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WORLD HISTORY SHORTS 2

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Introduction

It is important for students to have a general understanding of how events of the past helped create the world that exists today. Every student should have the opportunity to understand how the countries of our world developed over time. This knowledge expands students' appreciation of the world in which they live.

The stories of world history are fascinating, exciting, and interesting. However, students sometimes get overwhelmed by the volume of information in their textbooks. Unfortunately, some students might "give up" and miss out on significant concepts that are being taught. This binder is not intended to replace students' world history texts. Rather, it is meant to complement existing materials.

This unique, reproducible binder was designed for students of any age who need help learning the basic concepts covered in world history classes. In order to help struggling readers understand complex historical events and issues, the lessons are written at a 3.0–4.5 reading level. These short, high-interest passages and activities are effective teaching tools for students with learning differences, attention or behavior problems, and limited reading skills. This binder is also helpful for at-risk and ESL students.

World History Shorts 2 features 30 one-page stories, or shorts, followed by activity sheets that reinforce the information. The shorts focus on key historical concepts and may be used in two different ways. You can use each one-page short as an introductory lesson and then use other resources to teach the topic in greater depth. The short can also serve as a brief overview for topics that you need to cover more quickly than others.

Following each short are four activity pages. These activities allow students to practice reading-comprehension skills while answering content area recall questions; interpreting maps, charts, graphs, and time lines; researching significant historical people, places, and events; and expressing opinions through writing. The activities include multiple-choice questions, crossword puzzles, short-answer questions, and extension activities. Each short is also accompanied by a visual activity, which consists of a map, chart, graph, or time line.

A quiz follows the four activity pages. The one-page quiz tests students' comprehension and knowledge of the most important information in the short and includes questions that are written in standardized-test format.

Each standards-based short covers a significant person, place, or event in world history. Included in this binder are lessons on the Scientific and Industrial Revolutions; the American, French, and Russian Revolutions; European imperialism in Africa and Asia; the rise of Nazism and fascism in Germany, Italy, and Japan; World Wars I and II; the Holocaust; the rise and fall of communism; the Cold War; the Arab-Israeli Conflict; modern Latin America, India, and Japan; terrorist attacks of the 20th and early 21st centuries; and more.

Objectives

The student will be able to:

- explain the importance of the following dates: 1789, 1914–1918, and 1939–1945.
- identify turning points in world history such as the Scientific and Industrial Revolutions; the political revolutions of the 18th, 19th and 20th centuries; and the world wars of the 20th century.
- describe the political beliefs of Enlightenment thinkers John Locke, Thomas Hobbes, and Baron de Montesquieu.
- identify the causes and effects of the Seven Years' War.
- identify causes and effects of the American, French, and Russian Revolutions.
- explain the political philosophies of conservatism and nationalism.
- summarize the causes and effects of European economic and cultural imperialism in Africa and Asia.
- describe the social class system of Spanish colonies in Latin America.
- explain the causes and effects of World Wars I and II, specifically the rise of Nazism and fascism in Germany, Italy, and Japan; the rise of communism in the Soviet Union; and the Cold War.
- summarize the worldwide political and economic effects of the spread and fall of communism.
- describe the totalitarian regime of the Communists in China.
- describe the worldwide effects of Japanese militarism.
- explain the significance of the Manhattan Project.
- analyze the influence of significant individuals, including Napoleon Bonaparte, Winston Churchill, Woodrow Wilson, Adolf Hitler, Benito Mussolini, Vladimir Lenin, Mao Zedong, Harry S Truman, Mohandas Gandhi, and Nelson Mandela.
- explain the reasons for the Arab-Israeli Conflict.
- describe Latin America and Japan in the 20th century.
- define the word "apartheid."

Objectives (Continued)

- describe the tensions heightened by India becoming independent.
- identify examples of political, economic, and social oppression and violations of human rights throughout history, including the Holocaust and politically motivated mass murders in China.
- summarize the terrorist attacks of the 20th and early 21st centuries.
- put historical events in chronological order.
- use maps, charts, graphs, and time lines to interpret data.
- locate important places in the world.
- explain the influence of geography on historical events.

How to Use

Each lesson includes the following components: a one-page short, four activity pages, and a quiz. The lessons are in chronological order and were designed so that the teacher can either use all the shorts or choose only certain lessons.

Shorts

Each of the 30 lessons begins with a one-page short. Give a copy of the short to each student. The short can be read aloud as a class or in small groups, or it can be read silently by individual students.

Activity Sheets

Each short has a set of four corresponding activity sheets. Students can refer to the short while answering the questions. The multiple-choice and crossword-puzzle activities are made up of reading-comprehension and recall questions. The visual activity provides students the opportunity to practice reading maps, charts, graphs, and time lines. The extension activity is intended to make history relevant to real life and asks students to do two tasks. One task that some questions require is conducting research. Other questions ask students to think critically. Students can work on the activity sheets individually, in pairs, or in small groups.

Quizzes

Each short is accompanied by a one-page quiz. The quizzes include true/false, multiple-choice, and short-answer questions. As a modification for students with special needs and learning differences, you might wish to have students use the short as a reference while they complete the quiz.

Answer Key

For your convenience, an answer key is provided at the end of the binder for the multiple-choice, crossword-puzzle, visual, and quiz activities. The answer key shows the correct answers for each of these activities. An answer key for the extension activity pages is not included since responses to these questions are based on individual students' research or opinions and will vary.

Research and Standards

Research on teaching content to students with special needs and reading difficulties has shown that modified instructional strategies are critical to improving comprehension. Sousa notes that teachers should "consider modifying instructional strategies to meet the various learning styles and abilities of students with learning problems." Among the strategies he suggests are to "break the assignment into smaller tasks, adjust the reading level of the classroom material, relate the new learning to students' experiences, reduce the number of concepts presented at one time, ... and provide practice test questions for study" (2001). Waldron states "students with learning differences often have short attention spans and are so easily distracted that concentration is eroded. They simply cannot handle the same amount of information as students with longer attention spans. For these students, briefer assignments with frequent breaks work best to sustain their on-task behaviors" (1992).

Each of these research-based strategies has been integrated into World History Shorts 2. Students will find the short passages easy to understand due to the controlled 3.0–4.5 reading level. Extension activities for each section often include personal connection questions. Each six-page set of worksheets breaks the content into small chunks, so the information is easier to understand for students with learning differences.

World History Shorts 2 meets both state and national social studies standards (including the Expectations of Excellence: Curriculum Standards for Social Studies developed by the National Council for the Social Studies). As students read the short passages and complete the worksheets and quizzes, they will meet many of the requirements of the ten social studies strands identified by NCSS, particularly the following:

- Strand II: Time, Continuity, and Change
- Strand III: People, Places, and Environments
- Strand V: Individuals, Groups, and Institutions
- Strand VI: Power, Authority, and Governance
- Strand VII: Production, Distribution, and Consumption
- Strand IX: Global Connections

Sousa, D.A. (2001). How the Special Needs Brain Learns. Thousand Oaks, CA: Corwin Press, Inc.

Waldron, K.A. (1992). Teaching Students With Learning Disabilities. San Diego, CA: Singular Publishing Group, Inc.

Name: _____ Date: _____

The Scientific Revolution

Until the mid-1500s, scientists agreed that the Earth was the unmoving center of the universe. The ancient Greek astronomer Ptolemy had come up with this theory in the second century A.D. His theory was accepted because it seemed like common sense and went along with the Church's views. The Church taught that God put Earth in the middle of the universe. However, scholars made discoveries in the 1500s and 1600s that changed the way people thought about science. This time in history is called the Scientific Revolution.

In 1543, Nicolaus Copernicus published a book that said Ptolemy's theory was wrong. Copernicus said that the Sun was the center of the universe, not the Earth. He also wrote that Earth was just one of several planets that revolved around the Sun. Most scholars did not believe Copernicus's theory. At that time, all scientific knowledge was based on ancient theories like Ptolemy's. If Ptolemy's theory was wrong, all scientific knowledge could be wrong!

Over the years, scientists looked for evidence of Copernicus's theory. In 1609, an Italian scientist named Galileo built a powerful telescope. It had a special lens that let him see things that had never been seen before. He saw mountains on the Moon, dark spots on the Sun, and four moons around Jupiter. The four moons revolved around Jupiter just like Copernicus said the Earth revolved around the Sun.

Galileo was not praised for his amazing discoveries. Instead, the Church was angry. Galileo's ideas clashed with the Church's belief that the heavens did not move. The Church did not want people to question its teachings. In 1633, Galileo was put on trial. Church officials told him to take back what he said or he would be put to death. Galileo agreed to say that he was wrong and that the Earth was the center of the universe. Legend says that Galileo muttered, "And yet Earth does move!" as he walked out of the court.

Scientists like Copernicus and Galileo started a new way of scientific thinking. Following their example, scholars like Sir Isaac Newton, Sir Francis Bacon, and René Descartes used a logical approach to solving problems. By the early 1600s, scientists used a process called the scientific method to study the natural world. Scientists collected and measured data and came up with a hypothesis, or possible explanation for the data. Then, they tested the hypothesis by observing or experimenting. Developed over many years, this step-by-step process is still used today.

Name: _____ Date: _____

The Scientific Revolution

Multiple Choice

Circle the best answer, and write the letter in the box.

☐ 1. Until the mid-1500s, scientists agreed that _____ was the unmoving center of the universe.
   A. the Sun
   B. the Earth
   C. the Moon
   D. heaven

☐ 2. In 1543, _____ published a book that said the Sun was the center of the universe.
   A. Ptolemy
   B. The Church
   C. Copernicus
   D. Galileo

☐ 3. Through his telescope, Galileo saw _____.
   A. mountains on the Moon
   B. dark spots on the Sun
   C. four moons around Jupiter
   D. all of the above

☐ 4. When the Church heard about Galileo's discoveries, it _____.
   A. praised Galileo for his work
   B. included Galileo's discoveries in its teachings
   C. put Galileo on trial
   D. agreed publicly with Galileo's findings

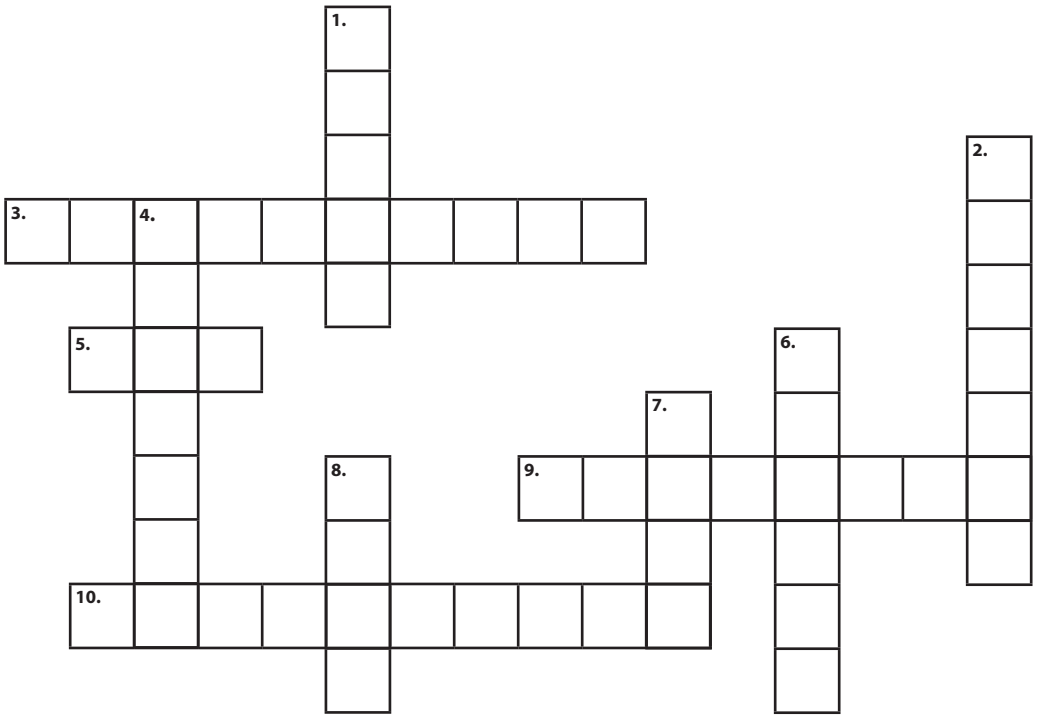
☐ 5. By the early 1600s, scientists used a process called the _____ to study the natural world.
   A. scientific method
   B. science fair
   C. Scientific Revolution
   D. international method

Name: _____ Date: _____

The Scientific Revolution

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. _____ said that Earth was just one of several planets that revolved around the Sun.
5. The Church taught that _____ put Earth in the middle of the universe.
9. The Church did not want people to _____ its teachings.
10. A/an _____ is a possible explanation for measured data.

DOWN

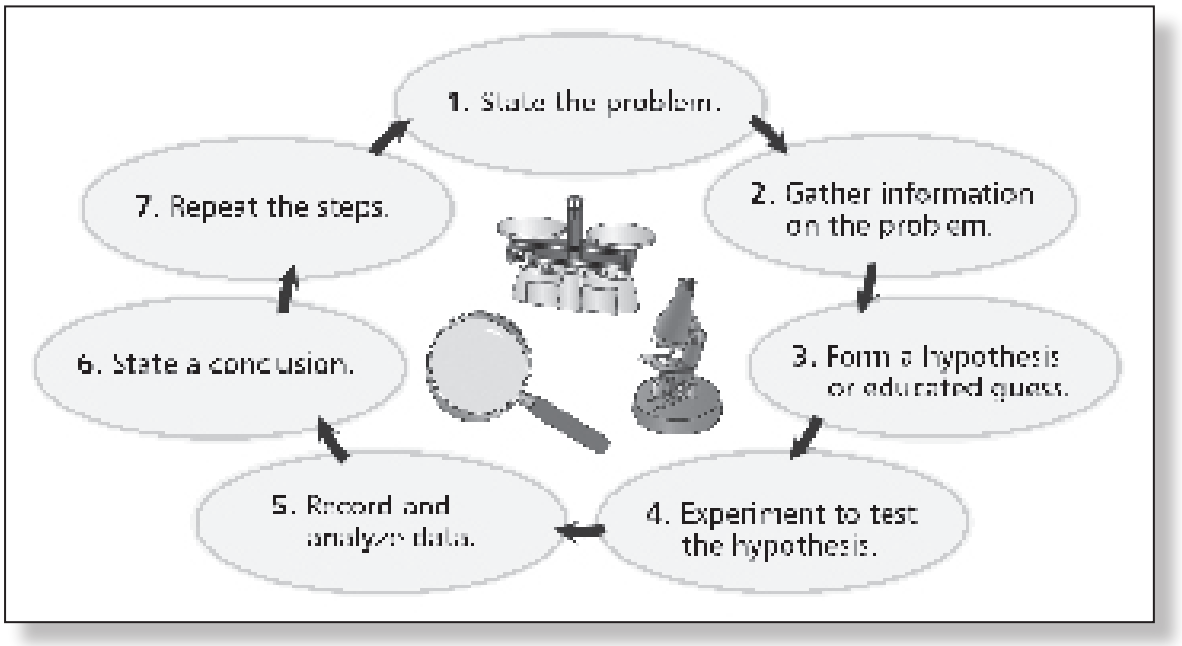
1. If Ptolemy's theory was _____, all scientific knowledge could be wrong!
2. The Church taught that the _____ did not move.
4. Before Copernicus's theory, all scientific knowledge was based on ancient theories like _____'s.
6. The scientific _____ is still used today.
7. Galileo's telescope had a special _____ that let him see things that had never been seen before.
8. Scientists collected and measured _____.

Name: _____ Date: _____

The Scientific Revolution

Diagram – The Scientific Method

Use the diagram to answer the following questions. Write the answers in complete sentences.



1. What should a scientist do before he or she forms a hypothesis?

_____

_____

2. What should a scientist do after he or she experiments?

_____

_____

3. Why do you think step 7 is included in the scientific method?

_____

_____

Name: _____ Date: _____

The Scientific Revolution

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Sir Isaac Newton made some important discoveries. Look in your textbook, on the Internet, or at the library to find out three facts about Sir Isaac Newton.

2. What would you have done if you were Galileo? Would you have taken back what you said or stood by your discoveries? Explain your answer.

3. How might the world be different today if the Scientific Revolution had never happened? Explain your answer.

Name: _____ Date: _____

Quiz: The Scientific Revolution

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

_____ 1. Copernicus published a book that said the Earth was the center of the universe.

_____ 2. By the early 1600s, scientists used a process called the scientific method to study the natural world.

_____ 3. The Church praised Galileo for his discoveries.

_____ 4. Ptolemy was an ancient Greek astronomer.

_____ 5. The scientific method is still used today.

Multiple Choice

Circle the best answer, and write the letter in the box.

☐ 6. A/an _____ is a possible explanation for measured data.
- A. question
- B. method
- C. experiment
- D. hypothesis

☐ 7. The Church taught that God put the _____ in the center of the universe.
- A. Sun
- B. Moon
- C. Earth
- D. Ocean

Short Answer

Answer the following question in complete sentences.

8. List four of the steps in the scientific method.

_____

_____