

• • ATTAINMENT'S • •

Explore WORLD HISTORY

INSTRUCTOR'S GUIDE

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ATTAINMENT FOREWORD



CHRISTOPHER J. RIVERA, PHD

English learners (ELs), students with disabilities, and ELs with disabilities, or extensive support needs, face many challenges in American educational systems. Not only are they navigating these systems with unique learning needs; but some are doing so while acquiring a second language, others are adjusting to new cultural norms, and some experience challenges with communication including the aforementioned. To assist in the increased academic and functional performance of these groups, researchers have illustrated and advocated for the continued use of instructional approaches that combine wide-range research-based strategies and frameworks as a way to further individualize instruction depending on student needs (e.g., Cook & Rao, 2018; Lopes-Murphy, 2012; Rivera et al., 2019; Roa et al., 2017). One of these approaches is the Universal Design for Learning (UDL; CAST, 2018). UDL places emphasis on three prominent guidelines for increasing academic performance. First, the framework suggests that students should be provided with multiple means of *Engagement*. This can be achieved by developing lessons that provide varied options that will captivate student interest, increase collaboration amongst students, and promote self-reflection. Secondly, UDL seeks to ensure that lessons are taught in a way that promote multiple means of *Representation*. In other words, students are given options in how they view information that is presented and are supported in ways to help promote understanding across languages. Finally, the UDL framework seeks to give students multiple means of *Action and Expression*. This final component encourages educators to seek different ways in which students can demonstrate their knowledge through, for instance, varied expressive and communicative intents.

For ELs, UDL is an additional layered framework that can be beneficial in the acquisition of academic language. Lopes-Murphy (2012) argued that ELs need scaffolded language supports that help connect prior knowledge with new information. In addition, students need opportunities to engage in academic language with other learners across multiple settings. Students with the most diverse learning needs need diverse solutions. This is where the addition of UDL is beneficial. Not only does it provide instructional flexibility, but it challenges educators to think carefully about how to increase accessibility to content while also focusing on language development. While UDL is important, Rivera et al. (2016) adds that ELs with extensive support needs should be given multiple opportunities to actively participate in lessons taught and should be granted the same access to the general curriculum as their peers, despite complex language or communication needs. The same can be said of monolingual students with extensive support needs.

While research in using UDL for students with disabilities has been established (e.g., Cook & Rao, 2018; Rao et al., 2017), its application is still emerging regarding ELs with extensive support needs (Rivera et al., 2019), and examples of applying existing strategies and instructional frameworks are still somewhat elusive in mainstream contexts. This is why Attainment Company's **integration of the UDL framework with language-building objectives** is so timely. Attainment has carefully revisited their curricula and have applied UDL guidelines with special emphasis on language acquisition to aid educators in supporting both student academic and language achievement. Directions and suggestions for connecting prior knowledge, scaffolding language supports, modeling, providing visual aids, and clear steps for embedding UDL have been enhanced in their new curricula. Even more exciting are the clear protocols for assisting educators in teaching and the plethora of resources provided for students. Through this curriculum series, Attainment ensures both equity and accessibility for diverse groups of students, including those with the most extensive support needs.

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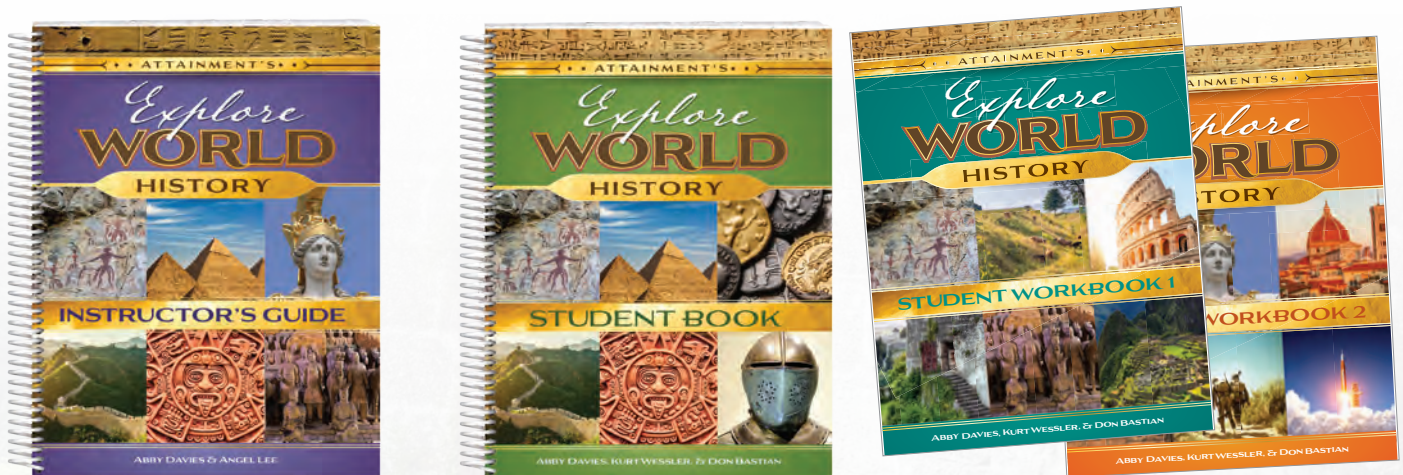
COMPONENTS LIST

BOOKS

The **Explore World History Instructor's Guide** contains comprehensive introductory, vocabulary, and Big Idea lessons to be used in conjunction with all 12 chapters of the Student Book. Using evidence-based practices, the Instructor's Guide provides instructors with effective teaching strategies for all students. It also features content-based activities that instructors can implement to increase student understanding and foster engagement.

The **Explore World History Student Book** features 6 units and 12 chapters. Each chapter begins with the Big Picture statement, outlining the most important theme of the chapter, and the 5 Big Ideas. The Big Picture contains a QR code, which will lead students to an original video based on the five Big Ideas. Each Big Idea includes two content-based vocabulary words and five images. The fifth image corresponds to the "Did You Know?" section, which gives students the opportunity to learn an interesting fact related to the Big Idea content. A "Discovery" page to foster discussion is included after the Big Ideas. The chapter ends with a 10-question quiz.

The Consumable Student Workbooks correspond to the Student Book and reduce prep time. The workbooks condense the student activities from the Student Book into a consumable option.

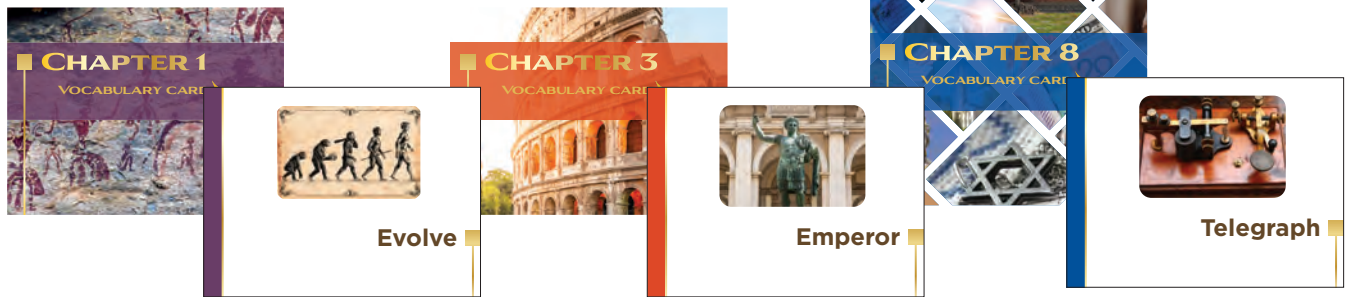


CARDS

The provided **Big Idea Cards** may be used by themselves or in conjunction with the Explore World History Student Book. Each Big Idea Card includes the same information provided in each Big Idea section of the Student Book.



Vocabulary Cards are provided for all chapter vocabulary. These cards can be used when using the Time-Delay strategy, Model-Lead-Test, as well as review activities.



A **Time-Delay Procedure Card** and **Model-Lead-Test Procedure Card** are provided for you as a reference to use when teaching vocabulary terms.



DIGITAL HUB FILES

Various digital files can be downloaded from Attainment’s HUB for convenient printing or for projecting onto whiteboards. First, go to the Attainment HUB at hub.attainmentcompany.com. Follow the instructions given on the inside cover of the Instructor’s Guide to redeem your HUB code and access all digital, reproducible content. Digital resources for Explore World History include:



- Chapter Overview
- Graphic Organizers
- 24 Biographies
- Frayer Model
- Diagrams
- T-Chart
- KWL Chart
- Vocabulary Worksheet
- Word Search
- Quiz
- Big Idea Worksheet
- Image Library
- Term Tests
- Answer Keys

USING EXPLORE WORLD HISTORY

Prior to beginning instruction, it will be important to read the content of the lesson, and the entire chapter. When reading, consider if any of the following modifications will be needed to support student understanding.

1. VOCABULARY

You may find it necessary to substitute or add phrases that might clarify vocabulary words. For example, in the passage for Big Idea 3, you may include the phrase, *or time period* after the vocabulary word *era*. Since *era* is used often, it is better to support understanding rather than substituting a different word. Examples when you might exercise some word choice will be vocabulary that might not be content-specific. For example, in the passage for Big Idea 10 the word *invented* is used. You might choose to substitute *created* for *invented*.

Some words cannot be changed without losing the meaning of a sentence; these words will need to be pre-taught. For example, the passage for Big Idea 5 uses the term *species*. If students do not know what *species* means, they will not understand important ideas.

2. GRAPHIC ORGANIZERS

The use of graphic organizers has been shown to be an effective strategy that can be used across content areas for all students. There are many types of graphic organizers, but they all allow students to categorize information, making it less overwhelming and easier to manage. Some lessons require that students complete a KWL chart—a graphic organizer for which students fill in columns for What Do I Know?, What Do I Want to Know?, and What Did I Learn? When the opportunity presents itself, try to incorporate other graphic organizers into instruction.

Some suggested graphic organizers include the following: a T-chart teaches examples and non-examples of empires; a Venn diagram compares and contrasts capitalism and communism; a Concept Map shows facts about early civilizations; a timeline shows the history of technology; a Cause-and-Effect organizer illustrates World War II; a Frayer Model organizer teaches vocabulary words or concepts. The ideas and uses are limitless!

The lesson content is short but can be dense. During the lesson, give students an opportunity to stop and reflect on the information being presented. Allow them to complete or add to a graphic organizer. Some organizers will lend themselves to being completed in stages, while others will be more effective if completed at one time.







3. CONCEPTS

The content of Explore World History assumes some background knowledge on the part of the students. Examples can be seen right from the first Big Idea with the concepts of scientists, mammals, and species. If students do not understand these concepts, you will need to start by designing a lesson to introduce students to them. This will be true throughout this curriculum. Pay special attention to the Big Ideas as these represent fundamental understandings. The content of Explore World History also assumes background knowledge on the part of instructors. As special educators, most of us do not have a history background. Prior to beginning instruction, make sure that you have a solid understanding of the content. You should be able to provide examples, simplify content, and/or explain the content to a greater extent than the provided text.

4. UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a framework to support and improve teaching and learning for all learners based on scientific findings (CAST; <https://www.cast.org/impact/universal-design-for-learning-udl>). This framework involves providing multiple means of *Representation*, *Expression*, and *Engagement*. *Representation* focuses on how information is presented. *Expression* focuses on varying ways that students can demonstrate understanding, and *Engagement* focuses on keeping students motivated and interested in learning. A general UDL chart is provided here with some general suggestions for multiple means of *Representation*, *Expression*, and *Engagement* that are not content-specific and, therefore, are applicable across lessons. When appropriate, additional content-specific suggestions will be provided at the lesson level.

UNIVERSAL DESIGN FOR LEARNING

 REPRESENTATION Resourceful, knowledgeable learners	 EXPRESSION Strategic, goal-directed learners	 ENGAGEMENT Purposeful, motivated learners
<ul style="list-style-type: none"> • Project content to a Promethean board. • Provide large photos representing concepts and vocabulary. • Provide physical objects or special representations for concepts and vocabulary. • Connect concepts and vocabulary to the learner's experiences and background knowledge. • Add simulations, graphics, videos, and activities to concepts and vocabulary. • Use strategically placed symbol supports for concepts and vocabulary. • Provide options for organizing information. • Repeat lessons, providing opportunities for review and practice. • Enlarge text. • Enlarge images. 	<ul style="list-style-type: none"> • Provide assistive technology that is accessible for the student. • Allow for use of physical manipulatives and/or actions to demonstrate understanding. • Provide preprogrammed AAC devices. • Allow students to respond from an array of options. • Add physical modifications to the Student Book to support students' ability to turn pages and locate chapters. • Physical modes of responding may include pointing to, pulling off, or eye gazing to a selected choice. 	<ul style="list-style-type: none"> • Assure students have needed background knowledge. • Increase physical engagement by asking students to follow along as you read the text. • Give students opportunities to participate in reading the text. • Break up lessons into small increments. • Differentiate the complexity of the text. <ul style="list-style-type: none"> • Use the Student Book as is when appropriate. • Lessen the complexity of words and phrases by substituting fewer complex words or adding explanations or details to more complex words or phrases. • Communicate the lesson objectives in a meaningful manner. • Offer explicit opportunities to generalize learning into new situations, e.g., a real-world application. • Whenever possible, give students choices regarding what activity to complete and how the activity is completed.
Provide supports for important words in the text. Nouns Verbs Adjectives		
 Examine It!	 Language Builder!	 Challenge!

5. BIOGRAPHIES

Twenty-four biographies of important historical figures can be found on the HUB. Two biographies correspond to each chapter. The person may be from the time period detailed in the chapter, or may reflect an important theme of the chapter (e.g., William Shakespeare for writing). You may choose to incorporate the biographies at the end of each chapter, or throughout the chapter as appropriate. Each biography includes a quiz on the person's life.

EMBEDDING EVIDENCE-BASED TEACHING PROCEDURES

While Explore World History is not a scripted curriculum, evidence-based instructional strategies are scripted in Chapter 1 and suggested in remaining chapters. The consistent use of evidence-based practices can lead to improved student performance.

MODEL-LEAD-TEST PROCEDURE (MLT)

Evidence-based teaching procedures can effectively be utilized when completing the steps of each lesson. One procedure that can be embedded is the direct instruction method of MLT (Archer & Hughes, 2011; Bursuck & Damer, 2011). In MLT, you first model the target behavior (“Watch me”), then you lead the students to practice together with you in unison (“Do it with me”). After you have modeled the target behavior and led students through the process, the last step (test) requires the students to practice the target behavior independently (“Your turn”).

The MLT is one procedure that is used for teaching vocabulary. For your convenience, a **Model-Lead-Test Procedure Card** is provided. While not scripted into the lessons, Model-Lead-Test is also appropriate for the first lesson in each chapter, which introduces the Big Ideas for the chapter. Keep in mind that MLT is a procedure that requires a verbal response from the student.

Vocabulary Script
Using the Time-Delay Procedure

Note: "Show me" means any form of indication, including pointing to, pulling a card from a choice board, or eye gazing to a choice. The examples provided are for a student who uses a point response. Adjust your directions and prompting to match the response mode.

Vocabulary Cards

Round 1: 0-Second Delay

Step 1 Present the vocabulary cards (typically in sets of 4) to a S and review them.

Step 2 Give the direction to find the target vocabulary. For example, say to S, **Show me the word war**, and provide an immediate prompt (0-second time delay) by pointing to the vocabulary (reactive) while giving the direction.

Step 3 Provide feedback. If the S points correctly, provide praise. Great! That is the word war. War means an organized fight between groups or countries.

If the S does not respond or makes an error, use a physical prompt to help the S point to the correct word. Then give praise. Test You pointed to war.

Step 4 Shuffle the cards and repeat steps with each student in the group, using the same word.

Step 5 Repeat these steps for each vocabulary word.

Note: There should be no errors on this round. Repeat 0-second time delay until the S consistently responds, then move on to a delay round.

Round 2: 5-Second Delay

Step 1 Present the vocabulary cards to a S. Tell the S that this time he will find the words on his own. But, if he doesn't know, don't guess. Say, **If you are not sure, wait and I will show you.**

Step 2 In this second round, give the direction to find the target vocabulary. For example, say to S, **Show me war.** Wait up to 5 seconds (5-second time delay) for the S to respond before prompting the student. If needed, remind the S to wait if he or she is not sure.

Vocabulary Comprehension

Present the vocabulary cards in sets of 4. Have Ss point to the vocabulary card while you give a definition.

Round 1: 0-Second Delay

Give the direction to find the target word by its definition. For example, **Show me the word that means an organized fight between groups or countries.** Immediately point to the correct word. After the S points, say, **That's right! War means an organized fight between groups or countries.** Repeat for each S in the group. Complete this for a few rounds and then move to Round 2.

Round 2: 5-Second Delay

Ask a S to find the vocabulary card as you say the definition. For example, **Find the word that means an organized fight between groups or countries.** Reinforce correct responses. Good, you found war. War means an organized fight between groups or countries.

Back and redirect for error correction. Shuffle the cards and move on to the next S. Repeat for each definition.

Vocabulary Script
Model-Lead-Test Procedure

uses the student to respond verbally. strategy, follow this procedure:

The word war means an organized fight between groups or countries.

With me, War means an organized fight between groups or countries.

Word means an organized fight between groups or countries. Student answers "war".

vocabulary word.

Model-Lead-Test procedure to correct errors independently.

Verbal, use an AAC device preprogrammed with definitions.

TIME-DELAY PROCEDURE

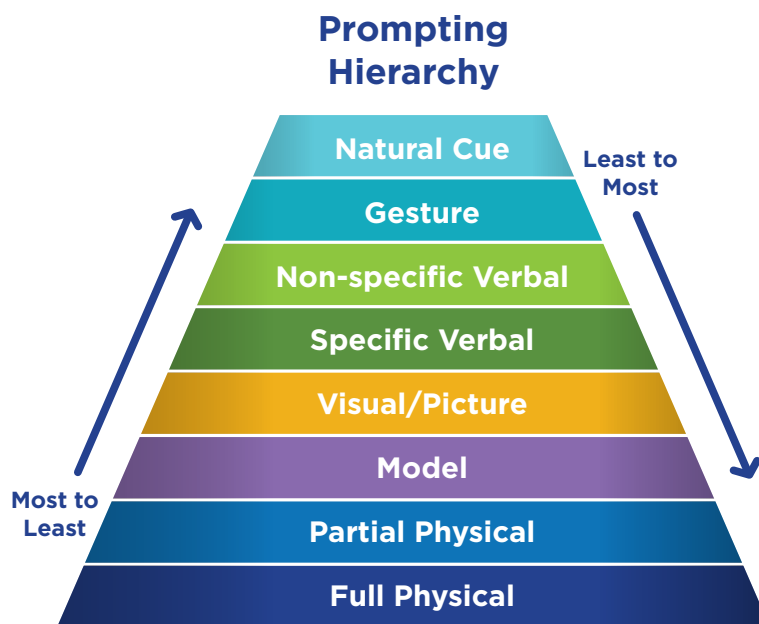
Time Delay is also a suggested evidence-based practice for teaching the vocabulary in Explore World History. An example of the Time Delay is as follows: the teacher lays out four vocabulary cards. She gives the instructions, “Point to *medieval*”, and immediately points to the vocabulary card for *medieval* so the student knows where to point. When the student consistently responds at 0-time delay (Round 1), the teacher gives the direction to the student, but delays prompting for a specified number of seconds (e.g., 4–5 seconds) to provide the student the opportunity to respond independently (Round 2). Several questions should be considered for each student when using this procedure:

- What type of response does the student use: Point to the answer (receptive)? Say the answer (expressive)? Pull the answer from a choice board? Eye gaze to an answer?
- Will the student respond receptively only or receptively and expressively (e.g., point to the answer only; point to the answer and say it; use an AAC device to respond)?
- How many warm-up trials will you give at 0-second time delay?
- How long will you wait before prompting in Round 2 (e.g., 5 seconds)?
- What kind of feedback will you provide? If a student struggles with Round 2, return to Round 1 for a few trials and then return to Round 2. For students who are consistently responding in Round 2, you can skip Round 1.

For your convenience, a **Time-Delay Procedure Card** is provided. **Vocabulary Cards** are provided with your kit for use during instruction.

LEAST INTRUSIVE PROMPT HIERARCHY

In least intrusive prompting (LIP), teachers will utilize a least intrusive prompting hierarchy (as needed) to prompt the student through to the correct response. First, the teacher provides the student with an opportunity to respond independently. If the student does not make a correct response or does not respond within a set period of time (e.g., 5 seconds), the teacher provides the first prompt in a predetermined hierarchy (e.g., a verbal cue). The teacher proceeds through a prompting hierarchy until the student elicits a correct response (Collins, 2007). As shown below, this system places prompts given to students in a hierarchy from the least intrusive to most intrusive. The exact prompting hierarchy can vary by content, and student. For example, a verbal prompt, followed by a model prompt may work well for some tasks. For other types of activities, it may be better to begin with a visual or gestural prompt. The key is to implement the prompting hierarchy consistently across lessons and across students. Familiarize yourself with the prompting levels shown here, always moving from least to most. Typically, 2-4 prompting levels are employed during instruction. Scripted examples are provided in Chapter 1 and, occasionally, throughout the Instructor's Guide. These examples will serve as a model that can be applied to remaining lessons.



UNIT 5



THE EARLY MODERN PERIOD





CHAPTER 9

THE EARLY MODERN PERIOD PART 1

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GETTING STARTED

GETTING STARTED LESSON

LEARNING OBJECTIVE:

Demonstrate an understanding of at least three Big Ideas.

MATERIALS:

Big Idea Cards

Optional: printed Big Ideas page from **Student Book**, **Big Idea Worksheet**, **Courseware Software**; see UDL chart for additional ideas 🛠️

PREREQUISITE KNOWLEDGE:

locations of Europe, Africa, and the Americas; art, basic knowledge of economics, religion, politics, empires, and Indigenous peoples

PREREQUISITE VOCABULARY:

discovery, influence, rebirth, sea, voyages, unfamiliar, brutalized, enslaved

LESSON PREP:

Review the general and lesson-specific UDL charts. Incorporate suggestions for *Representation*, *Expression*, and *Engagement* into lesson steps.

LANGUAGE BUILDER:

List the 5 Big Ideas with highlighting/underlining for verbs/nouns/adjectives.

The Renaissance was a rebirth of Europe's artistic and economic power.

The Reformation led to changes in Europe's religion and politics.

The Age of Exploration led to sea voyages to unfamiliar lands.

Colonial empires brutalized Indigenous peoples.

Enslaved Africans were forced to go to the Americas.

Consider pre-teaching the vocabulary words *Reformation* and *colonization* from the Big Ideas.

Use picture supports and point out important Verbs | Nouns | Adjectives within Big Ideas.



REPRESENTATION

- Show images of art created during the Renaissance.
- Use a map to show the changes in Europe's religions.
- Show videos of the Age of Exploration.
- Use images to show the colonization of the Americas and the brutalization of Indigenous populations.



EXPRESSION

- Preprogram AAC devices with words like *colonization*, *exploration*, and *slavery* to show understanding.
- Rather than answering verbally, allow students to complete the Big Idea Worksheet for the chapter.



ENGAGEMENT

- Encourage each student to contribute at least one question to the KWL chart.
- Show additional photos, or a video, of Florence, Italy.



Examine It!



Language Builder!



Challenge!

OVERVIEW

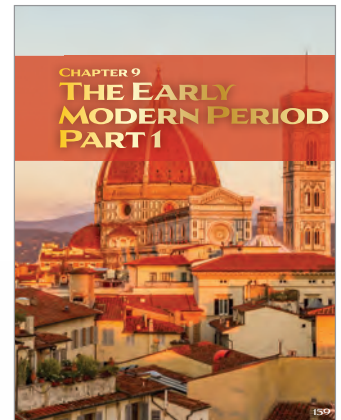
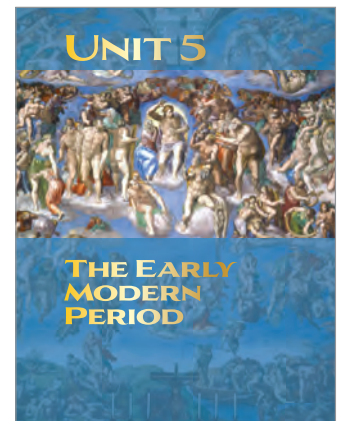
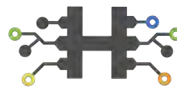
INTRODUCTION Follow along

Find Unit 5 in your book. Unit 5 is called “The Early Modern Period”. Look at the image. This shows a painting. This shows that art is going to be an important theme in this unit. Find Chapter 9 in your book. The title of Chapter 9 is “The Early Modern Period Part 1”. This means that this unit is going to have two chapters about the period of history called the Early Modern Period. Does anyone know what the word **modern** means? Give students a chance to answer. If needed, explain that modern means recent or current. Explain that history covers long periods of time and that early modern means that you have now moved into history that is more recent compared to the history you learned in previous chapters.

Chapter 10 will also be about the Early Modern Period. Point out the image and describe it in your own words. This image shows the city of Florence. Florence is in Italy. It was an important location during the Renaissance, which happened during the Early Modern Period. Ask, **Do you think this city looks like cities here in the United States? What is different?** Encourage discussion.


ACTIVATE PRIOR KNOWLEDGE KWL chart


Complete the KWL chart, recording what students know and want to know about the Early Modern period.



EXPLORE

THE BIG PICTURE Participate in discussion

Turn to page 140 in your book. Point to text as you read the title for the Big Picture. **The Early Modern Period was a time of discovery and influence.** If students do not have a firm understanding of the words *discovery* and *influence*, use these words in a sentence that will promote understanding. **As we read the Big Ideas, think about what kinds of discoveries may have occurred and what kinds of influences they had.** 

 When explaining words such as *discovery*, consider other forms of the word that students may already know, e.g., *discover*.

BIG IDEAS Follow along

Read each Big Idea, pointing to each one, so students can see. Offer brief explanations or simple synonyms as needed.

Optional: Ask students to point to each Big Idea in their book as you read it.

CHECK FOR UNDERSTANDING Answer questions

Go back through the Big Ideas, reading each one once or twice. After each Big Idea, ask a corresponding question.

DEEPER UNDERSTANDING Watch video and answer question

Use the QR code to access the video clip for Chapter 9. Ask students one or two questions about the video or ask one thing that was learned. Reinforce and confirm correct responses.

If needed, use LIP. A suggested hierarchy would be 1. Verbal. Listen to video again. Re-ask. 2. Model. Model providing the correct answer, either verbally or by pointing to the correct response option. Re-ask. 3. Physical guidance. If using response options, guide the student to the correct response.



CLOSING

Great job answering questions about the Big Ideas. We will learn more about each Big Idea in upcoming lessons.

VOCABULARY


VOCABULARY LESSON

LEARNING OBJECTIVE:

Gain exposure to vocabulary related to history.

MATERIALS:

Vocabulary Cards, Model-Lead-Test Procedure Card, Time-Delay Procedure Card, Vocabulary Worksheet

Optional: photos and/or objects to represent vocabulary, Word Search Activity; see UDL chart for additional ideas 

PREREQUISITE KNOWLEDGE:

basic knowledge of different religions, science, eras, nations, conquest, and slavery, powerful vs. weak, location of Europe vs. the Americas

PREREQUISITE VOCABULARY:

beliefs, reform, reason, islands, establishment, settlements, homeland, origin, human beings, capture

LESSON PREP:

Review the general and lesson-specific UDL charts. Incorporate suggestions for *Representation*, *Expression*, and *Engagement* into lesson steps.

**REPRESENTATION**

Varying ways to represent vocabulary:

- As presented in the Student Book.
- Supported by:
 - Illustrations or photographs, e.g., *pope*
 - Models, e.g., *philosophy* (book)
 - Videos, e.g., *Age of Enlightenment*
 - Maps, e.g., *New World*

**EXPRESSION**

- When using Model-Lead-Test, students may demonstrate understanding by responding verbally, or through the use of an AAC device, as long as the AAC device has multiple responses. If it is a single message device, it does not demonstrate knowledge of the vocabulary, only participation.
- When using Time-Delay, choose an expressive or receptive format. If a receptive format is chosen, response options include, but are not limited to, pointing, pull offs, and eye gaze.
- Allow students to create alternate versions of the definitions using synonyms and/or symbols.

**ENGAGEMENT**

- Choosing the strategy best suited for your students will increase engagement.
- Using the appropriate form of vocabulary (see *Representation*) will lead to increased engagement.
- Vary what you consider to be acceptable performance for this lesson. Not all students will learn and maintain ten vocabulary words.
- Allow students to give definitions in their own words.

VOCABULARY

INTRODUCTION Follow along

Ask students to turn to page 162 in their book. **Today our lesson starts on page 162, Chapter 9, a vocabulary lesson.** There are ten vocabulary words per chapter. Decide if you will teach all ten words in one lesson or teach sets of words per lesson. Repeat these lessons if needed.

CHOOSE YOUR STRATEGY Learn vocabulary

Model-Lead-Test Repeat with each vocabulary word.

Time-Delay Teach the words in sets of four.

Note: Refer back to Chapter 1 Lessons for full scripting.

WRITE ABOUT IT!

WORKSHEET Complete worksheet

Use the editable Vocabulary Writing Page to create a Vocabulary Worksheet appropriate for each student.

Note: Refer back to Chapter 1 Lessons for full scripting.

CLOSING

Refer back to the KWL chart to see if any questions have been addressed. If so, review the questions and see if the students can complete the L portion of the chart.

Great job with the vocabulary words! We will review vocabulary words again as we read each Big Idea.

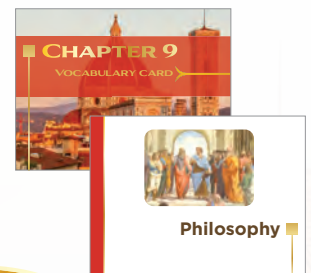


VOCABULARY

- Philosophy**
A system of thought and beliefs
- Reformation**
A reform movement that led to the Protestant religion
- Pope**
The head of the Roman Catholic Church

VOCABULARY

- Colonization**
The establishment of control over settlements away from the homeland
- Conquistador**
A conqueror of Spanish or Portuguese origin, especially in the 16th century
- Imperialism**
When a powerful nation dominates weaker nations
- Slave trade**
The transporting and selling of human beings as slaves
- Slave raid**
A military attack to capture people and move them to be used as slaves



CHAPTER 9
VOCABULARY CARD

Philosophy

TAKE IT FURTHER




REAL-WORLD CONNECTIONS

- Make connections by using the vocabulary words to discuss current events, e.g., *pope*, *imperialism*.



EXTENSION ACTIVITIES

- If repeating this lesson over days, choose 2-3 words per day to support a deeper understanding of the vocabulary.
- Watch related videos and locate photographs.
- Complete a Frayer Model graphic organizer for vocabulary words.
-  Write About It! Use the editable Word Search Writing Page to create a Word Search Activity for students to complete.

LESSON 41




The Renaissance was a rebirth of Europe's artistic and economic power.

LEARNING OBJECTIVES:

1. The Renaissance was a rebirth of Europe's artistic and economic power.
2. Science began to replace religion as the best way to explain the world.

MATERIALS:

Vocabulary Cards for *philosophy, Reformation, religion*; **Big Idea Card, Wh Graphic Organizer**

Optional: photos and/or objects to represent vocabulary words, printed Big Ideas page from **Student Book**; see UDL chart for additional ideas 

PREREQUISITE KNOWLEDGE:

basic knowledge of religion vs. science, Europe vs. Asia, art, the Middle Ages, and classical Greece

PREREQUISITE VOCABULARY:

artistic, economic, swept, population, rebirth, emphasis, advancements, replace, natural, solar system, literature, ultimately

LESSON PREP:

Review the general and lesson-specific UDL charts. Incorporate suggestions for *Representation, Expression, and Engagement* into lesson steps.

WHAT TO EXPECT:

Watch for these language-building opportunities throughout the lesson.

-  Show a variety of works of art from the Renaissance period. Give students an opportunity to describe what they like or dislike about each piece of art.
-  Prompt students to recall what they learned in science about the solar system. Ask students to give a declarative statement about the solar system.



REPRESENTATION

- Show images of several pieces of Renaissance art (both European and Chinese).
- Take a virtual tour of Florence on YouTube.
- Use a model to show that the Sun is the center of the solar system.



EXPRESSION

- Offer the opportunity to answer yes/no as an alternative to using an array of response options, e.g., **Was the Renaissance a rebirth of Europe's artistic and economic power?**
- Provide multiple paths for presenting research, e.g., a poster or PPT presentation.
- Provide word banks or response options for students to use when describing what they like or dislike about pieces of art.



ENGAGEMENT

- Pass around printed images of Renaissance art. Allow students to choose their favorite and explain what it means to them.
- Watch a video showing the Sistine Chapel.

INTRODUCTION



BIG IDEA Follow along

Show Big Ideas from page 161 or from the printed PDF. Read Big Idea 41.

VOCABULARY Identify vocabulary words

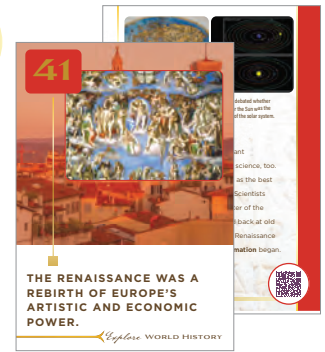
Review the vocabulary words and definitions related to Big Idea 41: *philosophy* and *Reformation*.

Review the previous vocabulary word: *religion*.

COMPREHENSION Follow along and answer questions

Turn to page 164 in your world history book. Read the Big Idea. **The Renaissance was a rebirth of Europe's artistic and economic power. The word renaissance means rebirth. As we read the text, listen for changes that took place in Europe.**

Point out the corresponding image and read the caption. Show images of the Sistine Chapel and Vatican City. Make sure students understand this is an example of Renaissance art.



EXPLORE

READ Follow along and answer question

Read the passage on page 164 and have students follow along. Review the concept of the Black Death on page 94. Return to page 164. Point out Italy on a world map or globe. Show images of Florence. Ask, **What did people study during the Renaissance?** Confirm correct responses. If needed, use a Reread Prompt.

COMPREHENSION Answer question

Point out and read the caption for the image at the bottom of page 164. Discuss the importance of the Mona Lisa and other works of art. Show a virtual tour of the Mona Lisa at the Louvre Museum online.



Show a variety of works of art from the Renaissance period. Give students an opportunity to describe what they like or dislike about each piece of art.

READ Follow along and answer questions

Turn to page 165 and follow along as I read. Read the passage. Stop to point out the vocabulary words *philosophy* and *Reformation*. Ask, **What replaced religion as the best way to explain the natural world?** Confirm correct responses. If needed, use a Reread Prompt.

Point out the first image at the top of page 165 and read the caption. Explain that geography and map drawing developed during this era. Have students compare and contrast this map to a world map today. Research Pietro Coppo.

Point out the second image at the top of the page and read the caption. Explain the two images. Let students know that we know today that the Sun is the center of the solar system.

Prompt students to recall what they learned in science about the solar system. Ask students to give a declarative statement about the solar system.



LESSON 41

CHECK FOR UNDERSTANDING

QUIZ Answer at least one quiz question

Ask Q1 and Q2 from the quiz. Provide choices from the quiz. Confirm correct responses. If needed, use a Reread Prompt.

Refer back to the KWL chart to see if any questions have been addressed.

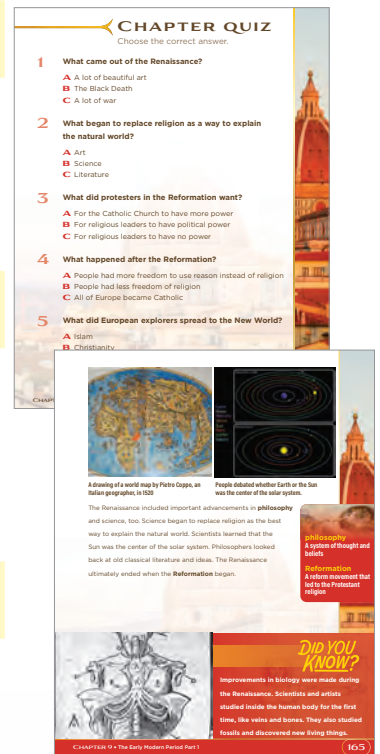
APPLY

DID YOU KNOW? Engage in discussion

Use the “Did You Know?” as a discussion topic. Review the meaning of the term *biology*. Discuss biological advancements made during the Renaissance. Research ways that these advancements affected the course of biology and how we still benefit from these advancements today. Discuss the rise of observational science.

CLOSING

Review the Big Idea again.



CHAPTER QUIZ
Choose the correct answer.

- 1 What came out of the Renaissance?
A A lot of beautiful art
B The Black Death
C A lot of war
- 2 What began to replace religion as a way to explain the natural world?
A Art
B Science
C Literature
- 3 What did protesters in the Reformation want?
A For the Catholic Church to have more power
B For religious leaders to have political power
C For religious leaders to have no power
- 4 What happened after the Reformation?
A People had more freedom to use reason instead of religion
B People had less freedom of religion
C All of Europe became Catholic
- 5 What did European explorers spread to the New World?
A Islam
B Christianity

A drawing of a world map by Pieter Coppes, an Italian geographic artist.

People debated whether Earth or the Sun was the center of the solar system.

The Renaissance included important advancements in philosophy and science, too. Science began to replace religion as the best way to explain the natural world. Scientists learned that the Sun was the center of the solar system. Philosophers looked back at old classical literature and ideas. The Renaissance ultimately ended when the Reformation began.

philosophy
A system of thought and beliefs

Reformation
A reform movement that led to the Protestant religion

Improvements in biology were made during the Renaissance. Scientists and artists studied inside the human body for the first time. They also studied fossils and discovered new living things.

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TAKE IT FURTHER



REAL-WORLD CONNECTIONS

- If possible, visit a nearby art museum that has pieces from the Renaissance. If not possible, take a virtual tour of an exhibit online. Discuss which pieces of art are students' favorites.
- Make connections to related information from Earth Science courses.
- Learn about philosophy during the Renaissance. How do these ideas relate to modern-day culture?



EXTENSION ACTIVITIES

- Provide a mini Earth Science lesson on the solar system. Find materials online or see Attainment's **Explore Earth Science**.
- Discuss current events about debates between science and religion from around the world.
- Have students choose a Renaissance artist to research and then present their findings as a PowerPoint presentation or poster.
- Learn more about Leonardo da Vinci. What piece of work is students' favorite? Consider completing the Wh Graphic Organizer using da Vinci as the topic.

LESSON 42



The Reformation led to changes in Europe's religion and politics.


LEARNING OBJECTIVES:

1. The Reformation led to changes in Europe's religion and politics.
2. The Catholics and Protestants fought for many years.

MATERIALS:

Vocabulary Cards for *Age of Enlightenment*, *pope*, *Christianity*, *religion*, *war*, *city-state*, *government*;

Big Idea Card, Wh Graphic Organizer

Optional: photos and/or objects to represent vocabulary words, printed Big Ideas page from **Student Book**; see UDL chart for additional ideas 

PREREQUISITE KNOWLEDGE:

basic knowledge of protests, wars, different religions, and science vs. religion

PREREQUISITE VOCABULARY:

protest, reforms, church, brutal, reason, nature, flourished, discoveries, liberty

LESSON PREP:

Review the general and lesson-specific UDL charts. Incorporate suggestions for *Representation*, *Expression*, and *Engagement* into lesson steps.

If needed, provide students with a choice of words. Ask students to use the word or its synonym in a sentence.

WHAT TO EXPECT:

Watch for these language-building opportunities throughout the lesson.

- Have students give an opinion on protesting. Encourage students to give their opinion in a complete sentence and support their opinion with reasons or facts. As an extension, work together as a class to create an argument for or against a current topic.
- After reading the passage, ask students to give a synonym for the word *enlightenment*. If needed, provide a choice of words, and allow students to choose a synonym for enlightenment. Ask students to use the word or its synonym in a sentence.



REPRESENTATION

- Provide a larger version of the chart on page 167.
- Show videos of Vatican City and the pope.
- Show a timeline of important advancements made during the Age of Enlightenment.



EXPRESSION

- Offer the opportunity to answer yes/no as an alternative to using an array of response options, e.g., **Did the Reformation lead to changes in Europe's religion and politics?**
- Provide sentence starters or word banks when asking students to give an opinion.



ENGAGEMENT

- As a group, create a Venn diagram comparing the beliefs of Catholicism and Protestantism.
- Provide a few interesting facts about Martin Luther.

INTRODUCTION



BIG IDEA Follow along

Show Big Ideas from page 161 or from the printed PDF. Read Big Idea 42.

VOCABULARY Identify vocabulary words

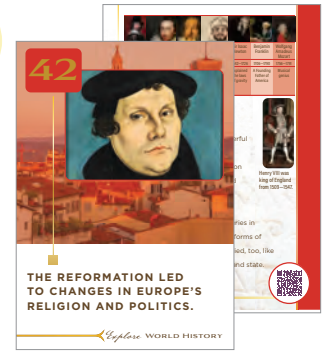
Review the vocabulary words and definitions related to Big Idea 42: *Age of Enlightenment* and *pope*.

Review previous vocabulary words: *Christianity*, *religion*, *war*, *city-state*, and *government*.

COMPREHENSION Follow along and answer question

Turn to page 166 in your world history book. Read the Big Idea. **The Reformation led to changes in Europe's religion and politics. As we read the text, listen for changes to religion and politics that happened in Europe.**

Point out the corresponding image and read the caption. Point to Germany on a world map. Briefly provide some additional facts to make the connection between Martin Luther and the Big Idea.



EXPLORE

READ Follow along and answer question

Read the passage on page 166 and have students follow along. Stop to point out the vocabulary word *pope*. Explain the concept of protest in your own words. Ask, **Why did the protesters start Protestant churches?** Confirm correct responses. If needed, use a Reread Prompt. Ask, **Who is the religious leader of the Catholic church?** Confirm correct responses. If needed, use a Reread Prompt.

Ask students if they know about any ideas, laws, or events that people today protest. If they do not, search local current events and provide students with a summary of current protests.

Have students give an opinion on protesting. Encourage students to give their opinion in a complete sentence and support their opinion with reasons or facts. As an extension, work together as a class to create an argument for or against a current topic.

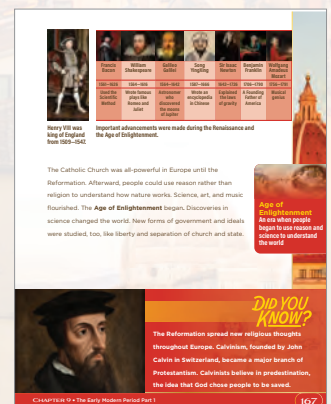
COMPREHENSION Answer question

Point out and read the caption for the image at the bottom of page 166. Learn about Vatican City. Vatican City is technically the smallest country on Earth in area. It is surrounded by Rome. It operates on its own and even has its own currency. Only a few hundred people live there. They are church leaders and diplomats. To get citizenship of Vatican City, you have to have a certain job. Show videos of Vatican City and the pope. Ask questions to check for understanding.

READ Follow along and answer question

Turn to page 167. Read the passage and have students follow along. Stop to point out the vocabulary word *Age of Enlightenment*. Ask, **What changed the world?** Confirm correct responses. If needed, use a Reread Prompt.

After reading the passage, ask students to give a synonym for the word *enlightenment*. If needed, provide students with a choice of words. Ask students to use the word or its synonym in a sentence.



Point out the first image on the top of the page. Read the caption. Ask, **When was Henry VIII king of England?** Confirm correct responses. If needed, use a Reread Prompt.

Challenge: Have students do a math problem by asking, **How long was Henry VIII king?**

Point out the second image and read the caption. Use the chart to ask questions, e.g., **What did Galileo do?** Discuss how some people listed were famous for science, some for art, and some for politics.

CHECK FOR UNDERSTANDING


QUIZ  Answer at least one quiz question

Ask Q3 and Q4 from the quiz. Provide choices from the quiz. Confirm correct responses. If needed, use a Reread Prompt.

Refer back to the KWL chart to see if any questions have been addressed.

CHAPTER QUIZ
Choose the correct answer.

- 1 What came out of the Renaissance?**
A A lot of beautiful art
B The Black Death
C A lot of war
- 2 What began to replace religion as a way to explain the natural world?**
A Art
B Science
C Literature
- 3 What did protesters in the Reformation want?**
A For the Catholic Church to have more power
B For religious leaders to have political power
C For religious leaders to have no power
- 4 What happened after the Reformation?**
A People had more freedom to use reason instead of religion
B People had less freedom of religion
C All of Europe became Catholic
- 5 What did European explorers spread to the New World?**
A Islam
B Christianity
C Judaism

CHAPTER 9 • The Early Modern Period Part 1 

EXPLORE WORLD HISTORY **KWL CHART**

TOPIC:

K What Do I Know?	W What Do I Want to Know?	L What Did I Learn?



LESSON 42

APPLY

DID YOU KNOW? Engage in discussion

Use the “Did You Know?” as a discussion topic. Discuss different denominations of Christianity and other world religions. Have students debate the concept of predestination. Research to complete a Wh Graphic Organizer about John Calvin and other religious leaders.

CLOSING

Read the Big Idea again.



Did You Know? Henry VIII was king of England from 1509–1547. Important advancements were made during the Renaissance and the Age of Enlightenment.

The Catholic Church was all-powerful in Europe until the Reformation. Afterward, people could use reason rather than religion to understand how nature works. Science, art, and music flourished. The **Age of Enlightenment** began. Discoveries in science changed the world. New forms of government and ideals were studied, too. The liberty and separation of church and state.

Did You Know? The Reformation spread new religious thoughts throughout Europe. Calvinism, founded by John Calvin in Switzerland, became a major branch of Protestantism. Calvinists believe in predestination, the idea that God chose people to be saved.

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BIG IDEAS

41 The Renaissance was a rebirth of Europe's artistic and economic power.

42 The Reformation led to changes in Europe's religion and politics.

43 The Age of Exploration led to sea voyages to unfamiliar lands.

44 Colonial empires brutalized indigenous peoples.

45 Enslaved Africans were forced to go to the Americas.

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TAKE IT FURTHER



REAL-WORLD CONNECTIONS

- If possible, visit a Catholic church and a Protestant church. Compare and contrast the experience.
- Discuss recent conflicts in Christianity, e.g., the troubles in Northern Ireland. Ask students to describe the conflict in their own words.
- Have students perform a short version of a Shakespearean play.



EXTENSION ACTIVITIES

- Allows students to choose one person from the chart on page 167 to research. Then, have them present their research to the class.
- Discuss the influence of the pope/Vatican on the world. Have students research ways that the current pope has affected culture or policy in different countries. Do students agree with his positions? Encourage a debate.



LESSON 43




The Age of Exploration led to sea voyages to unfamiliar lands.

LEARNING OBJECTIVES:

1. The Age of Exploration led to sea voyages to unfamiliar lands.
2. European colonizers took knowledge from the Americas and Africa back to Europe.

MATERIALS:

Vocabulary Cards for *New World, colonization, trade, Christianity, religion*; **Big Idea Card, Wh Graphic Organizer**

Optional: photos and/or objects to represent vocabulary words, printed Big Ideas page from **Student Book**; see UDL chart for additional ideas 

PREREQUISITE KNOWLEDGE:

locations of Europe, the Americas, Africa, and Asia; basic knowledge of monarchies, maps, religion, and trade

PREREQUISITE VOCABULARY:



voyages, sailed, exchanged, colonies, impact major, navigation

LESSON PREP:

Review the general and lesson-specific UDL charts. Incorporate suggestions for *Representation, Expression, and Engagement* into lesson steps.

WHAT TO EXPECT:

Watch for these language-building opportunities throughout the lesson.

-  Have students add grammatically correct sentences, related to the Age of Exploration, to a Wh Graphic Organizer. Provide feedback on grammar and word choice as needed. Challenge students to use precise wording that includes adverbs and adjectives.
-  Have students describe the image in distinct phrases, e.g., outside (not inside), many people (not one person), etc. that reflect correct word choice.



REPRESENTATION

- Show the routes of explorers on a world map or globe.
- Bring in models of items that were taken from the Americas and brought to the Old World, e.g., potatoes.
- Show videos online of Columbus's arrival.
- Visit a virtual museum exhibit on the New World.



EXPRESSION

- When planning for discussions, provide photographs or videos that may spark ideas. Preprogram VODs or create communication boards.
- Offer the opportunity to answer yes/no as an alternative to using an array of response options, e.g., **Did the Age of Exploration lead to sea voyages to unfamiliar lands?**



ENGAGEMENT

- Give students several opportunities to express their opinions on the Age of Exploration.
- Have students take note of different themes of history mentioned in this Big Idea, e.g., trade, religion, geography.
- Allow students to work individually or in small groups to complete the graphic organizer.



INTRODUCTION

BIG IDEA Follow along

Show Big Ideas from page 161 or from the printed PDF. Read Big Idea 43.

VOCABULARY Identify vocabulary words

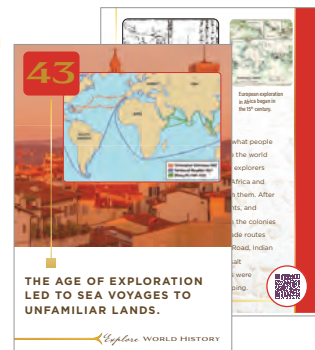
Review the vocabulary words and definitions related to Big Idea 43: *New World* and *colonization*.

Review previous vocabulary words: *trade*, *Christianity*, and *religion*.

COMPREHENSION Answer question

Turn to page 168. Read the Big Idea. **The Age of Exploration led to sea voyages to unfamiliar lands. Listen for new lands that were discovered and the reasons why these voyages happened.**

Point out the corresponding image and read the caption. Use the map to ask several questions, encouraging students to use the key, e.g., **Point to Zheng He's route.**



EXPLORE

READ Follow along and answer question

Read the passage on page 168. Stop to point out the vocabulary word *New World*. Ask students what they already know about Christopher Columbus. Encourage a discussion. Ask, **What did explorers do after sailing to the New World?** Confirm correct responses. If needed, use LIP. Acceptable answers include *mapped much of the unknown world* or *spread Christianity*.

Add a question to some or all of the categories on the Wh Graphic Organizer, e.g., Why were new trade routes needed? Who discovered the Americas?

Have students add grammatically correct sentences, related to the Age of Exploration, to the Wh Graphic Organizer. Provide feedback on grammar and word choice as needed. Challenge students to use precise wording that includes adverbs and adjectives.

COMPREHENSION Describe the image

Point out the image on the bottom of page 168 and read the caption. Show other images of Columbus's arrival online.

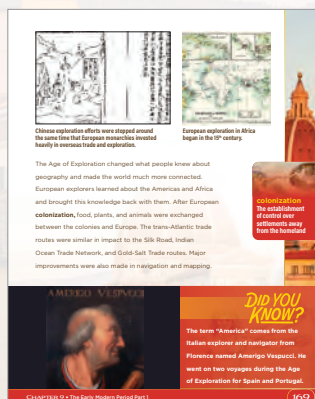
Have students describe the image in distinct phrases, e.g., outside (not inside), many people, (not one person), etc., that reflect correct word choice.

READ Follow along and answer question

Turn to page 169 and read the passage. Stop to point out the vocabulary word *colonization*. Ask, **What improvements were made during the Age of Exploration?** Accept plausible answers. If needed, use LIP.

Point to the first image at the top of the page and read the caption. Have students think aloud about what might have happened if Chinese exploration efforts continued. Would the United States have been colonized by Chinese explorers? Would we speak Chinese instead of English?

Point to the second image and read the caption. Ask, **When did European exploration in Africa begin?** Confirm correct responses. If needed, use a Reread Prompt.



CHECK FOR UNDERSTANDING

QUIZ Answer at least one quiz question

Ask Q5 and Q6 from the quiz. Provide choices from the quiz. Confirm correct responses. If needed, use a Reread Prompt.

Refer back to the KWL chart to see if any questions have been addressed.



KWL CHART		
TOPIC:		
K	W	L
What Do I Know?	What Do I Want to Know?	What Did I Learn?



APPLY

DID YOU KNOW? Engage in discussion

Use the “Did You Know?” as a discussion topic. Learn more about Amerigo Vespucci by completing a Wh Graphic Organizer. Find maps drawn by explorers and navigators during the Age of Exploration. Have students compare and contrast them to today’s maps. What was inaccurate? Are students surprised by how much they did know with limited tools?



Chinese exploration efforts were stopped around the same time that European marauders limited trade to increase trade and exploration.

European exploration in Africa began in the 15th century.

The Age of Exploration changed what people knew about geography and made the world much more connected. European explorers learned about the Americas and Africa and brought this knowledge back with them. After European colonization, food, plants, and animals were exchanged between the colonies and Europe. The trans-Atlantic trade routes were similar in impact to the Silk Road, Indian Ocean Trade Network, and Gold-Salt Trade routes. Major improvements were also made in navigation and mapping.

Did You Know?
The term “America” comes from the Italian explorer and navigator from Florence named Amerigo Vespucci. He went on two voyages during the Age of Exploration for Spain and Portugal.

CLOSING

Review the Big Idea again.

TAKE IT FURTHER



REAL-WORLD CONNECTIONS

- Role-play exploration. Pass out “fate cards” to each student, representing the different possibilities that can happen to an explorer, e.g., find the New World, get a disease, get lost in a storm. Discuss the risk involved.
- Provide students with a map. Have students plot locations on the map and then draw the routes of famous explorers.



EXTENSION ACTIVITIES

- Research and present findings on Zheng He and Chinese exploration efforts.
- Expand on the concept of exploration to more modern issues; what would students like to see scientists explore more? The oceans? Outer space?
- Provide students with two maps: the Old World and the New World. Give them images of different resources, diseases, and ideas, e.g., potatoes, smallpox, and Christianity. Have students paste each item on the map with an arrow showing where it came from and where it was spread.

LESSON 44



Colonial empires brutalized Indigenous peoples.

LEARNING OBJECTIVES:

1. Colonial empires brutalized Indigenous peoples.
2. The Ottoman Empire controlled the Middle East and North Africa.

MATERIALS:

Vocabulary Cards for *conquistador, imperialism, slavery, colonization, empire, war*; **Big Idea Card**

Optional: photos and/or objects to represent vocabulary words, printed Big Ideas page from **Student Book**; see UDL chart for additional ideas 🛠️

PREREQUISITE KNOWLEDGE:

basic knowledge of colonial empires, natural resources, slavery, native vs. immigrant/newcomer, disease, and geography (the Americas, Europe, Asia, Africa, the Middle East)

PREREQUISITE VOCABULARY:

indigenous, brutalized, vast, imported, wealth, global, native, suffered, diseases, overthrew

LESSON PREP:

Review the general and lesson-specific UDL charts. Incorporate suggestions for *Representation, Expression, and Engagement* into lesson steps.

WHAT TO EXPECT:

Watch for these language-building opportunities throughout the lesson.

- Select a word in the passage, such as *vast*. Read the sentence from the passage with the selected word. Provide students with several word choices and ask which word may be a synonym for the selected word.
- Have students give an opinion on the concept of imperialism. Encourage students to state their opinion in a grammatically correct sentence and to support the opinion with a reason or fact.

**REPRESENTATION**

- Provide a larger version of the graph on page 170 and the Ottoman Empire map on page 171.
- Show images and videos of the genocide of Indigenous people.
- Use a world map or globe to point out where the colonizers came from.

**EXPRESSION**

- Provide sentence starters or word banks for students when asking them to give an opinion statement.
- When planning for discussions, provide photographs or videos that may spark ideas. Preprogram VODs or create communication boards.

**ENGAGEMENT**

- Give students the opportunity to research the locations of major Indigenous groups before colonization and today. Then, have them draw these locations on a map.

INTRODUCTION



BIG IDEA Follow along

Show Big Ideas from page 161 or from the printed PDF. Read Big Idea 44.

VOCABULARY Identify vocabulary words

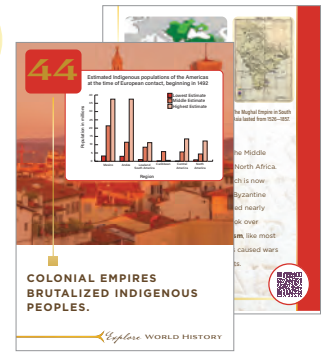
Review the vocabulary words and definitions related to Big Idea 44: *conquistador* and *imperialism*.

Review previous vocabulary words: *slave*, *colonization*, *empire*, and *war*.

COMPREHENSION Follow along

Turn to page 170. Read the Big Idea. **Colonial empires brutalized Indigenous peoples.** Make sure students have an understanding of what this sentence means. If needed, modify the sentence using simpler language.

Point out the corresponding image and read the caption. Explain that the exact population data of Indigenous people before and after European colonization is unknown. Most historians agree that around 90% of the Indigenous population was killed post-colonization. This graph shows the population from the beginning of colonization. The numbers decreased rapidly due to genocide and disease. Use the graph to ask questions, e.g., **What was the highest estimate of the Indigenous population in Mexico in 1492?**



EXPLORE

READ Follow along and answer question

Read the passage on page 170 and have students follow along as you read. Stop to point out the vocabulary word *conquistador*. Ask, **What were the first European nations to rule global empires?** Confirm correct responses. If needed, use a Reread Prompt.

Select a word in the passage, such as *vast*. Read the sentence from the passage with the selected word. Provide students with several word choices and ask which word may be a synonym for the selected word.

COMPREHENSION Answer question

Point out and read the caption for the image at the bottom of page 170. Ask, **What country's empire expanded to India, the Persian Gulf, the East Indies, China, and Oceania?** Confirm correct responses. If needed, use a Reread Prompt.

READ Follow along and answer question

Turn to page 171 and have students follow along as you read. Stop to point out the vocabulary word *imperialism*. Ask, **How long did the Ottoman Empire last?** Confirm correct responses. If needed, use a Reread Prompt.

Provide students with 3-5 facts about imperialism, including some pros and cons on the topic.

Have students give an opinion on the concept of imperialism. Encourage students to state the opinion in a grammatically correct sentence and to support the opinion with a reason or fact.

Point out the first image at the top of the page. Read the caption. Ask questions using the graph, e.g., **Point to territory lost before 1683.** Use LIP as needed.

Point out the second image at the top of the page. Read the caption. Ask, **Where was the Mughal Empire?** Confirm correct responses. If needed, use a Reread Prompt. For a challenge, ask students to do a math problem to determine how many years the Mughal Empire lasted.



LESSON 44

CHECK FOR UNDERSTANDING

QUIZ Answer at least one question

Ask Q7 and Q8 from the quiz. Provide choices from the quiz. Confirm correct responses. If needed, use a Reread Prompt.

Refer back to the KWL chart to see if any questions have been addressed.

APPLY

DID YOU KNOW? Engage in discussion

Use the “Did You Know?” as a discussion topic. Remind students that they have learned what a “Golden Age” means before. Explain that this image shows the Great Wall of China. Show some images and videos of the Great Wall. Have students create captions for images. Learn more about the Chinese school system.

CLOSING

Review the Big Idea again.



CHAPTER QUIZ

6 What did the Age of Exploration improve?
A Knowledge of space
B Knowledge of geography
C Knowledge of art

7 What happened to native populations during European colonization?
A Native populations thrived
B Native populations were killed or died from disease
C Native populations set up colonies

8 What ended the Byzantine Empire?
A The Ottoman Empire
B The Mughal Empire
C The Roman Empire

9 What did the Europeans do to have enough workers in their colonies?
A They paid people to work
B They began the Atlantic slave trade
C They did all the work themselves

10 Which empire first used the Atlantic slave trade?

DID YOU KNOW?
The Ottoman Empire controlled southeastern Europe, western Asia, and northern Africa.
The Mughal Empire in South Asia ruled from 1526–1858.
The Ottoman Empire controlled the Middle East. It expanded southeast into North Africa. It conquered Constantinople, which is now Istanbul, in 1453. That ended the Byzantine Empire. The Ottoman Empire lasted nearly 500 years. The Mughal Empire took over South Asia. It practiced *jizya* (tax on non-Muslims) on the most empires and took over India. This caused wars between the Hindus and Buddhists.

DID YOU KNOW?
This time was the Golden Age for China. The Yuan Dynasty was overthrown by the Ming in 1368. China was ruled again by the Chinese. They maintained an efficient government and school system.

TAKE IT FURTHER



REAL-WORLD CONNECTIONS

- Learn about the Indigenous peoples that lived or live in your area. Search *whose land am I on?* on the Internet to find many resources.
- Learn more about diseases and why diseases are more dangerous if people have never been exposed to them before. Relate this discussion to research showing that kids who go to preschool may get sick more often in the beginning but tend to have fewer infections later.



EXTENSION ACTIVITIES

- Create a timeline of major events during the Ottoman Empire.
- Discuss the genocide of Indigenous peoples in specific countries, e.g., the United States, Canada, Australia, Mexico, and Colombia. Research current policies that affect the Indigenous populations in these countries.
- Learn about important Indigenous leaders and figures throughout history and in more recent times, e.g., Myrna Cunningham Kain, Hilaria Supa Huamán, Evo Morales, Deb Haaland, and Yaku Pérez.
- Discuss Indigenous languages and what policies currently put those languages at risk.

LESSON 45



Enslaved Africans were forced to go to the Americas.

LEARNING OBJECTIVES:

1. Enslaved Africans were forced to go to the Americas.
2. Enslaved Africans were killed, tortured, and forced to work.

MATERIALS:

Vocabulary Cards for *slave trade, slave raid, trade, slavery, empire, market, government*; **Big Idea Card**

Optional: photos and/or objects to represent vocabulary words, printed Big Ideas page from Student Book; see UDL chart for additional ideas 🛠️

PREREQUISITE KNOWLEDGE:

basic knowledge of colonization, trade, crops/natural resources, slavery, locations of Africa, Europe, and the Americas

PREREQUISITE VOCABULARY:

forced, valuable, captured, voyage, enslaved, property, goods, outlawed

LESSON PREP:

Review the general and lesson-specific UDL charts. Incorporate suggestions for *Representation, Expression, and Engagement* into lesson steps.

WHAT TO EXPECT:

Watch for these language-building opportunities throughout the lesson.

- 🗣️ Ask students to use the word *forced* (or *force*) in a personally relevant sentence. Encourage students to use the correct verb tense and to use specific adjectives and adverbs. If needed, begin by giving an example of your own.
- 🗣️ Ask students to give an opinion on the Big Idea. Students should support their opinion with reasons or facts.



REPRESENTATION

- Show images and videos on the Atlantic slave trade.
- Use a world map or globe to show where slaves came from and where they were brought.
- Provide larger versions of the maps and charts included in this Big Idea.



EXPRESSION

- When asking students to give a declarative statement, provide sentence starters or word banks.
- When planning for discussions, provide photographs or videos that may spark ideas. Preprogram VODs or create communication boards.



ENGAGEMENT

- Give students opportunities to express their reactions and ask questions.
- Reference movies that students are familiar with on the topic of slavery.



INTRODUCTION

BIG IDEA Follow along

Show Big Ideas from page 161 or from the printed PDF. Read Big Idea 45.

VOCABULARY Identify vocabulary words

Review the vocabulary words and definitions related to Big Idea 45: *slave trade* and *slave raid*.

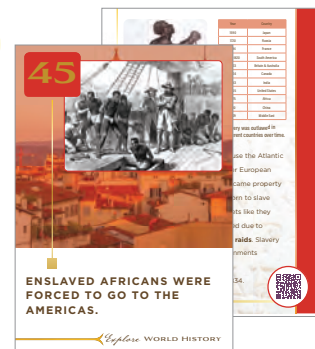
Review previous vocabulary words: *trade*, *slavery*, *empire*, *market*, and *government*.

COMPREHENSION Follow along

Turn to page 172. Read the Big Idea. **Enslaved Africans were forced to go to the Americas.** Connect the word *enslaved* to *slave* or *slavery*. Be sure to support this Big Idea with additional photos or videos .

- Ask students to use the word *forced* (or *force*) in a personally relevant sentence. Encourage students to use the correct verb tense and to use specific adjectives and adverbs. If needed, begin by giving an example of your own.
- Ask students to give an opinion on the Big Idea. Students should support their opinion with reasons or facts.

Point out the corresponding image and read the caption. Ask, **When did the Atlantic slave trade begin?** Confirm correct responses. If needed, use a Reread Prompt. Show a timeline to illustrate how long ago the 15th century was.



EXPLORE

READ Follow along and answer question

Read the passage on page 172 and have students follow along. Stop to point out the vocabulary word *slave trade*. Ask, **Where did most of the slaves come from?** Confirm correct responses. If needed, use a Reread Prompt.

COMPREHENSION Answer question

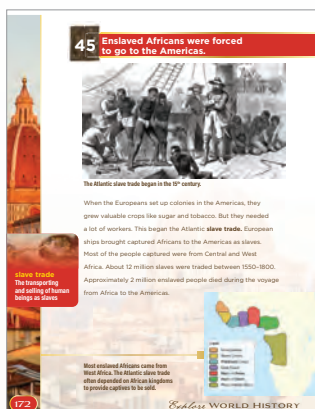
Point out and read the caption for the image at the bottom of page 172. Discuss how African kingdoms sold their people and European colonizers exploited, moved, and often killed them. Use the map to ask questions, e.g., **Point to Sierra Leone.** Explain that this map shows where most enslaved Africans came from.

READ Follow along and answer question

Turn to page 173 and have students follow along as you read. Stop to point out the vocabulary word *slave raid*. Stop to emphasize that slaves were brought to all of the Americas — not just the U.S. They were first taken to Brazil. There are descendants of slaves all throughout the Americas, including Caribbean islands. Ask, **How were slaves treated?** Accept plausible answers. If needed, use LIP.

Point out the first image at the top of the page and read the caption. Explain that this is a campaign against slavery. Read the banner at the man's feet, "Am I not a man and a brother?" Model thinking aloud about what the quote means.

Point out the second image at the top of the page and read the caption. Use the chart to ask questions, e.g., **When was slavery outlawed in Japan? The United States?** Use LIP as needed.



CHECK FOR UNDERSTANDING

QUIZ Answer at least one quiz question

Ask Q9 and Q10 from the quiz. Provide choices from the quiz. Confirm correct responses. If needed, use a Reread Prompt.

Refer back to the KWL chart to see if any questions have been addressed.

APPLY

DID YOU KNOW? Engage in discussion

Use the “Did You Know?” as a discussion topic. Use the map to encourage a discussion. Discuss current forms of slavery, e.g., human trafficking, child labor, and industries such as the clothing industry, food industry, and diamond industry that have implemented forms of slavery. Discuss modern slavery, e.g., enslaved Sudanese people during the Second Sudanese Civil War. Ask questions to check for understanding.

CLOSING

Review the Big Idea again.

CHAPTER QUIZ

6 What did the Age of Exploration improve?

A Knowledge of space
B Knowledge of geography
C Knowledge of art

7 What happened to native populations during European colonization?

A Native populations thrived
B Native populations were killed or died from disease
C Native populations set up colonies

8 What ended the Byzantine Empire?

A The Ottoman Empire
B The Mughal Empire
C The Roman Empire

9 What did the Europeans do to have enough workers in their colonies?

A They paid people to work
B They began the Atlantic slave trade
C They did all the work themselves

10 Which empire first used the Atlantic slave trade?

A The Portuguese
B The Spanish
C The British



A British anti-slavery campaign, 1837

The Portuguese were the first to use the Atlantic slave trade, to Brazil in 1526. Other European empires soon followed. Slaves became property of their owners, as did children born to slave mothers. They were sold at markets like they were goods, not people. Many died due to harsh treatment and during **slave raids**. Slavery was not outlawed by many governments until the 19th century. The British completely outlawed slavery in 1834.

Year	Country
1500	Spain
1526	Brazil
1564	France
1602-1603	South America
1619	British & America
1834	Canada
1843	India
1862	United States
1875	Africa
1919	China
1929	India (end)

Slavery was outlawed in different countries over time.

Does your country have a military attack to capture people and move them to be sold as slaves?



Modern instances of slavery

Slavery has been a reality throughout history. Many different cultures, countries, and religions have used slavery from ancient times to today.

TAKE IT FURTHER



REAL-WORLD CONNECTIONS

- If possible, visit a nearby monument to enslaved Africans or a nearby museum with an exhibit on slavery.
- Have students research the implications of slavery throughout history, e.g., Jim Crow Laws and inequality today. Discuss modern debates, e.g., the concepts of reparations, redlining, and gentrification.
- To explain how recent slavery was legal in the U.S., provide the familial history of famous descendants of slaves and famous descendants of slave owners, e.g., former presidents, first ladies, and Hollywood actors. Find videos on the Find Your Roots channel on YouTube showing some of this history. Encourage students to learn about their familial histories.



EXTENSION ACTIVITIES

- Learn about the sugar trade and its connection to the Atlantic slave trade.
- Learn about the role of slavery in the American Civil War. Discuss the Three-Fifths Compromise, the Emancipation Proclamation, and the Thirteenth Amendment.
- Have students choose a country in the Americas and learn more about its history of slavery. Include research on who was enslaved, what laws were passed, and how this history has shaped the country today.
- Learn about the Underground Railroad and important figures in the anti-slavery movement, e.g., Harriet Tubman and Frederick Douglass.

DISCOVERY

DISCOVERY LESSON

LEARNING OBJECTIVES:

1. Oceania was colonized by Europeans.
2. Aboriginal Australians were brutalized.

PREREQUISITE KNOWLEDGE:

colonization, settlements, Europe, Oceania, the Pacific Ocean, diseases, cultures

PREREQUISITE VOCABULARY:

settlement, nearby, islands, colony, devastating, introduction, smallpox, metropolitan

**REPRESENTATION**

- Show the locations included in Oceania on a world map or globe.
- Show images and videos of countries within Oceania.
- Show news stories showing the realities of Aboriginal Australians today.

**EXPRESSION**

- When planning for discussions, provide photographs or videos that may spark ideas. Preprogram VODs or create communication boards.

**ENGAGEMENT**

- Have each student participate in answering the Think-Aloud question.
- Give students opportunities to express their thoughts on the way that events in history can affect people today.

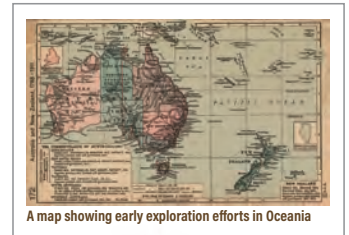
DISCOVERY

THINK-ALoud QUESTION Answer question

How do you think the Aboriginal Australians' cultures have survived so long?

PART 1 Engage in discussion

Turn to page 174. The title of this Discovery lesson says, “European Exploration and Settlement in Oceania”. Does anyone know where Oceania is? Confirm correct responses. Provide your own explanation of Oceania. Oceania includes Australia, New Zealand, and islands closer to Asia and farther away, such as Micronesia, Melanesia, and Polynesia. Show the area on a map. Read the first passage on page 174 and have students follow along. Ask, **When did European settlement in Oceania start?** Confirm correct responses. If needed, use a Reread Prompt. Point out the image at the top of the page and read the caption.



PART 2 Participate in discussion

Read the second passage on page 174 and have students follow along. Ask, **Who are the Aboriginal Australians?** Confirm correct responses. If needed, use a Reread Prompt. Relate the brutalization of Aboriginal Australians to the brutalization of Indigenous groups in the Americas. Encourage a discussion. Point out the second image on page 174 and read the caption. Watch a video on Aboriginal Australians today, such as a news clip.



CHECK FOR UNDERSTANDING Answer questions

Ask, **What did European colonizers do to Aboriginal Australians?**

Ask, **How do you think Aboriginal Australians' cultures have survived so long?**

DISCOVERY

European Exploration and Settlement in Oceania

European settlement in Oceania, including Australia, New Zealand, and nearby islands, began in the 16th century. The Spanish, Portuguese, Dutch, French, and British all explored the Pacific and ended up in different countries. The British and French took control of Pacific exploration in the 18th century. Britain colonized Australia in 1770 to be used as a British prison and to expand the British Empire. New Zealand became a British colony in 1841.



A map showing early exploration efforts in Oceania

Aboriginal Australians

British colonization of Australia was devastating for the Aboriginal Australians, the more than 500 Indigenous groups that existed in Australia prior to British colonization. It is estimated that more than 90% of the Indigenous population was killed in the early years of colonization, due to violent conflict and the introduction of diseases like smallpox. Historians believe Aboriginal Australians are the oldest population of people on Earth living outside Africa. Today, most Aboriginal Australians live in metropolitan cities and speak over 250 languages. How do you think the Aboriginal Australians' cultures have survived so long?



Aboriginal Australians are made up of many different groups of Indigenous peoples.

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Explore WORLD HISTORY

DISCOVERY LESSON

CLOSING

Review the main ideas of the lesson.

CONCLUSION

DEEPER UNDERSTANDING Watch video again

Rewatch the video about the five Big Ideas from this chapter.

Use the QR code to access the video clip for Chapter 9.

- Ask students one or two questions about the video.
- Reinforce and confirm correct responses.

If needed, use LIP. A suggested hierarchy for students using response options would be 1. Verbal (listen to video), re-ask. 2. Model, re-ask. 3. Physical guidance to point to the correct response. Re-ask.



TAKE IT FURTHER



REAL-WORLD CONNECTIONS

- Have students choose a country on a world map to learn more about its Indigenous peoples. Give them the opportunity to present information to the class. Students may choose from an oral presentation, creating a PPT, or sharing a poster on the topic.
- Research to find out who the original settlers were in the city, town, or community that you live in. Are there any reservations in your area?



EXTENSION ACTIVITIES

- Learn about the Indigenous people in New Zealand, the Maori. Research the role of the Maori people in the New Zealand Parliament. Have students discuss the role of representation of different groups in politics. Compare and contrast the percentages of different minority groups in different countries.
- Learn about the 2017 genetic study that found that today's Aboriginal Australians all have a common ancestor making them the oldest group of people outside Africa. Discuss the migratory history and relate this to Chapter 1 about early humans.
- Discuss current events and policies that affect Aboriginal Australians, e.g., racism and discrimination.
- Research other Indigenous groups around the world and their connection to the fight for environmental rights, e.g., oil spills in the Amazon Rainforest.

REVIEW/QUIZ LESSON

WRITE ABOUT IT!

Choose the method that works for you:

- Have students complete the Big Idea Worksheet independently.
- Read each Big Idea sentence, along with the response options, to the student. Allow the student to answer verbally or select a response option.

Students may opt to give their answers out loud, instead of writing them down. Have them use declarative statements.

REVIEW

Prepare for the quiz by reviewing the **Big Idea** and **Vocabulary Cards** for the chapter.

QUIZ

Choose the procedure that works for you:

- Have the students take the quiz in the consumable Student Workbook 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 as a comprehension assessment.

Note: Refer back to Chapter 1 Lessons for full scripting.

CHAPTER QUIZ
Choose the correct answer.

- What came out of the Renaissance?
 - A A lot of beautiful art
 - B The Black Death
 - C A lot of war
- What began to replace religion as a way to explain the natural world?
 - A Art
 - B Science
 - C Literature
- What did protesters in the Reformation want?
 - A For the Catholic Church to have more power
 - B For religious leaders to have political power
 - C For religious leaders to have no power
- What happened after the Reformation?
 - A People had more freedom to use reason instead of religion
 - B People had less freedom of religion
 - C All of Europe became Catholic
- What did European explorers spread to the New World?
 - A Islam
 - B Christianity
 - C Judaism

CHAPTER 9 • The Early Modern Period Part 1 **175**

CHAPTER QUIZ

- What did the Age of Exploration improve?
 - A Knowledge of space
 - B Knowledge of geography
 - C Knowledge of art
- What happened to native populations during European colonization?
 - A Native populations thrived
 - B Native populations were killed or died from disease
 - C Native populations set up colonies
- What ended the Byzantine Empire?
 - A The Ottoman Empire
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 - C The Roman Empire
- What did the Europeans do to have enough workers in their colonies?
 - A They paid people to work
 - B They began the Atlantic slave trade
 - C They did all the work themselves
- Which empire first used the Atlantic slave trade?
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 - C The British

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