of the Student Book (Silent Barter System) and page 228 (World War II). These provide examples on how the content can be presented simply by analyzing the accompanying illustrations. This approach may be helpful to reach students who have difficulty understanding the text as it's read to them.

- ▶ **Teaching points for photographs of gold and salt**
 - The images are photographs.
 - One photo shows a chunk of gold.
 - The other photo shows a pile of salt.
 - The amounts of gold and salt are similar in size.
- ▶ **Teaching points for map of northern Africa**
 - The map shows northern Africa.
 - The salt shakers represent salt mines.
 - The gold bars represent gold mines.
 - Dashed lines show trade routes.
 - Africans traded salt for gold.
 - Africans must have valued salt a lot.



CHAPTER 3 Lesson 15

Early Humans

Lesson Type



In Focus: Planting Seeds, p. 38

Topic Sequence A

The student identifies that early humans left Africa and moved throughout the world.

- The images are photographs of seeds collected for planting.
- ▶ Read the title "Planting Seeds" and the image caption. Then discuss the following points:
 - Seeds had to be collected for planting.
 - Seeds could be stored and shared.
 - ▶ Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, discuss three ideas in the passage, for example:
 - Agriculture was invented at the end of this era.
 - Agriculture made life easier.
 - A warmer climate was better for growing crops.

Out of Africa, p. 39

- ▶ Read the title "Out of Africa," and discuss the following points about the map:
 - People traveled long distances.
 - People traveled from Africa all the way to Australia.
- ▶ Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, review the definition of the new vocabulary word in the passage: BCE. Then discuss three ideas in the passage, for example:
 - People left Africa in small groups.
 - The Middle East was the first place settled outside of Africa.
 - People came to North America via the Bering Strait land bridge.

Neanderthals, p. 40

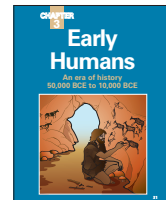
- ▶ Read the title "Neanderthals," and discuss the following points about the image:
 - Neanderthals had a stockier build than humans.
 - Neanderthals made tools like humans.
- ▶ Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, review the definitions of the two new vocabulary words in the passage: Neanderthals, extinct. Then discuss two ideas in the passage, for example:
 - Neanderthals lived in Europe and Asia.
 - Scientists believe Neanderthals and humans interbred.

Word Study

These everyday words are highlighted in the sample pages on the right: **dangerous, livable, ancestor.** Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

"The chapter we're studying is called **Early Humans**. Today we'll read three interesting passages. We'll learn about the beginning of agriculture. Then we'll cover people leaving Africa. We'll learn about Neanderthals. Let's begin now on page 38."

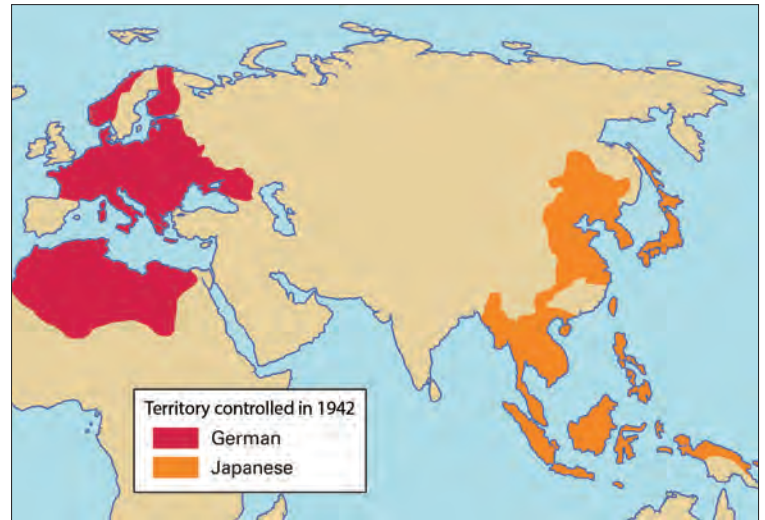


Connections

Seeds are discussed in the Grains topic in Agriculture (p. 61).

► **Teaching points for map of Asia, Africa, and Europe**

- The map shows Asia, Africa, and Europe.
- The map shows areas controlled in 1942.
- The red area shows land controlled by Germany.
- The Germans controlled a lot of land.
- The orange area shows land controlled by Japan.
- The Japanese controlled a lot of land.
- Japan and Germany were on the same side.
- In 1942, they were in control of the war.



2 Writing Adaptations. A Write About It section is included on the second page of each chapter Quiz. An image from the chapter is shown as a writing stimulus. Independent writing can be difficult for many students. The Write About It **Study Cards** and **Reference Guide** help students get ideas to include in their work. Use the following ideas to encourage students to participate in the writing activity.

- You can read the three writing ideas found on the **Study Cards** and **Reference Guide** to the student.
- For nontraditional writers, place the relevant **Study Card** among distractor Study Cards. Ask the student to place the correct Study Card in the Write About It section.
- Writing sentence strips are also provided on the PDF disc. These strips are taken directly from the bullet points on the **Study Cards**. Print and cut out the sentence strips before you engage the student. You can integrate sentence strips from other chapters to serve as distractors. The student can then select the appropriate sentence strip by pointing, grabbing, or eye gazing. You can apply them (with Velcro®, tape, or glue) to the Write About It section. Or take a photo of the page to include in the student’s portfolio.

These adaptations give students the opportunity to show what they know through written expression. It also correlates to both national and state standards in English Language Arts.

Ideas for Write About It
Directions: Cut sentences into strips and place the sentence strips on the Write About It section of the Quiz page.

Chapter 2 Geography
The image shows pollution in the air.
That air could be bad to breathe.
People are working to create cleaner sources of energy.

Chapter 3 Early Humans
The image shows many different kinds of stone tools.
Early humans used tools to hunt, fish, and prepare food.
They made tools out of what they could find.

Chapter 4 Agriculture
The image shows a man plowing.
The plow is pulled by an animal.
He could be preparing a wheat field.

Chapter 11 Early Modern
The image shows a painting of King George III of England.
He was the ruler of the British Empire.
He taxed the American colonies and made the people angry.

Chapter 12 War
The image shows two people after a terrorist attack.
They are covered with concrete dust from the collapsing buildings.
Many people died because of the attack.

Chapter 13 Modern Times
The image shows an astronaut walking on the moon.
He has made footprints in the moon dust.
His space suit looks heavy, but it is not heavy on the moon.

5. People moving to a new nation is _____.
Cold War communism immigration

6. _____ was the Allied invasion of Europe during World War II.
Dictator D-Day Great Depression

7. A _____ is a leader of a country with complete control.
caravan manufacture dictator

Write About It

The image shows an astronaut walking on the moon.

The image shows a man plowing.

His space suit looks heavy, but it is not heavy on the moon.

He could be preparing a wheat field.

He has made footprints in the moon dust.

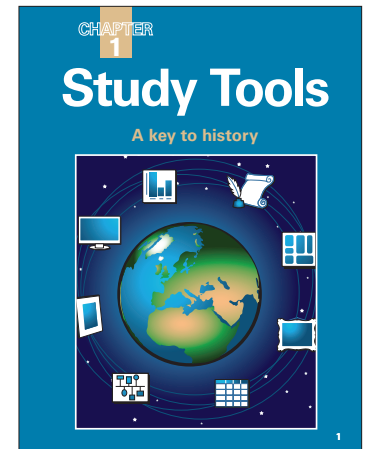
Study Tools

A key to history



CHAPTER 1

Study Tools



History includes a lot of data. The use of tools to organize and display information is an essential component of this curriculum. Students will be presented with maps, images, tables, graphs, and timelines to analyze information in every chapter of the **Student Book**. Potential lesson extensions include:

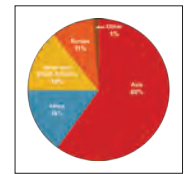
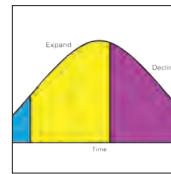
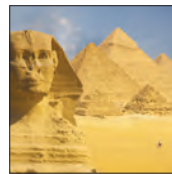
- ▶ Analyze how the tools in this chapter are used in a newspaper.
- ▶ Create a timeline for your school year.
- ▶ Watch and discuss the video “Introducing the Digital Public Library” (www.attainmentcompany.com/ewhvideo?v=ZOmOoJFS).



Lesson	Type	Objective	Student Book Page	Content
1	Getting Started	Identify that world history covers everything people did in the past.	1–3	Chapter Title Page, Let’s Explore World History, Vocabulary
2	Topic Sequence A	Identify a map, a timeline, and an image.	4–6	Map, Timeline, Image
3	Topic Sequence B	Identify a graph and a table.	7–9	Graph, Table, Review the Study Tools
4	Quiz/Review		10	Quiz Questions



Chinese Dynasties		
Dynasty	Dates	Duration in Years
Xia	2070 BCE–1600 BCE	420
Shang	1600 BCE–1046 BCE	604
Zhou	1046 BCE–256 BCE	790
Qin	221 BCE–207 BCE	14
Han	202 BCE–220 CE	418
Jin	266 CE–419 CE	153
Song	960 CE–1279 CE	319



Chapter 1 sample images included in the Image Library

Study Tools

Lesson Type

Getting Started

Objective

The student identifies that world history covers everything people did in the past.

Chapter Title Page, p. 1

- ▶ Read the text on the page, and discuss the following point:
 - The chapter focuses tools used to study history.

Let's Explore World History, p. 2

- ▶ Read the title "Let's Explore World History" and the map's caption. Then discuss the following point:
 - The map must have been very important because it's so elaborate.
- ▶ Read the passage and ask the students to "follow along in your book as I read the text to you." When finished, discuss two ideas in the passage, for example:
 - World history is a big subject.
 - These tools are used throughout this book.

Vocabulary, p. 3

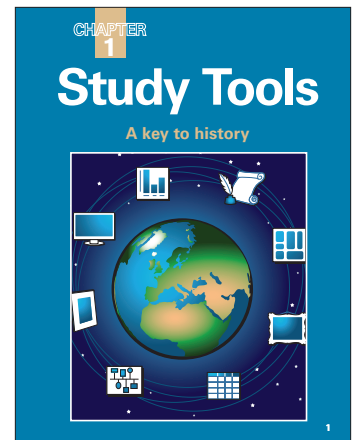
- ▶ Read each vocabulary word and definition.
- ▶ Write the five words on a whiteboard.
- ▶ Read them aloud one at a time.
- ▶ Ask the students to point to the word in their **Student Book** when it's spoken.
- ▶ Tell the students that "each word will be reviewed again after it's read in a lesson."
- ▶ The quiz and **Study Card** vocabulary words are **timeline**, **map**, **image**, **graph**, and **table**.

Word Study

These everyday words are highlighted in the sample pages on the right: **explore**, **world**, **history**. Say the words aloud and ask the students to repeat them. Read the sentence in which they appear, and discuss their definitions.

Introductory Script

“Let's begin to study world history. It's a very big subject. It covers everything people did in the past. Today we'll learn about important tools to study history, like maps and timelines. Let's begin now on page 1.”



Connections

- ▶ A chapter-specific timeline is located on the third page of each chapter (excluding Chapters 1 and 2).
- ▶ Each topic displays at least one tool—image, map, graph, or table.
- ▶ **Maps, Satellite Images, Timeline, and Write About It Reference Guides** are included.

Study Tools

A key to history




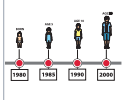

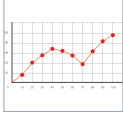
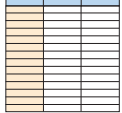
Let's Explore World History



A map made in 1689 in Europe.

World history is a big subject. It covers everything people did in the past. It's about what people made, where they lived, and who they knew. We use tools to help understand history. A map shows where a place is. A timeline puts events in order. An image records a moment in time. A graph and table organize data. These tools are used a lot in this book.

VOCABULARY

map		shows features of an area of land or sea
timeline		shows when events happen and the order they occur
image		a picture of people or objects
graph		organizes data into a picture
table		organizes data into rows or columns

Study Tools

Lesson Type

Topic Sequence A



Objective

- ▶ The student identifies a map, a timeline, and an image.

Map, p. 4

- ▶ Read the title “Map,” and discuss the following point:
 - The map shows present-day Iraq.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word: **map**. Then discuss three ideas in the passage, for example:
 - Have the students answer the question in the last sentence.
 - A map can show a large or small area.
 - Saudi Arabia is south of Iraq.

Timeline, p. 5

- ▶ Read the title “Timeline,” and discuss the following point:
 - The timeline shows the dates for modern inventions.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **timeline**. Then discuss three ideas in the passage, for example:
 - Have the students answer the questions in the last sentences.
 - A timeline shows dates.
 - A timeline keeps events in order.

Image, p. 6

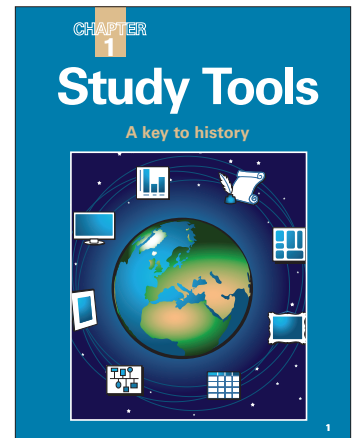
- ▶ Read the title “Image,” and discuss the following point:
 - The area in the photograph is a desert.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **image**. Then discuss three ideas in the passage, for example:
 - Have the students answer the questions in the last sentences.
 - An image can be a video, photograph, painting, or sculpture.
 - A photo lets us examine someplace we may never see in person.

Word Study

These everyday words are highlighted in the sample pages on the right: **compass, order, examine**. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

“The chapter we’re studying is called **Study Tools**. Today we’ll read three interesting passages. We’ll learn about maps, timelines, and images. Let’s begin now on page 4.”



Connections

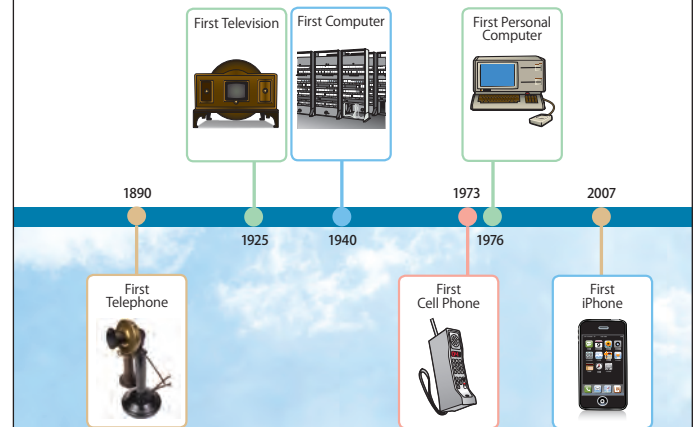
- ▶ Have the students compare the map on page 4 with the map showing Mesopotamia on page 56.
- ▶ Students can learn more about the image on page 6 by turning to page 77.

Map



A **map** is a drawing of an area of land or water. A map can show a large area, like the world. Or it can picture one small town. This map shows countries in part of the whole world called the Middle East. The **compass** rose is in the blue area. It shows direction. Can you point to two countries that border Iraq?

Timeline



A **timeline** shows when events happened and keeps them in **order**. It also helps us judge how much time there was between events. Timelines can cover long or short periods of time. This timeline shows when things you use every day were first made. What event happened first? What two events occurred within three years of each other?

Image



An **image** can be a painting, photo, sculpture, or video. A painting can give us clues to how people lived in the past. An old sculpture can tell us about ancient leaders. A photo lets us **examine** something we may never see in person. What does this photo show? Where do you think it was taken?

Study Tools

Lesson Type

Topic Sequence B



Objective

The student identifies a graph and a table.

Graph, p. 7

- ▶ Read the title “Graph,” and discuss the following point:
 - The graphs display population data.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **graph**. Then discuss three ideas in the passage, for example:
 - Have the students answer the questions in the passage.
 - A circle graph divides a round shape into sections.
 - A bar graph is shown on page 224.

Table, p. 8

- ▶ Read the title “Table,” and discuss the following point:
 - The table lists Chinese dynasties in order by date.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **table**. Then discuss three ideas in the passage, for example:
 - Have the students answer the questions in the last sentences.
 - A table organizes data.
 - A table has rows and columns.

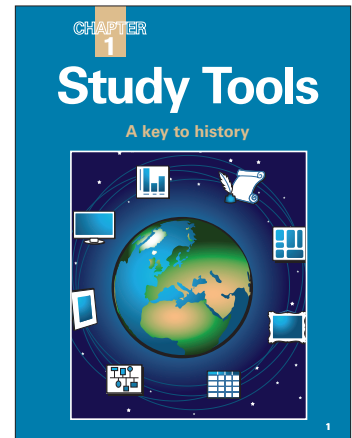
Review the Study Tools, p. 9

Word Study

These everyday words are highlighted in the sample pages on the right: **data**, **region**, **column**. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

“The chapter we’re studying is called **Study Tools**. Today we’ll read two interesting passages. We’ll learn about graphs and tables. They help us organize data. Then we’ll review all the study tools. Let’s begin now on page 7.”

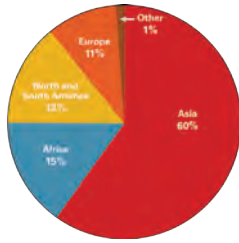


Connections

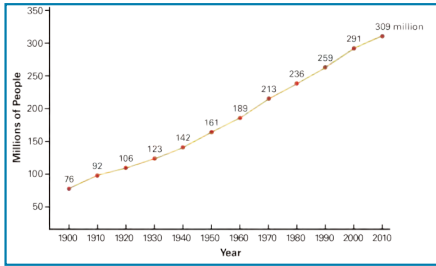
- ▶ The graphs on page 7 relate to the Population topic on page 26.
- ▶ The Qin and Han dynasties, listed in the table on page 8, are discussed in Classical Chinese Empires on pages 114–115.

Graph

World population by region



United States population 1900–2010



A **graph** is a picture that organizes **data**. A line graph has points along a line to show changes in amounts. A circle graph divides a round shape into sections. The circle graph above shows world population by **region**. Asia has the most people. What region is next? The line graph displays population in the United States from 1900. Does the population go up every year on the graph?

STUDY TOOLS 7

Table

CHINESE DYNASTIES

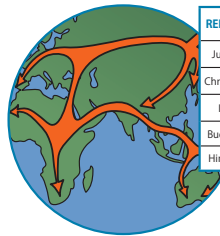
Dynasty	Dates	Duration in Years
Xia	2070 BCE–1650 BCE	420
Shang	1650 BCE–1046 BCE	604
Zhou	1046 BCE–256 BCE	790
Qin	221 BCE–207 BCE	14
Han	202 BCE–220 CE	422
Sui	581 CE–618 CE	37
Tang	618 CE–907 CE	289
Song	960 CE–1270 CE	310
Yuan	1270 CE–1368 CE	98
Ming	1368 CE–1644 CE	276
Qing	1644 CE–1912 CE	268

A **table** organizes data into rows and **columns**. The table is a good tool to show complicated information. The table above lists Chinese dynasties. A dynasty is a line of rulers from the same family or group. The table shows when Chinese dynasties began and how long they ruled. What was the first dynasty? What Chinese dynasty ruled almost 100 years?

8 EXPLORE WORLD HISTORY • CHAPTER 1

Examples of Study Tools in This Book

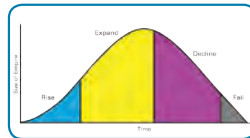
Map



Table

RELIGION	ORIGIN	SCRIPTURE	MONOTHEISTIC	RELIGIOUS LEADER
Judaism	Middle East	Torah	Yes	Abraham
Christianity	Middle East	Bible	Yes	Jesus
Islam	Middle East	Qur'an	Yes	Muhammad
Buddhism	India	Tipitaka	Yes & No	Buddha
Hinduism	India	Vedas	No	?

Graph



Image



Timeline

<p>Hieroglyphics from Egypt</p> <p>3200 BCE</p>	<p>Chinese Character Writing</p> <p>1600 BCE</p>	<p>Confucius from China</p> <p>500 BCE</p>	<p>Rosetta Stone from Egypt</p> <p>197 BCE</p>
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STUDY TOOLS 9

Study Tools

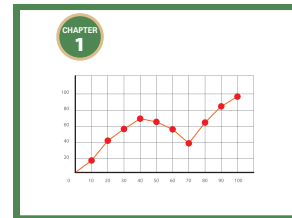
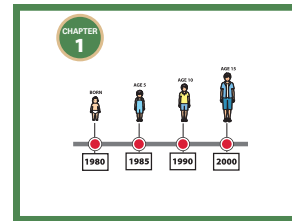
Lesson Type Quiz/Review

Procedure

Three options for administering the quiz's multiple-choice questions are given below. Choose the procedure(s) that work best for you. The students can prepare for the quiz by reviewing the chapter's **Study Cards** or review page 9.

Quiz Questions, p. 10

- ▶ Choose the method that works for you:
 - Have the students take the quiz independently.
 - Read the questions and choices to the students, and have them circle or point to their answers.
 - Use the quiz as a chapter review and not a comprehension assessment.



QUIZ

Circle the correct answer.

1. A _____ shows when events happen.
 graph timeline image
2. A _____ shows features of land or sea.
 timeline table map
3. An _____ is a picture of people or objects.
 image graph table
4. A _____ organizes data into rows and columns.
 table map timeline

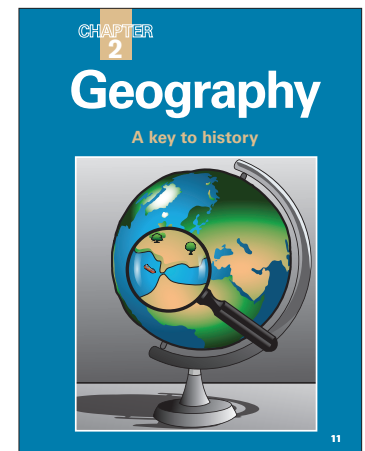
10 EXPLORE WORLD HISTORY • CHAPTER 1

CHAPTER 2

Geography

A key to history

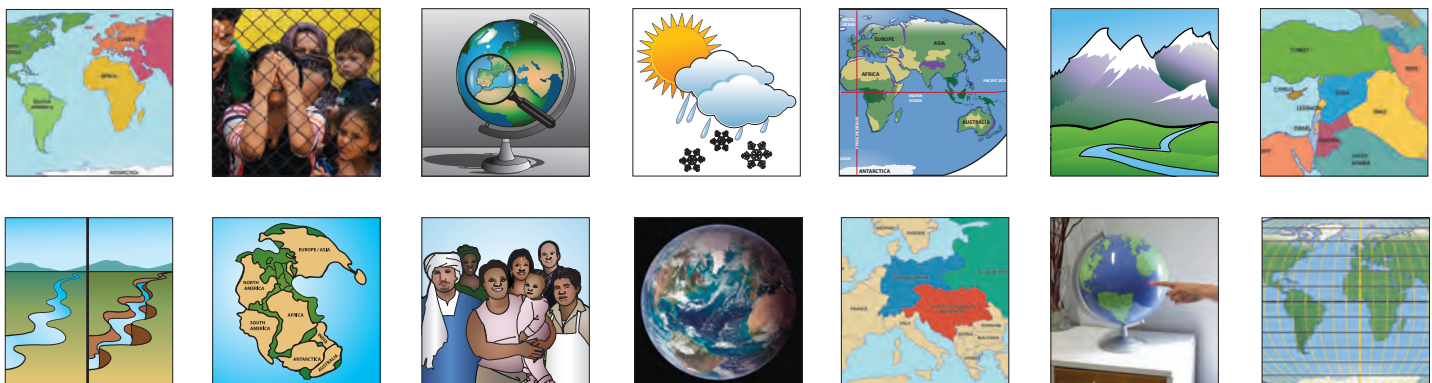




World geography is often taught as a separate subject. It's integrated into this curriculum because understanding history is inextricably linked to geography. A student needs to know where places are, and what features surround them to appreciate historical events. Potential lesson extensions include:

- ▶ Expand the Satellite Image lessons to include additional locations.
- ▶ Measure distances between locations using a globe and pieces of string.
- ▶ Study how the landforms of your area affect how and where people live.

Lesson	Type	Objective	Student Book Page	Content
5	Getting Started	Identify three continents on the Continents Map.	11–13	Chapter Title Page, Big Ideas, Know the Continents
6	Vocabulary and Chapter Overview	<ul style="list-style-type: none"> ▶ Identify that physical geography studies the natural features of the earth. ▶ Identify that human geography studies where and how people live. 	14–17	Vocabulary, Physical and Human Geography Overview
7	Topic Sequence A	<ul style="list-style-type: none"> ▶ Identify that geography changes over time. ▶ Identify that the equator is an imaginary line around the middle of the earth. 	18–21	In Focus: Geography Changes, Grid System
8	Topic Sequence B	Identify that climate and landforms influence each other.	22–25	Climate, Landforms, Political Map
9	Topic Sequence C	Identify that population refers to the number of people living in an area.	26–28	Where People Live, Care of Earth, Climate Change
10	Video Images	Identify one big idea in each video.		Welcoming Refugees, A Tour of the Snake River
11	Satellite Images	Identify one big idea in each satellite image.		Sahara Desert, Amazon River, Tahiti
12	Quiz/Review		29–30	Quiz Questions, Write About It



Chapter 2 sample images included in the Image Library

Geography

Lesson Type

Getting Started

Objective

The student identifies three continents on the Continents Map.

Chapter Title Page, p. 11

- ▶ Read the text on the page, and discuss the following points:
 - Geography is a key to history.
 - The title page image depicts a globe.

Big Ideas, p. 12

- ▶ Read the text for each Big Idea, and discuss the following points:
 - Human geography studies cultures, population, nations, and political ideas.
 - Physical geography studies landforms, the grid system, and climate.
 - Physical geography changes very slowly.

Know the Continents, p. 13

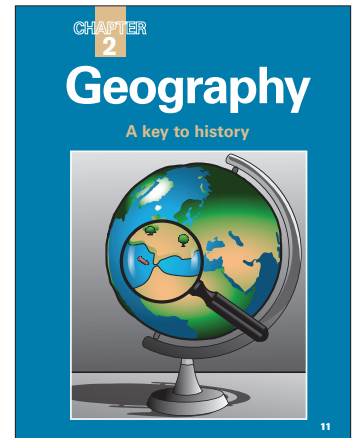
- ▶ Read the names of the continents, and discuss the following points:
 - Asia is the largest continent.
 - Antarctica is the only unpopulated continent.
 - Have the students point to where they are in North America.

Word Study

These everyday words are highlighted in the sample pages on the right: **imaginary**, **middle**. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

“Today we begin a new chapter called **Geography**. Knowing geography is a key to understanding world history. It’s important to know about landforms and where places are in the world. So let’s begin on page 11.”



Connections

Below are references to maps emphasizing continents:

- ▶ Africa is the focus of early human migration (p. 39) and imperialism in **Modern Times** (p. 222).
- ▶ The British Empire (p. 225) had colonies on six continents.
- ▶ European nations made extensive land claims in North and South America during the Age of Exploration (pp. 190–191).

Geography

A key to history



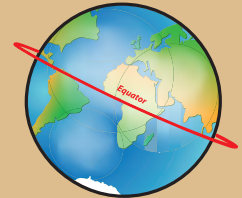
11



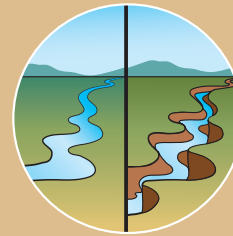
Human geography studies where and how people live.



Physical geography studies the natural features of Earth.



The equator is an imaginary line around the middle of the earth.



Geography changes over time.

12 EXPLORE WORLD HISTORY • CHAPTER 2

Know the Continents



Locate these seven **continents** on the map:

- Africa
- Antarctica
- Asia
- Australia
- Europe
- North America
- South America

GEOGRAPHY 13

Geography

Lesson Type

Vocabulary and Chapter Overview



Objectives

- ▶ The student identifies that physical geography studies the natural features of the earth.
- ▶ The student identifies that human geography studies where and how people live.

Vocabulary, pp. 14–15

- ▶ Read each vocabulary word and definition.
- ▶ Write the two “Find the words” on a whiteboard, and read them aloud.
- ▶ Ask the students to either (1) copy them in their Student Workbook, on the whiteboard, or on separate paper; or (2) point to the word you’ve written when it’s spoken.
- ▶ Tell the students that “each word will be reviewed again after it’s read in a lesson.”
- ▶ The quiz and Study Card vocabulary words are **continent**, **climate**, and **political map**.

Physical and Human Geography Overview, pp. 16–17

Note: You can read and discuss the two passages together or separately.

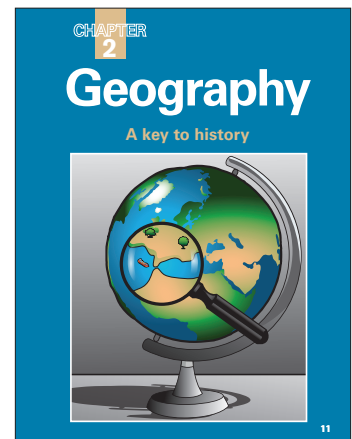
- ▶ Read the titles “Physical Geography” and “Human Geography,” and discuss the following points about the photographs:
 - Landforms are part of physical geography.
 - Human geography studies people.
- ▶ Read the passage on page 16, and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **ocean**.
- ▶ Read the Overview passage on page 17, and ask the students to “follow along in your book as I read the text to you.” Review the new vocabulary word: **culture**. When finished, discuss three ideas in the passages, for example:
 - Oceans contain salt water.
 - Physical geography affects where people live.
 - Different cultures can share the same area.

Word Study

These everyday words are highlighted in the sample pages on the right: **fresh**, **adapt**, **trait**. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script




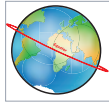
“The chapter we’re studying is called **Geography**. Today we’ll review important vocabulary like **ocean** and **climate**. Then we’ll read the chapter Overview. Let’s begin now on page 14.”



Connections

- ▶ Climate change occurred at the end of the last Ice Age (p. 37).
- ▶ River valleys, a physical geographical feature, significantly impacted early civilizations (pp. 76–80).





VOCABULARY

continent		one of seven large land masses on Earth
ocean		a vast body of salt water
culture		a group of people sharing similar beliefs and behavior
equator		an imaginary line that forms a circle around the middle of the earth



An imaginary line on maps around the middle of the earth

VOCABULARY

climate		the weather conditions of an area
political map		a map that shows countries and their borders
population		all the people who live in an area
atmosphere		the air made of gases that surrounds the earth



The number of people who live in an area

Physical Geography



Physical geography studies the features of both land and water.

Oceans cover most of the earth's surface. Oceans contain salt water, while lakes and rivers are made of **fresh** water. Land has many natural features like mountains and deserts. These features affect how we live. Big cities are often found near shorelines. Farmland is usually away from the coast where soil is good for growing plants.

Human Geography



Human geography studies where and how people live.

People have moved long distances throughout history.

Most places have people living there. Humans have **adapted** to live in many different environments. People who live together often form a **culture**. People in a culture can share many **traits**, like the clothes they wear and the language they speak, or the religion they follow and the foods they eat. Different cultures often share the same area.

Geography

Lesson Type

Topic Sequence A



Objectives

- ▶ The student identifies that geography changes over time.
- ▶ The student identifies that the equator is an imaginary line around the middle of the earth.

In Focus: Geography Changes, pp. 18–19

The image on page 18 is a contemporary photograph of Syrian refugees.

- ▶ Read the title “Geography Changes” (the image is a contemporary photograph of Syrian refugees), and discuss the following points:
 - The earth is always changing.
 - The refugees are fleeing a civil war.
- ▶ Read the passage on page 19 and ask the students to “follow along in your book as I read the text to you.” When finished, discuss three ideas in the passage, for example:
 - The drawing of Pangea illustrates that physical geography changes too, but very slowly.
 - Pangea was a supercontinent a long time ago (about 300 million years).
 - Continents still drift about one inch per year.

Grid System, pp. 20–21

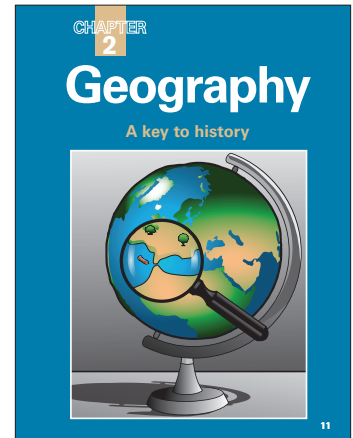
- ▶ Read the title “Grid System,” and discuss the following points:
 - The first image is a photograph showing the equator.
 - Maps have both latitude and longitude lines.
- ▶ Read the passages together and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **equator**. Then discuss three ideas in the passages, for example:
 - Both globes and maps use the grid system.
 - The latitude and longitude measurements help locate places precisely.
 - Measurements are in degrees, like they are in temperature.

Word Study

These everyday words are highlighted in the sample pages on the right: **homeland, drift, north, south**. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

“The chapter we’re studying is called **Geography**. Today we’ll read three interesting passages. We’ll compare physical and human geography. Then we’ll see that both change over time. Let’s begin now on page 18.”



Connections

- ▶ All satellite images in this Guide include latitude and longitude measurements.
- ▶ The first page of the **Maps Reference Guide** shows the earth’s grid system.



Geography Changes



A war makes many people move away from their **homeland**.

The physical geography of Earth is always changing. Continents only move a few inches every year. Over time mountains turned into hills. But human geography changes more quickly. People often move from one place to another. New countries and cities arise. Both kinds of changes, slow and fast, define what Earth is about.



Pangea was a supercontinent. It existed a long time ago. It contained all the land on Earth. The seven continents we know broke apart from Pangea. They **drifted** away very slowly. The continents continue to move today.



North America drifts about one inch a year.

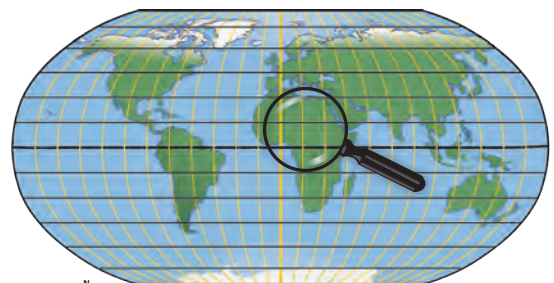
1 inch

Grid System

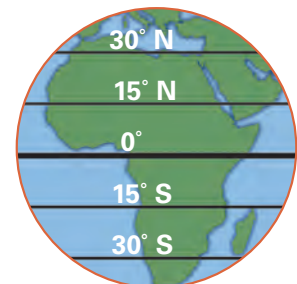


Globes and maps have lines that are not real. Geographers draw these lines to help us find places and to make traveling easier.

A latitude is a line that goes east to west, around the earth. The **equator** is a latitude that divides the earth in half. A longitude is a line that goes **north to south**, top to bottom. Longitude lines meet at the north and south poles.



Latitudes are the **black** lines. They go east and west. Longitudes are the **yellow** lines. They go north and south.



Longitudes and latitudes are measured in degrees, like temperature. The degree symbol is °.

Geography

Lesson Type

Topic Sequence B



Objective

The student identifies that climate and landforms influence each other.

Climate, p. 22

- ▶ Read the title “Climate,” and discuss the following point:
 - The photograph links precipitation with climate.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **climate**. Then discuss three ideas in the passage, for example:
 - Earth has many different climates.
 - Hot climates are found around the equator.
 - Cold climates, like in Antarctica, are long distances from the equator.

Landforms, p. 23

- ▶ Read the title “Landforms,” and discuss the following point:
 - The map shows how climate and landforms are related.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **equator**. Then discuss three ideas in the passage, for example:
 - Tropical forests are found around the equator.
 - Frozen areas are cold and dry.
 - Mountains are colder than lowlands because the higher up you go, the colder it gets.

Political Map, pp. 24–25

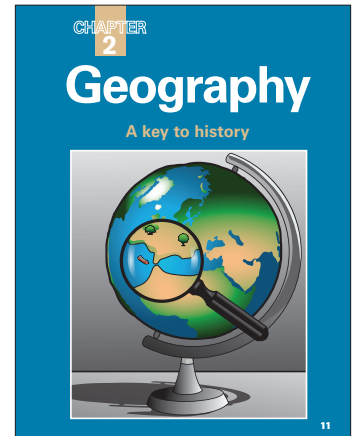
- ▶ Read the title “Political Map,” and discuss the following points:
 - The maps on page 24 show how political borders change over time.
 - The map on page 25 is a contemporary political map.
- ▶ Read the passages together and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **country**. Then discuss two ideas in the passages, for example:
 - Landforms can influence political borders.
 - War can change political borders.

Word Study

These everyday words are highlighted in the sample pages on the right: **pattern, surrounding, share**. Say the words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

“The chapter we’re studying is called **Geography**. Today we’ll read three interesting passages. We’ll see how climate and landforms influence each other. Then we’ll look at political maps, which show countries. Let’s begin now on page 22.”



Connections

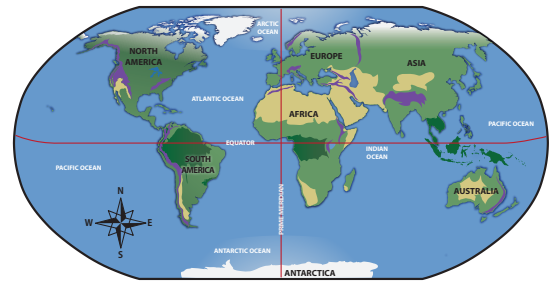
- ▶ Point out the influences of climate on agriculture using the map that shows where agricultural products were first developed (p. 57).
- ▶ The back page of the **Maps Reference Guide** shows a contemporary political map.

Climate



The **climate** is the usual weather **pattern** of an area. Earth has many climates. The land, oceans, and heat from the sun work together to make climates. Hot and wet climates are found around the equator. The middle part of Earth gets more direct sunlight. Cold climates are far north and south because these areas get less heat from the sun.

Landforms



Key

- Mountains
- Water
- Tropical Forest
- Snow and Ice
- Desert

Landforms and climate are related to each other. Deserts are dry. Tropical forests are hot and wet. Frozen areas are cold and dry. Mountains are colder than the **surrounding** lowlands. Why? Because the higher up you go, the colder it gets.

Political Map



Map of Europe, 1913



Current map of Europe

A **country** is an area with its own government and clear borders. Landforms like shorelines and mountains often form the borders. Countries have citizens who **share** a culture and a language. Countries come and go. Names and borders can change because of war or other events. Sometimes a territory breaks away to form its own country.



This political map shows countries or nations. See if you can locate these countries:

- | | |
|--------------|--------|
| Italy | Iran |
| Greece | Syria |
| Egypt | Cyprus |
| Saudi Arabia | Israel |
| Iraq | Jordan |



Geography

Lesson Type

Topic Sequence C



Objective

The student identifies that population refers to the number of people living in an area.

Where People Live, p. 26

- ▶ Read the title “Where People Live” and the image caption. Then discuss the following point:
 - The table shows the population of the top six nations.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **population**. Then discuss two ideas in the passage, for example:
 - China has the most people.
 - The world’s population is over 7 billion.

Care of Earth, p. 27

- ▶ Read the title “Care of Earth,” and discuss the following point:
 - The photograph shows air pollution.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, review the definition of the new vocabulary word in the passage: **atmosphere**. Then discuss two ideas in the passage, for example:
 - People influence the environment.
 - Pollution is a bad influence.

Climate Change, p. 28

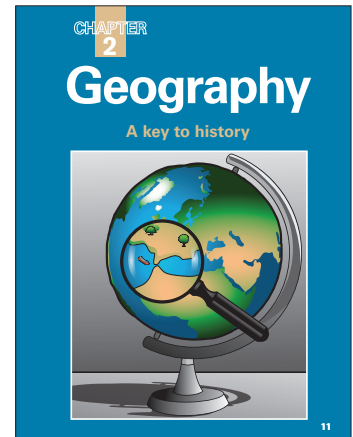
- ▶ Read the title “Care of Earth” and the image caption. Then discuss the following point:
 - The photograph shows the earth from space.
- ▶ Read the passage and ask the students to “follow along in your book as I read the text to you.” When finished, discuss two ideas in the passage, for example:
 - Scientists believe that using large amounts of fossil fuels causes climate change.
 - Oil and coal are fossil fuels.

Word Study

These everyday words are highlighted in the sample pages on the right: **medicine**, **breathe**, **gasoline**. Say these words aloud and ask the students to repeat them. Read the sentences in which they appear, and discuss their definitions.

Introductory Script

“The chapter we’re studying is called **Geography**. Today we’ll read three interesting passages. We’ll learn about how many people live in the world. Then we’ll discuss how people influence the environment. Let’s begin now on page 26.”



Connections

A table on page 107 has population data on classical empires.

Where People Live

1		China	1,385,566,537
2		India	1,252,139,596
3		United States	320,050,716
4		Indonesia	249,865,631
5		Brazil	200,361,925
6		Pakistan	182,142,594

Population estimates from the United Nations, 2015.

More people live on Earth than ever before. The world's population is over 7 billion. A large **population** requires a lot of resources. It's hard for some countries to provide enough food and **medicine** for everyone. The population of countries varies because they can be of any size. In some countries people live closer together than in other countries.

Care of Earth



Geography studies show how the environment influences people. The environment includes the food we grow, the water we drink, and the **atmosphere** we **breathe**. People influence the environment. Pollution is a bad influence. Keeping the environment healthy is our responsibility. Using less and recycling are ways you can help the environment.

Climate Change



NASA picture of Earth from space.

Our climate may be changing. Most scientists say we are putting too much carbon into the atmosphere. A lot of carbon comes from burning fossil fuels, like **gasoline**. Fossil fuels were formed a long time ago from living plants and animals. Over time, they turned into oil and coal. We all share the same atmosphere. That's why climate change is a worldwide concern. Geography affects people, and people affect geography.

Geography

Lesson Type Video Images

Objective The student identifies one big idea in the video.

Video Title

- ▶ **Welcoming Refugees**
 - Running Time: 1:20
 - Note: This video is intended for a general education audience. If it contains too much information for your students, show and discuss video stills that illustrate the Big Ideas.
 - Before you watch the video, show the students the locations of Syria and Canada on the **Maps Reference Guide**. There's also a more detailed map on page 25 that includes Syria.

Access

- ▶ Explore World History DVD
- ▶ QR Code
- ▶ Website: attainmentcompany.com/ewhvideo



Video Introductory Script

We'll start today's lesson by watching a video about geography. When it's over, we'll talk about it.

Video Big Ideas

- ▶ The refugee family is leaving Syria and going to Canada.
- ▶ A war is causing many refugees to flee Syria.
- ▶ Refugees are not always welcome.
- ▶ War affects population and political borders.

Video Stills



Lesson Type Video Images

Objective The student identifies one big idea in the video.

Video Title

- ▶ **A Tour of the Snake River**
 - Running Time: 9:20
 - Note: This video is intended for a general education audience. If it contains too much information for your students, show and discuss video stills that illustrate the Big Ideas.
 - Before you watch the video, show the students the location of the Snake River in Idaho. Mention that it flows west and empties into the Columbia River.

Access

- ▶ Explore World History DVD
- ▶ QR Code
- ▶ Website: attainmentcompany.com/ewhvideo



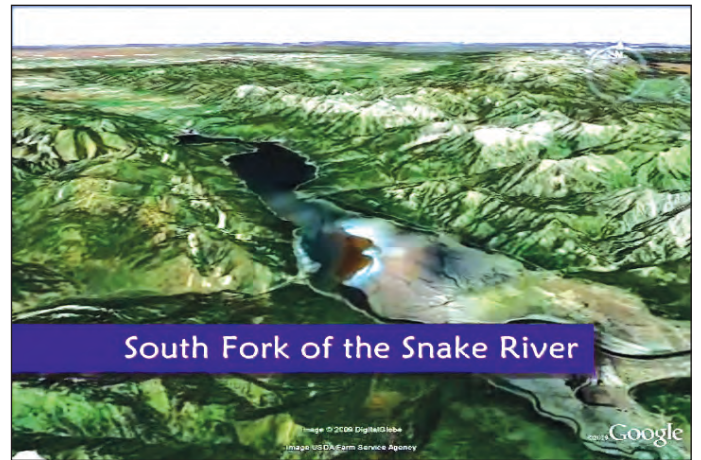
Video Big Ideas

- ▶ The Snake River is in Idaho in the United States.
- ▶ It's used for recreation, irrigation, and making electric power.
- ▶ It passes by an extinct volcano.
- ▶ It empties into the Columbia River.

Video Introductory Script

We'll start today's lesson by watching a video about geography. When it's over, we'll talk about it.

Video Stills



Geography

Lesson Type Satellite Images

Objective The student identifies one big idea in each satellite image.

Satellite Image Titles

- ▶ Sahara Desert
- ▶ Amazon River
- ▶ Tahiti

Access

- ▶ Explore World History PDF Image Library
- ▶ Google Earth search
- ▶ Satellite Images Reference Guide

Sahara Desert

- ▶ Read the title “Sahara Desert” and the image caption. Then discuss the following points:
 - The Sahara Desert is in Africa.
 - The climate is hot and dry.
 - All deserts are dry but they aren’t all hot.

Amazon River

- ▶ Read the title “Amazon River” and the image caption. Then discuss the following points:
 - The Amazon River is in Brazil.
 - It contains more water than any other river.
 - It runs through the world’s largest tropical forest.
 - It empties into the Atlantic Ocean.

Tahiti

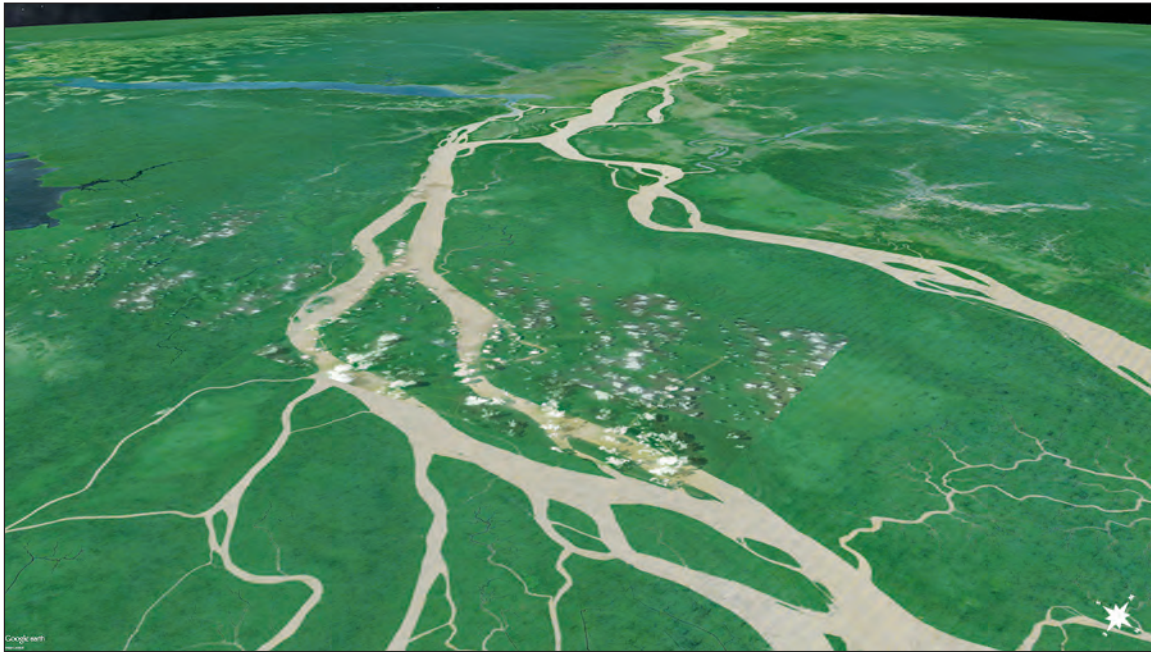
- ▶ Read the title “Tahiti ” and the image caption. Then discuss the following points:
 - Tahiti is an island in the Pacific Ocean.
 - It has a warm and wet climate.
 - It was formed by a volcano.

Sahara Desert



The Sahara Desert is the world’s largest and hottest desert. It covers most of northern Africa.

Amazon River



The Amazon River in South America holds more water than any other river. In some places it's more than six miles across. It empties into the Atlantic Ocean.

Tahiti



Tahiti was formed by a volcano. It's an island in the South Pacific. It has beaches, lagoons, and waterfalls.

Sahara Desert map data: © 2016 Google Earth. Data SIO, NOAA, U.S. Navy, NGA, GEBCO, Image Landsat. Search "Sahara Desert" or 23.170837° 12.670612°.

Amazon River map data: © 2016 Google Earth, Image Landsat Data SIO, NOAA, U.S. Navy, NGA, GEBCO. Search "Amazon River" or -0.987514° -51.514436°.

Tahiti map data: © 2016 Google Earth. Data LDEO=Columbia, NSF, NOAA, Data SIO, NOAA, U.S. Navy, NGA, GEBCO, Image © 2016 CNES/Astrium, Image © 2016 DigitalGlobe. Search "Tahiti" or -17.648846° -149.422920°.

Geography

Lesson Type

Quiz/Review

Procedure

Three options for administering the quiz's multiple-choice questions and the Write About It exercise are given below. Choose the procedure(s) that work best for you. The students can prepare for the quiz by reviewing the chapter's **Study Cards**. Seven of the cards focus on the multiple-choice questions, with four reviewing the Big Ideas and three reviewing selected vocabulary words. One card and the **Write About It Reference Guide** provide writing ideas.

Quiz Questions, pp. 29–30

Write About It, p. 30













- ▶ Choose the method that works for you:
 - Have the students take the quiz independently.
 - Read the questions and choices to the students, and have them circle or point to their answers.
 - Use the quiz as a chapter review and not a comprehension assessment.

- ▶ Choose the method that works for you:
 - Have the students complete the Write About It exercise independently.
 - Read the writing ideas to the students to stimulate their writing.
 - Have the students apply sentence strips in the Write About It exercise as an alternative to writing. (Learn about sentence strips in the Writing Adaptations explanation on p. 3.)












QUIZ


Circle the correct answer.

- _____ studies where and how people live.
 Human geography Atmosphere Ocean



- _____ studies the natural features of Earth.
 Culture Physical geography Climate



- An imaginary line around the middle of the earth is the _____.
 climate continent equator



- Both physical and human _____ change over time.
 geography nomads Ice Age




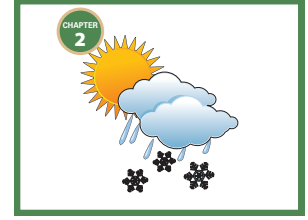
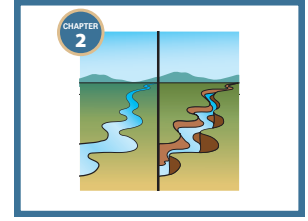
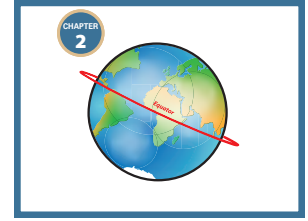
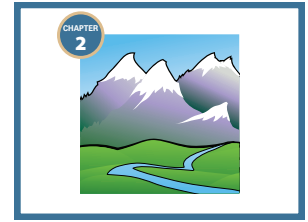
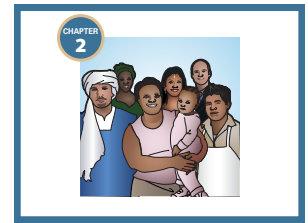
GEOGRAPHY 29

- _____ are the seven large land masses on Earth.
 Equators Continents Oceans



- The weather conditions of an area are the _____.
 culture atmosphere climate



- A map that shows countries and their borders is a _____.
 landform map political map space map




Write About It



30 EXPLORE WORLD HISTORY • CHAPTER 2



WRITE ABOUT IT

- The image shows pollution in the air.
- That air could be bad to breathe.
- People are working to create cleaner sources of energy.

Explore World History Study Cards