

NAME: _____

CLASS: _____

DATE: _____

1. A smaller state that has to give gifts to a larger state

- | | |
|--------------------------------|---|
| <input type="radio"/> A pagoda | <input type="radio"/> B land reform |
| <input type="radio"/> C gentry | <input type="radio"/> D tributary state |

2. The split between Sunni and Shiite Muslims began with a disagreement about -

- | | |
|--|---|
| <input type="radio"/> A designating Mecca as a holy city | <input type="radio"/> B choosing Muhammad's successor |
| <input type="radio"/> C the role of women in Islam | <input type="radio"/> D practicing the Five Pillars |

3. Which city is important to Judaism, Christianity and Islam?

- | | |
|-------------------------------|-----------------------------------|
| <input type="radio"/> A Mecca | <input type="radio"/> B Jerusalem |
| <input type="radio"/> C Rome | <input type="radio"/> D Medina |

4. What was NOT a reason for the American Revolution?

- | | |
|---|---|
| <input type="radio"/> A taxation without representation | <input type="radio"/> B harsh rule of King George |
| <input type="radio"/> C slavery of African Americans | <input type="radio"/> D distance from colonies to Britain |

5. The domination of one country over another. This happened in Africa when European countries tried to come in and take over.

- | | |
|-----------------------------------|-------------------------------------|
| <input type="radio"/> A Methodism | <input type="radio"/> B Imperialism |
| <input type="radio"/> C Socialism | <input type="radio"/> D Communism |

6. Who was the master mind behind German unification?

- | | |
|------------------------------------|---------------------------------------|
| <input type="radio"/> A John Locke | <input type="radio"/> B Adam Smith |
| <input type="radio"/> C Bismarck | <input type="radio"/> D Thomas Hobbes |

7. What was Hammurabi's code?

World History Assessment And Activities Answers

Linda McDowell, Marilyn MacKay



World History Assessment And Activities Answers:

Document-Based Assessment Activities for Global History Classes Theresa C. Noonan,1999 Covers all significant eras of global history Encourages students to analyze evidence documents and other data to make informed decisions Develops essential writing skills **Document-based Assessment Activities for U.S. History Classes** Kenneth Hilton,1999 Covers significant eras in U S history Encourages students to analyze evidence documents and other data to make informed decisions Includes guidelines for students answer prompts and a scoring rubric Develops essential writing skills

Teacher's Guide for World History Societies of the Past Linda McDowell,Marilyn MacKay,2005 World History Teacher s Guide is a comprehensive resource filled with fun captivating and thought provoking hands on activities In each chapter you will find practical hands on activating and acquiring applying activities useful teacher reference notes and organizational techniques vocabulary building exercises assessment ideas and activities review activities fun puzzles engaging word games and easy to prepare games suggested resources for both teachers and students many useful blackline masters such as activities maps and graphic organizers **Focus on World History** Kathy Sammis,2002-09 *Inquiry-Based Lessons in World History* Jana Kirchner,Andrew McMichael,2021-09-03 Spanning the time period from 15 000 BCE to 1500 CE Inquiry Based Lessons in World History Vol 1 focuses on creating global connections between people and places using primary sources in standards based lessons With sections on early humans the ancient world classical antiquity and the world in transition this book provides teachers with inquiry based ready to use lessons that can be adapted to any classroom and that encourage students to take part in the learning process by reading and thinking like historians Each section contains chapters that correspond to the scope and sequence of most world history textbooks Each inquiry lesson begins with an essential question and connections to content and literacy standards followed by primary source excerpts or links to those sources Lessons include step by step directions incorporate a variety of literacy strategies and require students to make a hypothesis using evidence from the texts they have read Grades 7 10 Roadmap to the Virginia Sol: Eoc World History Laura York,Princeton Review,2005 *Teaching Recent Global History* Diana B. Turk,Laura J. Dull,Robert Cohen,Michael R. Stoll,2014-03-05 Teaching Recent Global History explores innovative ways to teach world history beginning with the early 20th century The authors unique approach unites historians social studies teachers and educational curriculum specialists to offer historically rich pedagogically innovative and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history Highlighting the best scholarship for each major continent the text explores the ways that this scholarship can be adapted by teachers in the classroom in order to engage and inspire students Each of the eight main chapters highlights a particularly important event or theme which is then complemented by a detailed discussion of a particular methodological approach Key features include An overarching narrative that helps readers address historical arguments Relevant primary documents or artifacts plus a discussion of a particular historical method well suited

to teaching about them Lesson plans suitable for both middle and secondary level classrooms Document based questions and short bibliographies for further research on the topic This invaluable book is ideal for any aspiring or current teacher who wants to think critically about how to teach world history and make historical discussions come alive for students

Teaching Global History Alan J. Singer, 2012-04-27 Teaching Global History challenges prospective and beginning social studies teachers to formulate their own views about what is important to know in global history and why It explains how to organize the curriculum around broad social studies concepts and themes and student questions about humanity history and the contemporary world All chapters include lesson ideas a sample lesson plan with activity sheets primary source documents and helpful charts graphs photographs and maps High school students responses are woven in throughout Additional material corresponding to each chapter is posted online at http://people.hofstra.edu/alan_j_singer The traditional curriculum tends to highlight the Western heritage and to race through epochs and regions leaving little time for an in depth exploration of concepts and historical themes for the evaluation of primary and secondary sources and for students to draw their own historical conclusions Offering an alternative to such pre packaged textbook outlines and materials this text is a powerful resource for promoting thoughtful reflection and debate about what the global history curriculum should be and how to teach it *Resources in Education*, 2001-04 Document-Based Assessment Activities Marc Pioch, Jodene Smith, 2020-03-02 Today s students need to know how to evaluate sources and use evidence to support their conclusions This K 12 resource for teachers provides instructional support as well as a variety of learning opportunities for students Through the activities in this book students will ask and answer compelling questions analyze primary sources approach learning through an inquiry lens and hone their historical thinking skills The lessons teach skills and strategies for analyzing historical documents partnered with document based assessments Graphic organizer templates help students structure their analyses This resource written by Marc Pioch and Jodene Smith prepares students for standardized tests and engages students with inquiry The scaffolded approach to teaching analysis skills can be applied across grades K 12 Teaching World History Thematically Rosalie Metro, 2020 This book offers the tools teachers need to get started with a more thoughtful and compelling approach to teaching history one that develops literacy and higher order thinking skills connects the past to students lives today and meets social studies 3C standards and most state standards grades 6 12 The author provides over 90 primary sources organized into seven thematic units each structured around an essential question from world history As students analyze carefully excerpted documents including speeches by queens and rebels ancient artifacts and social media posts they build an understanding of how diverse historical figures have approached key issues At the same time students learn to participate in civic debates and develop their own views on what it means to be a 21st century citizen of the world Each unit connects to current events with dynamic classroom activities that make history come alive In addition to the documents themselves this teaching manual provides strategies to assess student learning mini lectures designed to

introduce documents activities and reproducibles to help students process display and integrate their learning guidance to help teachers create their own units guidelines for respectful student debate and discussion and more Book Features A timely aid for secondary school teachers tasked with meeting standards and other state level quality requirements An approach that promotes student engagement and critical thinking to replace or augment a traditional textbook Challenges to the master narrative of world history from figures like Queen Nzinga and Huda Sha arawi as well as traditionally recognized historical figures such as Pericles and Napoleon Essential questions to help students explore seven of the most important recurring themes in world history Role plays and debates to promote interaction among students Printable copies of the documents included in the book can be downloaded at tcpress.com

Understanding by Design Grant Wiggins, Jay McTighe, 2005-03-15 ASCD Bestseller Wiggins and McTighe provide an expanded array of practical tools and strategies for designing curriculum instruction and assessments that lead students at all grade levels to genuine understanding How do you know when students understand Can you design learning experiences that make it much more likely that students understand content and apply it in meaningful ways Thousands of educators have used the Understanding by Design UbD framework to answer these questions and create more rigorous engaging curriculums Now this expanded 2nd edition gives you even more tools and strategies for results oriented teaching An improved template for creating curriculum units based on the breakthrough backward design method More specific guidelines on how to frame the big ideas you want students to understand Better ways to develop the essential questions that form the foundation of high quality curriculum and assessment An expanded toolbox of instructional approaches for obtaining the desired results of a lesson More examples across all grade levels and subjects of how schools and districts have used the UbD framework to maximize student understanding Educators from kindergarten through college can get everything they need guidelines stages templates and tips to start designing lessons units and courses that lead to improved student performance and a more stimulating experience for students and teachers alike

Teaching World History in the Twenty-first Century: A Resource Book Heidi Roupp, 2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching

Teaching History Today Mark Newman, 2024-02-14 The methods of teaching history in grades 6 12 have changed over the last few years to be more interactive and collaborative More and more teaching and learning revolves around an essential triad of inquiry primary sources and literacy in a collaborative classroom environment Teaching History Today is about placing inquiry primary sources and literacy foundations of history instruction front and center in the education of preservice history teacher candidates and in service classroom history teachers By focusing on these major components of teaching and learning readers can learn how to organize the massive amount of historical content into

effective units They can see how to integrate the learning of content with the development of skills And they can gain expertise into how and why to engage students collaboratively in the learning process

Teacher Training and Effective Pedagogy in the Context of Student Diversity Liliana Minaya-Rowe,2002-06-01 The purpose of this volume is two fold First the book attempts to initiate a research based dialogue from a variety of perspectives specifically about teacher training and teaching in the context of student linguistic and cultural diversity and second to cast a wide net over three major areas of professional development that have the potential to impact on teacher quality and on the educational services provided to ELLs at all levels of instruction This book represents a first attempt to a quiet revolution going on in teacher education Johnson 2000 It allows the reader to uncover research activities and experiences that constitute individual teacher education program initiatives A revolution because it is stirring the very essence of what stands at the core of teacher education a core that has long been based more on training to teach monolingual English speaking students and less on teaching ELLs their first and second language development using their bilingualism to teach academics and on the process of becoming an effective teacher of ELLs This state of the art review brings together research on effective pedagogy and teacher training The nine feature chapters are directly concerned with effective new structures and practices for professional development and are presented in a framework that considers a wide spectrum of topics to address issues such as what teachers need to understand about English language learners what kind of professional experiences are likely to facilitate those understandings and what kinds of teacher education programs and school settings are able to support their ongoing learning The authors also discuss the implications of their work for helping English language learners connect and benefit from school from the points of view of 1 school reform 2 teachers bilingual proficiencies 3 teachers knowledge and beliefs and 4 teacher training programming and sustainability

World History Steven Wallech,Touraj Daryaee,Craig Hendricks,Anne Lynne Negus,Peter P. Wan,Gordon Morris Bakken,2013-01-22 World History A Concise Thematic Analysis presents the highly anticipated second edition of the most affordable and accessible survey of world history designed for use at the college level An engaging narrative that contextualizes history and does not drown students in a sea of facts Offers a comparative analysis of the great civilizations of Eurasia Africa and the Americas Addresses themes of population dynamics food production challenges disease history warfare and other major issues for civilizations Features new interior design and organization to enhance user experience Instructor s test bank available online at www.wiley.com/go/wallech

The Patchwork of World History in Texas High Schools Stephen Jackson,2022-11-30 This book traces the historical development of the World History course as it has been taught in high school classrooms in Texas a populous and nationally influential state over the last hundred years Arguing that the course is a result of a patchwork of competing groups and ideas that have intersected over the past century with each new framework patched over but never completely erased or replaced the author crucially examines themes of imperialism Eurocentrism and nationalism in both textbooks and the curriculum more broadly The first

part of the book presents an overview of the World History course supported by numerical analysis of textbook content and public documents while the second focuses on the depiction of non Western peoples and persistent narratives of Eurocentrism and nationalism It ultimately offers that a more global accurate and balanced curriculum is possible despite the tension between the ideas of professional world historians who often de center the nation state in their quest for a truly global approach to the subject and the historical core rationale of state sponsored education in the United States to produce loyal citizens Offering a new conceptual understanding of how colonial themes in World History curriculum have been dealt with in the past and are now engaged with in contemporary times it provides essential context for scholars and educators with interests in the history of education curriculum studies and the teaching of World History in the United States

World History ,2000 A Study of the Secondary School History Curriculum in Chile from Colonial Times to the Present Carmen Gloria Zúñiga,Tom O'Donoghue,Simon Clarke,2015-02-03 The focus of this book is on the secondary school history curriculum in Chile from colonial times to the present By way of background attention is paid to the development of the history curriculum in the three countries which have most influenced educational developments in Chile namely England the United States of America and Spain The academic literature on the history curriculum throughout the English speaking and Latin speaking world especially on the purposes attached to history as a school subject and the variety of pedagogical approaches prescribed is also considered The results of a project that addressed the following interrelated research questions are then outlined What is the historical background to the current secondary school history curriculum in Chile What are the current developments of the secondary school history curriculum in Chile What are the issues of concern for secondary school history teachers in Chile At various times the teaching of the subject ranged from being in the great tradition approach emphasizing teacher centred activities and repetition of content knowledge to being in the new history tradition emphasizing the promotion of active learning student centred activities and the encouragement of the historical method of enquiry The analysis also details current issues of concern for teachers regarding the implementation of the current curriculum framework for secondary school history The book concludes with a consideration of implications for practice in areas pertaining to curriculum development teaching and learning management and administration teacher preparation and professional development practices in Chile

Doing History Linda S. Levstik,Keith C. Barton,2015-01-30 Now in its fifth edition *Doing History* offers a unique perspective on teaching and learning history in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The premise is that children can engage in valid forms of historical inquiry collecting and analyzing data examining the perspectives of people in the past considering multiple interpretations and creating evidence based historical accounts Grounded in contemporary sociocultural theory and research the text features vignettes in each chapter showing

communities of teachers and students doing history in environments rich in literature art writing discussion and debate The authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory Doing History emphasizes diversity of perspectives in two ways readers encounter students from a variety of backgrounds and students themselves look at history from multiple perspectives It provides clear guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children s learning

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