TEACHER GUIDE

6th–8th Grade

Includes Student Worksheets

History

- Weekly Lesson Schedule
- Student Activity Sheets
- Reviews
- Answer Key

A Living History of Our World

The World's Story 2

The Middle Ages

The Fall of Rome through the Renaissance



Angela O'Dell

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Includes Student Worksheets

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World's Story 2

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Course Description: *World's Story 2* guides students in a trip around the world as they study history from the fall of Rome to the Renaissance. Throughout the course, students will see God's guiding hand through history. They'll also meet historical figures that range from St. Patrick to Charles Martel to Genghis Khan to Martin Luther, and many more. Students will also study medieval civilizations spanning the whole globe, including the Byzantines, Anglo-Saxons, Muslims, Chinese, Japanese, Mongols, Mughals, Vikings, Normans, Russians, Songhai, and Aztecs!

This curriculum has two parts: the student book and this teacher guide. Students will cover 28 chapters, 5 artist studies, and 4 reviews in this year-long history course for grades 6–8. Each chapter is arranged so that there are six days' worth of work per chapter, though the course is completed on a normal five-day school schedule. The activity pages are an assortment of areas to write/draw/copy. There are also timeline prompts for each chapter, hands-on projects, written narration prompts, and several optional craft ideas.

Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an "X" in the box.

	**Approximately 30–45 minutes per lesson, five days a week**
	**Includes answer keys for activity sheets and reviews**
	**Activity sheets for each chapter**
	**Reviews are included to help reinforce learning and provide assessment opportunities.**
	**Designed for grades 6 to 8 in a one-year history course**

Course Objectives: Students completing this course will

- ✔ Learn medieval history, from the fall of Rome to the Renaissance
- ✔ Understand connections between various medieval civilizations, as well as connections between the past and the present
- ✔ Study Church history of this period
- ✔ Develop critical thinking skills

Introduction

> "We see, then, that the children's lessons should provide material for their mental growth, should exercise the several powers of their minds, should furnish them with fruitful ideas, and should afford them knowledge, really valuable for its own sake, accurate, and interesting, of the kind that the child may recall as [an adult] with profit and pleasure."
>
> (Mason 1906, 177)

Welcome to *World's Story, Volume 2*. I hope you enjoy your journey with me through the middle part of our incredible history here on this earth. All people should learn about the history of the world. As parents, it is our responsibility to our children to make sure that they understand history did not start with Christopher Columbus sailing the ocean blue in 1492. History is much older than that!

Charlotte Mason once said, "The indwelling of Christ is a thought particularly fit for the children, because their large faith does not stumble at the mystery, their imagination leaps readily to the marvel, that the King Himself should inhabit a little child's heart" (Mason 1906, 352). God is alive. Not only is He alive now, but He has also always been so. Studying world history through a biblical worldview allows a child to see history for what it truly is: HIStory.

My goal in writing this curriculum is to make an easy-to-use, comprehensive history resource for you with little to no preparation and no necessary supplement. (I would also encourage you to use it with your whole family at one time. If you are doing this study as a family, you may even choose to have a journal for each of the parents.)

Getting Started

The basics:

There is considerable flexibility built into this schedule, but as a general rule, plan to spend the first two days for each chapter reading the student book and working on the material in the corresponding Introductory Page in the Teacher Guide.

The next two days (day 3 and 4) should then be spent working on the activity sheets for that chapter, one per day.

The following day (day 5) is devoted to the My Timeline! page for that chapter.

The final day (day 6) is designed for maximum flexibility. Students may either work on a Dig Deeper research prompt for that chapter or use the prompts on the Dig Deeper page as a suggestion for Further Reading but without completing a report on the topic. As an alternative, students can use this day to do one of the crafts in the back, to catch up if behind, or to review material in advance of the regularly scheduled reviews.

Reading assignments:

While reading, we encourage students to continue the concept of the Artist Studies (discussed more in-depth later) with the artwork in the student book as they read. The student book features many gorgeous paintings from various time periods and countries. It is important for students to understand that these are depictions of famous people, places, and events, but they are usually rooted in the individual artist's own mental image and often reflect more about the time in which they were created than the time they are depicting. Encourage students to analyze the artwork they encounter in the student text.

Included in this teacher guide:

An **Introductory Page** starts each chapter in the teacher guide. They are included on the schedule for both the first and second days devoted to each week. Feel free to divide the work between the two days after the assigned reading in the student book has been completed or to do the activities on the Introductory Page on the second day after spending the first day reading the entire chapter. This page includes:

- ✔ Any notes to the teacher about the content or instruction
- ✔ **Objectives** to note the most important concepts and content of the chapter
- ✔ **Supply lists** for needed items
- ✔ Answers or insight for **chapter narration prompts**. These prompts are found in the chapter narration breaks of the student book.
    - Oral narration is an important component of the course and is regularly scheduled twice per chapter. Whether the student completes the reading in one day or over two days, please take the time to complete these assignments every time they are noted.
    - Oral narration creates a dialogue about the reading material and helps students learn to develop the skill of mentally arranging their thoughts and giving coherent answers. It also provides a wonderful, regular review session.

- **Written narration prompts** are also included and are an important component of the course. These should be completed after all the reading for the chapter has been finished.
  - Students should start transitioning to writing their responses to narration prompts after they have mastered oral narration. Please give the student adequate time to ease into this transition. I suggest making this transition around age ten or so, though each student will be different.
  - For students who are not yet ready to do written narration prompts, consider allowing students to respond orally before gradually transitioning them to writing short answers.
  - This prompt would also work well as a general discussion question if you are teaching multiple students.
- **Vocabulary** directions provide students with the opportunity for an individualized approach to studying vocabulary.
  - Students are encouraged to look up words they don't know, to keep a record of these words, and to write down their meanings. This activity can be done during the reading time or immediately after.
  - It is also a good idea to review vocabulary words from past weeks regularly at this time.

World Quest Activity Sheet provides students with a range of activities to check their comprehension and increase their understanding of the material they have learned. These are the first activity sheets that occur immediately after every Introductory Page and should be completed after the student has read the entire chapter.

- The **front side** of these activity sheets always ask students three general comprehension questions about what they have read in the chapter.
  - These questions go beyond basic "who"/"what" questions to focus more on "how"/"why" concerning historical events and figures.
  - Students should be able to answer each question with a short (two or three-sentence) response. However, if the student is struggling with writing, some or all the questions could easily be answered orally while students gradually build up to providing written responses for them all.
- The **back side** of these activity sheets include a variety of activities, including the following:
  - **Copywork**: Students will regularly be copying verses from the Bible that connect to what they have studied. Use whichever Bible translation you prefer for the assignment.
  - **Sketching**: Students will periodically have the chance to either sketch a historical figure or a sequence of events from their readings. As a general rule, they are not provided with a reference picture as a guide.
  - **Other activities**: Students also occasionally work on other types of assignments, including answering critical thinking questions, filling in charts, responding to creative writing prompts, working on matching activities, reading short additional excerpts, and learning more about other alphabets, among other assignments.

Map Adventure Activity Sheet includes map questions and a variety of other assignments. They are always placed after the first activity sheet in the Teacher Guide and should be completed after reading the entire chapter in the student book.

- ✔ The **front side** of these activity sheets are always focused on the map for the chapter that is found in the student book and also repeats the questions located in the student book.
  - The first question is always an "analysis" question designed to encourage students to study maps more critically.
  - The second question is always a "connect" question that encourages students to make connections with the material they have been reading. They are especially intended for students to make connections between various medieval civilizations and/or between the past and the present.
  - Because of the consistent focus on geography throughout the course, it is recommended to have a globe, atlas, or map on hand so that students can find the locations mentioned in the student book.
  - It is also helpful to include simple map-reading skills with any activity involving maps and geography. Just asking questions like "What continent is _____ on?" or "What hemisphere is _____ in?" helps familiarize students with geographical terms.
- ✔ The **back side** of these activity sheets also feature a variety of assignments for students. They tend to be more "hands-on," though that is not always the case.
  - Create-your-own: Students periodically have opportunities to engage in creative activities and crafts connected to their reading in the student book. These include activities like writing their own epic poem, making and using a quill, making their own origami animal, and writing their own Magna Carta.
  - Other activities: Students also work on assignments like answering critical thinking questions, filling in charts, sketching historical figures or events, responding to creative writing prompts, considering "What If" scenarios, conducting a scavenger hunt, and more.

My Timeline! is a timeline activity page included for each chapter. Students will work on making their own timelines, as well as analyzing timelines to develop their own understanding of when historical events occurred in relation to each other. This assists students in understanding the connections between the various historical figures and events they study throughout the course.

- Most of the timeline pages require students to study a timeline, add some events to it, and then answer questions about the timeline.
- The questions sometimes involve calculating the span of time between events. Students may need to be reminded or taught that B.C. count down but A.D. dates count up.
- Other questions ask students to identify events that were happening around the same time period while others require students to analyze the timeline and answer critical thinking questions.
- Some of the timelines are more creative, including occasional family trees for historical figures.
- The timeline pages, once completed, serve as excellent references and should be kept through the duration of the course.
- If students are especially motivated to complete their own chronological timeline of the events, they are welcome to do so. Suggestions for an optional project are included in the back.

Dig Deeper research prompts: Every chapter includes five ideas for additional study, as well as suggestions for how students can then present their findings.

- These assignments are designed to guide students as they learn how to research. Having good research skills is essential for students as they progress through life and school. The Dig Deeper prompts help students gain these skills while also making learning how to research fun and manageable.
- Students should not complete one of these for every chapter. Instead, they should try to do two a month. The schedule for doing so is left to the discretion of the teacher. It could be altered every other week, or students could pick the ones that interest them twice a month with no set schedule.
- If two research prompts a month are too much for the student, consider having them do only one per month and/or stretching the assignments out over more than a week to provide students with more time.
- Because students this age are still learning how to research, we suggest that teachers research alongside them or provide them with prescreened material so that they do not feel overwhelmed or accidentally encounter inappropriate content.
- Research sources can include encyclopedias, books around the house, library books, and/or online websites. Please use discretion in allowing students to use computers. It is recommended that teachers either find and bookmark appropriate websites or require students to use a safe search browser. You may also wish to prescreen material from books.
- Most of the prompts require students to either submit a short written report or deliver a brief oral presentation of what they have learned. It is recommended that students switch between written reports and oral presentations so that they develop familiarity with both.
- For this age, the written reports do not need to be longer than one page. The oral presentations do not need to be longer than five minutes. A template provided in the back is optional but provides general guidance on how to structure the reports, whether they are written or oral. Copies will need to be made of the template to provide enough if one is used for each presentation.
- Many of the topics also have additional optional requirements or require other demonstrations of learning in place of reports. These include artwork, acting out scenes, and even cooking with the teacher's permission and supervision. Encourage students to be creative, but also do not feel like these suggestions are mandatory.
- Feel free to adapt the topics or create your own prompts. Above all, encourage students to research what interests them! Research assignments work much better when the student is actively engaged and genuinely wants to know more.
- These prompts could also work as general Further Reading guidelines. Students could easily read more on one or more of the suggested topics without being expected to produce a report.
- Some days will also include an Architecture Study activity, which can be found in the back of the book. This activity can be completed instead of one of the research prompts on this day. There are more details on these later.

Artist Studies: Artist studies occur after Chapters 5, 10, 15, 20, and 25. These Artist Study features are designed for flexibility. Students will read about a famous artist and then look at examples of their work. For the final Artist Study, students can choose between five artists. (They also have an option of researching more than one over a period of several weeks.) There is a range of suggested activities for each Artist Study. Students may perform one or all of them.

- Journal prompts are assignments that students can respond to orally or in writing. These questions ask students to think broadly about the role the art played in society and why it was popular.
- Art assessments guide the student in thinking critically about the art examples that are shown and are more focused on the images of the artworks.
- Try it! gives students the opportunity to do a craft connected to the art technique or style that is discussed.

Review Sheets: Reviews are scheduled after Chapters 7, 14, 21, and 28. There is no comprehensive final review. Reviews can be used as more formal assessments like a test, or they can be ungraded. They are designed to assess student comprehension but also to ensure that students are making connections between the various historical events and medieval civilizations they are studying and between the medieval world and modern times.

- The **first section** of each review asks several general questions (either matching or multiple choice) about significant people or events covered in the chapters under review.
- The **second section** of each review features three broad questions that are designed to encourage students to think critically and make connections between the various topics they have been studying over the course of several chapters. There is a suggested grading rubric on page 349.

The **Architecture Studies** activities are a component unique to *World's Story*. They are designed to encourage critical thinking and provide students with the opportunity to make connections concerning the material they have been studying.

- Students are provided with a short write-up of a certain period's architectural style and some accompanying images of examples.
- Students are then provided with the chance to think like an architect and analyze the practical reasons behind the design or think like a historian and connect what they learned about architecture with broader cultural and societal trends they have read about in the student book.
- The questions are an opportunity for students to demonstrate their ability to make connections with the material they have learned. In many ways, this component builds on the Artist Studies and the skills students develop in analysis and making connections.
- Students may choose to either answer the architect or historian prompt or can answer both. Students who are more interested in mathematics, science, engineering, or art may be more interested in the architect prompts while those who are more interested in history may prefer the historian prompts.
- There are 10 of these activities located in the back of the book, and they are noted as suggestions on the relevant chapter's Dig Deeper page. They directly relate to the chapter, though students may also draw on information they learned earlier.
- These activities are entirely optional. You can choose to assign all of them, a few of them, or none of them.

Craft Suggestions: In the back of the book, a range of craft suggestions are provided. These are optional and do not appear for every chapter.

Answer keys for the activity sheets and reviews.

Recommended Resources: These resources are, of course, optional but are highly recommended as reference and research sources for the time periods covered in the curriculum.

Research Aids: These worksheets are optional but can be used to help students organize their research for reports and presentations throughout the year. You will want to plan approximately how many formal reports and presentations the student will do during the year and make enough copies of the template.

Suggested Grading Rubric: This aid is a suggested grading rubric for the reviews and artifact studies but can be used for evaluating any of the questions that require a written short answer or essay response.

Bibliography: Books and articles cited in the Teacher Guide. There is a separate bibliography in the student book for books and articles cited there.

Teaching Tips for Struggling Learners:

- Look through this book and the student textbook and decide which material is the most important for your student to learn permanently. Before you even start the program with your students, write those chosen concepts on index cards. As you go through the course, use them to review.
- Connect all new information to something familiar. It is easier for any of us to permanently remember something when we have something familiar to tie it to. Teach your student mnemonic devices.
- Hands-on activities! Most children remember better the more senses they use. Just hearing it is not enough for most of us; we need to write about it, see it, and create it.
- Review often! Spend the entire week really getting into the story. Take time to plan crafts, skits, and anything else you can think of that will cement the story for your students. All children benefit from review. (Adults do too!)
- Encouragement — something so simple but so profound. Words of encouragement are always remembered.
- For most students who struggle, repetition is the key. The more times they hear it, the more likely they will be to remember it. Don't be afraid to re-read a chapter as a bedtime story. Or, if students can read on their own, let them re-read it. As they read, they can point out words they may not know.
- Show the students how the story relates to them. Talk about how they can apply it to themselves.
- Last, but most certainly NOT least, pray with your students. Teach them to pray for understanding and the ability to learn. Let them see you praying for them.

Using with Multiple Ages:

This series is written for grades 6–8. However, if you are teaching a range of ages or abilities at the same time, it can be adapted to your needs. For children of all ages and levels, they should be reading the chapter or, if they are younger, listening to the chapter being read aloud. Likewise, they will need to either read or listen to the assigned Bible passages.

The work within the Teacher Guide can also be adapted, with younger children responding orally rather than in writing to many of the questions and narration prompts. Do keep in mind that some of the questions, especially those on the map and timeline pages, may require more critical thinking skills than younger children currently have developed. Younger students should also be able to participate in most of the drawing or hands-on activities.

Older students will be doing most of their work independently but will require additional supplementation to bring the course material up to high school-level. They should be reading the chapter and doing the work in the student activity sheets. They should especially be encouraged to do more of the research assignments and to do more in-depth research than would be expected for a junior high student. For example, their written assignments should be at least 1–2 pages in length, and the sources they use should be high school-level. The Suggested Resources page in the back includes several good recommendations of age-appropriate resources for high schoolers completing the course. Please remember that laws and graduation requirements vary by state. Consult your state's requirements when adapting this course for high school students.

Citation note:

Chicago author-date citation has been used throughout this book and the student book. This style was chosen primarily so that citing sources used in the student book would not interrupt the flow of the narrative with endnotes or footnotes.

A Note on Dates:

In both the student book and the teacher guide, all dates are A.D. unless specifically noted as B.C.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Introduction and Chapter 1: The Fall of Rome Read pages 6-9 *World's Story 2* • (WS) Begin Chapter 1 Introductory worksheet • Pages 27-28 *Teacher Guide* • (TG)			
	Day 2	Chapter 1: The Fall of Rome • Read pages 10-17 • (WS) Complete Chapter 1 Introductory worksheet • Pages 27-28 • (TG)			
	Day 3	Chapter 1: The Fall of Rome Complete activity sheet 1 • Pages 29-30 • (TG)			
	Day 4	Chapter 1: The Fall of Rome Complete activity sheet 2 • Pages 31-32 • (TG)			
	Day 5	Complete Chapter 1 timeline • Pages 33-34 • (TG)			
Week 2	Day 6	Ch. 1 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 7	Chapter 2: The Rise of the Church • Read pages 18-20 • (WS) Begin Chapter 2 Introductory worksheet • Pages 35-36 • (TG)			
	Day 8	Chapter 2: The Rise of the Church • Read pages 21-27 • (WS) Complete Chapter 2 Introductory worksheet • Pages 35-36 • (TG)			
	Day 9	Chapter 2: The Rise of the Church • Complete activity sheet 1 Pages 37-38 • (TG)			
	Day 10	Chapter 2: The Rise of the Church • Complete activity sheet 2 Pages 39-40 • (TG)			
Week 3	Day 11	Complete Chapter 2 timeline • Pages 41-42 • (TG)			
	Day 12	Ch. 2 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 13	Chapter 3: England's Angles and Saxons • Read pages 28-31 • (WS) Begin Chapter 3 Introductory worksheet • Pages 43-44 • (TG)			
	Day 14	Chapter 3: England's Angles and Saxons • Read pages 32-39 • (WS) Complete Chapter 3 Introductory worksheet • Pages 43-44 • (TG)			
	Day 15	Chapter 3: England's Angles and Saxons • Complete activity sheet 1 Pages 45-46 • (TG)			
Week 4	Day 16	Chapter 3: England's Angles and Saxons • Complete activity sheet 2 Pages 47-48 • (TG)			
	Day 17	Complete Chapter 3 timeline • Pages 49-50 • (TG)			
	Day 18	Ch. 3 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 19	Chapter 4: Medieval Irish Christianity • Read pages 40-42 • (WS) Begin Chapter 4 Introductory worksheet • Pages 51-52 • (TG)			
	Day 20	Chapter 4: Medieval Irish Christianity • Read pages 43-49 • (WS) Complete Chapter 4 Introductory worksheet • Pages 51-52 • (TG)			
Week 5	Day 21	Chapter 4: Medieval Irish Christianity Complete activity sheet 1 • Pages 53-54 • (TG)			
	Day 22	Chapter 4: Medieval Irish Christianity Complete activity sheet 2 • Pages 55-56 • (TG)			
	Day 23	Complete Chapter 4 timeline • Pages 57-58 • (TG)			
	Day 24	Ch. 4 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 25	Chapter 5: The Culture of the Medieval Period Read pages 50-53 • (WS) Begin Chapter 4 Introductory worksheet • Pages 59-60 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Chapter 5: The Culture of the Medieval Period Read pages 54-61 • (WS) Complete Chapter 4 Introductory worksheet • Pages 59-60 • (TG)			
	Day 27	Chapter 5: The Culture of the Medieval Period Complete activity sheet 1 • Pages 61-62 • (TG)			
	Day 28	Chapter 5: The Culture of the Medieval Period Complete activity sheet 2 • Pages 63-64 • (TG)			
	Day 29	Complete Chapter 5 timeline • Pages 65-66 • (TG)			
	Day 30	Ch. 5 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
Week 7	Day 31	Artist Study 1 • Page 67 • (TG) Complete activity of choice • Page 68 • (TG)			
	Day 32	Chapter 6: The Rise of Islam • Read pages 62-66 • (WS) Begin Chapter 6 Introductory worksheet • Pages 69-70 • (TG)			
	Day 33	Chapter 6: The Rise of Islam • Read pages 67-73 • (WS) Complete Chapter 6 Introductory worksheet • Pages 69-70 • (TG)			
	Day 34	Chapter 6: The Rise of Islam Complete activity sheet 1 • Pages 71-72 • (TG)			
	Day 35	Chapter 6: The Rise of Islam Complete activity sheet 2 • Pages 73-74 • (TG)			
Week 8	Day 36	Complete Chapter 6 timeline • Pages 75-76 • (TG)			
	Day 37	Ch. 6 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 38	Chapter 7: The Franks and Charlemagne • Read pages 74-77 • (WS) Begin Chapter 7 Introductory worksheet • Pages 77-78 • (TG)			
	Day 39	Chapter 7: The Franks and Charlemagne • Read pages 78-85 • (WS) Complete Chapter 7 Introductory worksheet • Pages 77-78 • (TG)			
	Day 40	Chapter 7: The Franks and Charlemagne Complete activity sheet 1 • Pages 79-80 • (TG)			
Week 9	Day 41	Chapter 7: The Franks and Charlemagne Complete activity sheet 2 • Pages 81-82 • (TG)			
	Day 42	Complete Chapter 7 timeline • Pages 83-84 • (TG)			
	Day 43	Ch. 7 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 44	Complete **Review Sheet I** (Parts I and II) • Pages 267-270 • (TG)			
	Day 45	Chapter 8: Medieval Chinese History • Read pages 86-88 • (WS) Begin Chapter 8 Introductory worksheet • Pages 85-86 • (TG)			
First Semester-Second Quarter					
Week 1	Day 46	Chapter 8: Medieval Chinese History • Read pages 89-95 • (WS) Complete Chapter 8 Introductory worksheet • Pages 85-86 • (TG)			
	Day 47	Chapter 8: Medieval Chinese History Complete activity sheet 1 • Pages 87-88 • (TG)			
	Day 48	Chapter 8: Medieval Chinese History Complete activity sheet 2 • Pages 89-90 • (TG)			
	Day 49	Complete Chapter 8 timeline • Pages 91-92 • (TG)			
	Day 50	Ch. 8 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			

Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 51	Chapter 9: Korea and Japan • Read pages 96-98 • (WS) Begin Chapter 9 Introductory worksheet • Pages 93-94 • (TG)			
	Day 52	Chapter 9: Korea and Japan • Read pages 99-107 • (WS) Complete Chapter 9 Introductory worksheet • Pages 93-94 • (TG)			
	Day 53	Chapter 9: Korea and Japan Complete activity sheet 1 • Pages 95-96 • (TG)			
	Day 54	Chapter 9: Korea and Japan Complete activity sheet 2 • Pages 97-98 • (TG)			
	Day 55	Complete Chapter 9 timeline • Pages 99-100 • (TG)			
Week 3	Day 56	Ch. 9 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 57	Chapter 10: The Khans, Genghis and Kublai Read pages 108-111 • (WS) Begin Chapter 10 Introductory worksheet • Pages 101-102 • (TG)			
	Day 58	Chapter 10: The Khans, Genghis and Kublai Read pages 112-119 • (WS) Complete Chapter 10 Introductory worksheet • Pages 101-102 • (TG)			
	Day 59	Chapter 10: The Khans, Genghis and Kublai Complete activity sheet 1 • Pages 103-104 • (TG)			
	Day 60	Chapter 10: The Khans, Genghis and Kublai Complete activity sheet 2 • Pages 105-106 • (TG)			
Week 4	Day 61	Complete Chapter 10 timeline • Pages 107-108 • (TG)			
	Day 62	Ch. 10 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 63	Artist Study 2 • Page 109 • (TG) Complete activity of choice • Page 110 • (TG)			
	Day 64	Chapter 11: The Gupta & Mughal Dynasties of India Read pages 120-122 • (WS) Begin Chapter 11 Introductory worksheet • Pages 111-112 • (TG)			
	Day 65	Chapter 11: The Gupta & Mughal Dynasties of India Read pages 123-129 • (WS) Complete Chapter 11 Introductory worksheet • Pages 111-112 • (TG)			
Week 5	Day 66	Chapter 11: The Gupta & Mughal Dynasties of India Complete activity sheet 1 • Pages 113-114 • (TG)			
	Day 67	Chapter 11: The Gupta & Mughal Dynasties of India Complete activity sheet 2 • Pages 115-116 • (TG)			
	Day 68	Complete Chapter 11 timeline • Pages 117-118 • (TG)			
	Day 69	Ch. 11 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 70	Chapter 12: The Vikings and Their Escapades Read pages 130-133 • (WS) Begin Chapter 12 Introductory worksheet • Pages 119-120 • (TG)			
Week 6	Day 71	Chapter 12: The Vikings and Their Escapades Read pages 134-141 • (WS) Complete Chapter 12 Introductory worksheet • Pages 119-120 • (TG)			
	Day 72	Chapter 12: The Vikings and Their Escapades Complete activity sheet 1 • Pages 121-122 • (TG)			
	Day 73	Chapter 12: The Vikings and Their Escapades Complete activity sheet 2 • Pages 123-124 • (TG)			
	Day 74	Complete Chapter 12 timeline • Pages 125-126 • (TG)			
	Day 75	Ch. 12 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 76	Chapter 13: Medieval Chivalry and Drafty Castles Read pages 142-144 • (WS) Begin Chapter 13 Introductory worksheet • Pages 127-128 • (TG)			
	Day 77	Chapter 13: Medieval Chivalry and Drafty Castles Read pages 145-151 • (WS) Complete Chapter 13 Introductory worksheet • Pages 127-128 • (TG)			
	Day 78	Chapter 13: Medieval Chivalry and Drafty Castles Complete activity sheet 1 • Pages 129-130 • (TG)			
	Day 79	Chapter 13: Medieval Chivalry and Drafty Castles Complete activity sheet 2 • Pages 131-132 • (TG)			
	Day 80	Complete Chapter 13 timeline • Pages 133-134 • (TG)			
Week 8	Day 81	Ch. 13 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 82	Chapter 14: The Crusades Read pages 152-155 • (WS) Begin Chapter 14 Introductory worksheet • Pages 135-136 • (TG)			
	Day 83	Chapter 14: The Crusades Read pages 156-163 • (WS) Complete Chapter 14 Introductory worksheet • Pages 135-136 • (TG)			
	Day 84	Chapter 14: The Crusades Complete activity sheet 1 • Pages 137-138 • (TG)			
	Day 85	Chapter 14: The Crusades Complete activity sheet 2 • Pages 139-140 • (TG)			
Week 9	Day 86	Complete Chapter 14 timeline • Pages 141-142 • (TG)			
	Day 87	Ch. 14 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 88	Finish up any remaining projects from this semester.			
	Day 89	Finish up any remaining projects from this semester.			
	Day 90	Complete **Review Sheet II** (Parts I and II) • Pages 271-274 • (TG)			
		Mid-Term Grade			

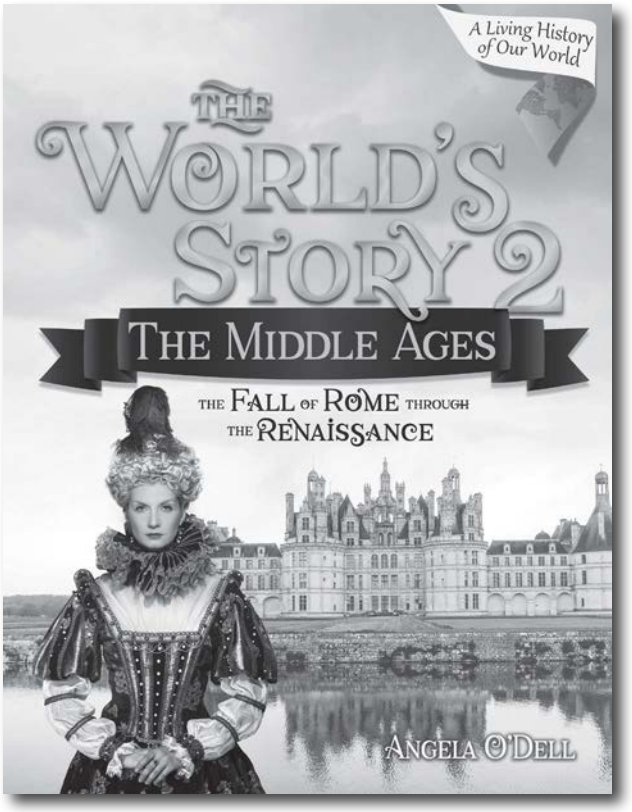
Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Chapter 15: Lionheart, Lackland, & the Magna Carta Read pages 164-167 • (WS) Begin Chapter 15 Introductory worksheet • Pages 143-144 • (TG)			
	Day 92	Chapter 15: Lionheart, Lackland, & the Magna Carta Read pages 168-175 • (WS) Complete Chapter 15 Introductory worksheet Pages 143-144 • (TG)			
	Day 93	Chapter 15: Lionheart, Lackland, & the Magna Carta Complete activity sheet 1 • Pages 145-147 • (TG)			
	Day 94	Chapter 15: Lionheart, Lackland, & the Magna Carta Complete activity sheet 2 • Pages 149-150 • (TG)			
	Day 95	Complete Chapter 15 timeline • Pages 151-152 • (TG)			
Week 2	Day 96	Ch. 15 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 97	Artist Study 3 • Page 153 • (TG) Complete activity of choice • Page 154 • (TG)			
	Day 98	Chapter 16: The Black Death's Horrible Rampage Read pages 176-179 • (WS) Begin Chapter 16 Introductory worksheet • Pages 155-156 • (TG)			
	Day 99	Chapter 16: The Black Death's Horrible Rampage Read pages 180-187 • (WS) Complete Chapter 16 Introductory worksheet • Pages 155-156 • (TG)			
	Day 100	Chapter 16: The Black Death's Horrible Rampage Complete activity sheet 1 • Pages 157-158 • (TG)			
Week 3	Day 101	Chapter 16: The Black Death's Horrible Rampage Complete activity sheet 2 • Pages 159-160 • (TG)			
	Day 102	Complete Chapter 16 timeline • Pages 161-162 • (TG)			
	Day 103	Ch. 16 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 104	Chapter 17: Wars and Roses of 14th-Century England Read pages 188-191 • (WS) Begin Chapter 17 Introductory worksheet • Pages 163-164 • (TG)			
	Day 105	Chapter 17: Wars and Roses of 14th-Century England Read pages 192-199 • (WS) Complete Chapter 17 Introductory worksheet • Pages 163-164 • (TG)			
Week 4	Day 106	Chapter 17: Wars and Roses of 14th-Century England Complete activity sheet 1 • Pages 165-166 • (TG)			
	Day 107	Chapter 17: Wars and Roses of 14th-Century England Complete activity sheet 2 • Pages 167-168 • (TG)			
	Day 108	Complete Chapter 17 timeline • Pages 169-170 • (TG)			
	Day 109	Ch. 17 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 110	Chapter 18: The Good & Bad of Ferdinand & Isabella Read pages 200-202 • (WS) Begin Chapter 18 Introductory worksheet • Pages 171-172 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 111	Chapter 18: The Good & Bad of Ferdinand & Isabella Read pages 203-209 • (WS) Complete Chapter 18 Introductory worksheet • Pages 171-172 • (TG)			
	Day 112	Chapter 18: The Good & Bad of Ferdinand & Isabella Complete activity sheet 1 • Pages 173-174 • (TG)			
	Day 113	Chapter 18: The Good & Bad of Ferdinand & Isabella Complete activity sheet 2 • Pages 175-176 • (TG)			
	Day 114	Complete Chapter 18 timeline • Pages 177-178 • (TG)			
	Day 115	Ch. 18 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
Week 6	Day 116	Chapter 19: The Mighty Ottoman Empire Read pages 210-212 • (WS) Begin Chapter 19 Introductory worksheet • Pages 179-180 • (TG)			
	Day 117	Chapter 19: The Mighty Ottoman Empire Read pages 213-219 • (WS) Complete Chapter 19 Introductory worksheet • Pages 179-180 • (TG)			
	Day 118	Chapter 19: The Mighty Ottoman Empire Complete activity sheet 1 • Pages 181-182 • (TG)			
	Day 119	Chapter 19: The Mighty Ottoman Empire Complete activity sheet 2 • Pages 183-184 • (TG)			
	Day 120	Complete Chapter 19 timeline • Pages 185-186 • (TG)			
Week 7	Day 121	Ch. 19 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 122	Chapter 20: Vlad Tepes, Ivan the Terrible, & More Read pages 220-223 • (WS) Begin Chapter 20 Introductory worksheet • Pages 187-188 • (TG)			
	Day 123	Chapter 20: Vlad Tepes, Ivan the Terrible, & More Read pages 224-231 • (WS) Complete Ch. 20 Introductory worksheet • Pages 187-188 • (TG)			
	Day 124	Chapter 20: Vlad Tepes, Ivan the Terrible, & More Complete activity sheet 1 • Pages 189-190 • (TG)			
	Day 125	Chapter 20: Vlad Tepes, Ivan the Terrible, & More Complete activity sheet 2 • Pages 191-192 • (TG)			
Week 8	Day 126	Complete Chapter 20 timeline • Pages 193-194 • (TG)			
	Day 127	Ch. 20 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 128	Artist Study 4 • Page 195 • (TG) Complete activity of choice • Page 196 • (TG)			
	Day 129	Chapter 21: The Dawn of the Renaissance Read pages 232-234 • (WS) Begin Chapter 21 Introductory worksheet • Pages 197-198 • (TG)			
	Day 130	Chapter 21: The Dawn of the Renaissance Read pages 235-243 • (WS) Complete Chapter 21 Introductory worksheet • Pages 197-198 • (TG)			
Week 9	Day 131	Chapter 21: The Dawn of the Renaissance Complete activity sheet 1 • Pages 199-200 • (TG)			
	Day 132	Chapter 21: The Dawn of the Renaissance Complete activity sheet 2 • Pages 201-202 • (TG)			
	Day 133	Complete Chapter 21 timeline • Pages 203-204 • (TG)			
	Day 134	Ch. 21 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 135	Complete **Review Sheet III** (Parts I and II) Pages 275-278 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
		Second Semester-Fourth Quarter			
Week 1	Day 136	Chapter 22: The Art of the Renaissance • Read pages 244-246 • (WS) Begin Chapter 22 Introductory worksheet • Pages 205-206 • (TG)			
	Day 137	Chapter 22: The Art of the Renaissance • Read pages 247-253 • (WS) Complete Chapter 22 Introductory worksheet • Pages 205-206 • (TG)			
	Day 138	Chapter 22: The Art of the Renaissance Complete activity sheet 1 • Pages 207-208 • (TG)			
	Day 139	Chapter 22: The Art of the Renaissance Complete activity sheet 2 • Pages 209-210 • (TG)			
	Day 140	Complete Chapter 22 timeline • Pages 211-212 • (TG)			
Week 2	Day 141	Ch. 22 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 142	Chapter 23: The Reformation Arises • Read pages 254-257 • (WS) Begin Chapter 23 Introductory worksheet • Pages 213-214 • (TG)			
	Day 143	Chapter 23: The Reformation Arises • Read pages 258-265 • (WS) Complete Chapter 23 Introductory worksheet Pages 213-214 • (TG)			
	Day 144	Chapter 23: The Reformation Arises Complete activity sheet 1 • Pages 215-216 • (TG)			
	Day 145	Chapter 23: The Reformation Arises Complete activity sheet 2 • Pages 217-218 • (TG)			
Week 3	Day 146	Complete Chapter 23 timeline • Pages 219-220 • (TG)			
	Day 147	Ch. 23 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 148	Chapter 24: The Counter-Reformation Reacts Read pages 266-269 • (WS) Begin Chapter 24 Introductory worksheet • Pages 221-222 • (TG)			
	Day 149	Chapter 24: The Counter-Reformation Reacts Read pages 270-277 • (WS) Complete Chapter 24 Introductory worksheet Pages 221-222 • (TG)			
	Day 150	Chapter 24: The Counter-Reformation Reacts Complete activity sheet 1 • Pages 223-224 • (TG)			
Week 4	Day 151	Chapter 24: The Counter-Reformation Reacts Complete activity sheet 2 • Pages 225-226 • (TG)			
	Day 152	Complete Chapter 24 timeline • Pages 227-228 • (TG)			
	Day 153	Ch. 24 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 154	Chapter 25: Henry VIII and His Six Wives Read pages 278-281 • (WS) Begin Chapter 25 Introductory worksheet • Pages 229-230 • (TG)			
	Day 155	Chapter 25: Henry VIII and His Six Wives Read pages 282-289 • (WS) Complete Chapter 25 Introductory worksheet • Pages 229-230 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 156	Chapter 25: Henry VIII and His Six Wives Complete activity sheet 1 • Pages 231-232 • (TG)			
	Day 157	Chapter 25: Henry VIII and His Six Wives Complete activity sheet 2 • Pages 233-234 • (TG)			
	Day 158	Complete Chapter 25 timeline • Pages 235-236 • (TG)			
	Day 159	Ch. 25 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 160	Artist Study 5 • Page 237 • (TG) Complete activity of choice • Choose from artists listed in back, starting page 303 • (TG)			
Week 6	Day 161	Chapter 26: Henry's Daughters • Read pages 290-292 • (WS) Begin Chapter 26 Introductory worksheet • Pages 239-240 • (TG)			
	Day 162	Chapter 26: Henry's Daughters • Read pages 293-301 • (WS) Complete Chapter 26 Introductory worksheet • Pages 239-240 • (TG)			
	Day 163	Chapter 26: Henry's Daughters Complete activity sheet 1 • Pages 241-242 • (TG)			
	Day 164	Chapter 26: Henry's Daughters Complete activity sheet 2 • Pages 243-244 • (TG)			
	Day 165	Complete Chapter 26 timeline • Pages 245-246 • (TG)			
Week 7	Day 166	Ch. 26 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 167	Chapter 27: Africa During the Middle Ages Read pages 302-305 • (WS) Begin Chapter 27 Introductory worksheet • Pages 247-248 • (TG)			
	Day 168	Chapter 27: Africa During the Middle Ages Read pages 306-313 • (WS) Complete Chapter 27 Introductory worksheet • Pages 247-248 • (TG)			
	Day 169	Chapter 27: Africa During the Middle Ages Complete activity sheet 1 • Pages 249-250 • (TG)			
	Day 170	Chapter 27: Africa During the Middle Ages Complete activity sheet 2 • Pages 251-252 • (TG)			
Week 8	Day 171	Complete Chapter 27 timeline • Pages 253-254 • (TG)			
	Day 172	Ch. 27 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 173	Chapter 28: The Americas During the Middle Ages Read pages 314-317 • (WS) Begin Chapter 28 Introductory worksheet • Pages 255-256 • (TG)			
	Day 174	Chapter 28: The Americas During the Middle Ages Read pages 318-325 • (WS) Complete Chapter 28 Introductory worksheet • Pages 255-256 • (TG)			
	Day 175	Chapter 28: The Americas During the Middle Ages Complete activity sheet 1 • Pages 257-259 • (TG)			
Week 9	Day 176	Chapter 28: The Americas During the Middle Ages Complete activity sheet 2 • Pages 261-262 • (TG)			
	Day 177	Chapter 28: The Americas During the Middle Ages Complete Chapter 28 timeline • Pages 263-264 • (TG)			
	Day 178	Ch. 28 Review Day: (Dig Deeper/Further Reading/Crafts, etc.)			
	Day 179	Finish up any remaining projects from this semester.			
	Day 180	Complete **Review Sheet IV** (Parts I and II) • Pages 279-282 • (TG)			
		Final Grade			



Chapter Activity Pages

for Use with

World's Story 2



1

The Fall of Rome

Name _____

Teacher's Notes:

- This would be a good opportunity to discuss with students how different societies have different cultural expectations. For instance, the ancient Greeks considered anyone who was not Greek to be a "barbarian." The Romans considered anyone who was not Roman to be a "barbarian." The Germanic tribes did not speak Latin or live like the Romans, and that's what made them seem "uncouth" or "uncivilized" to the Romans. It's important to understand that different cultures have different cultural expectations, based on their own ways of life.
- As noted in the teacher guide for Volume 1 in this series, Constantine was a very complex person. On one hand, he did reduce the persecution that the Christians suffered. On the other hand, there are some reports that he continued practicing pagan religions after his conversion, and he also continued to persecute Jewish believers in Christ. Use your own discretion concerning your students in how much information you present about him.
- Use your own discretion regarding your student's sensitivities and maturities in deciding how much to discuss concepts like martyrdom and the religious icons used by the Orthodox church.

Materials needed for this chapter:

- ✔ Student Activity Pages
- ✔ Pencil
- ✔ Colored pencils or crayons
- ✔ Globe or atlas
- ✔ Optional: Books, encyclopedias, or websites for Dig Deeper prompts

Objectives

- ✔ Learn about the causes of the fall of Rome
- ✔ Learn about the barbarian tribes of Europe
- ✔ Learn about the effects of the fall of Rome
- ✔ Learn about the Byzantine Empire
- ✔ Learn about Byzantine Emperor Justinian and his wife Theodora

Chapter Narration Prompts and Responses

Q. Discuss what you learned about the fall of Rome.

A. Students should be able to talk about the gradual decline in the Empire, such as its corrupt government and weakened infrastructure, as well as the recurring barbarian invasions. Students should also understand that Rome itself was sacked several times but is considered to have fallen in 476 since the Western Empire ceased to have a non-Germanic emperor at that time.

Q. Talk about what you read about the Byzantine Empire.

A. Students should be able to discuss the Byzantine Empire and how it continued to expand and exist after the fall of Rome. They should also be able to talk specifically about Justinian and his rule.

Written Narration Prompt

Why do you think the Western Roman Empire fell and the Byzantine Empire did not?

VOCABULARY

What words did you find in this week's reading that you didn't know? Be sure to always look up words that you do not know. Write down one of the words you looked up from this chapter.

What is its meaning? Does it have more than one meaning in the dictionary? If so, which one do you think matches the meaning in the sentence you read?



World Quest

Name _____

Day 3

The Fall of Rome. Answer the questions.

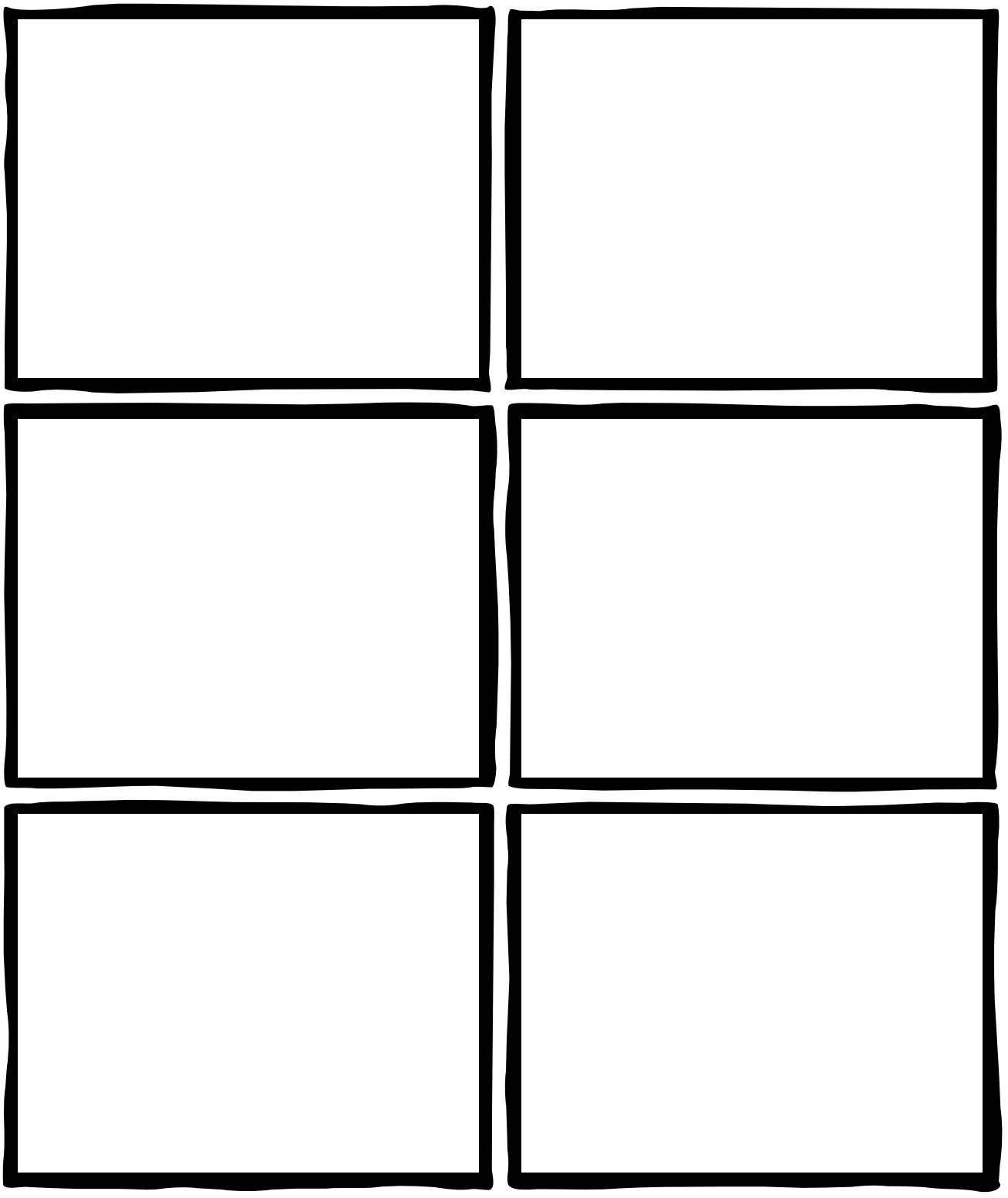
1. What are some of the reasons Rome weakened and fell?

2. What was life like after Rome fell and why was it so scary and uncertain?

3. What were Justinian's accomplishments?

In the space provided below, draw a comic strip about the lives of Justinian and Theodora.

The Lives of Justinian and Theodora





Day 4

Map Adventure

Name _____

The Fall of Rome. Study the map on page 14 of your student book.

1. How much of Western Europe was under the control of the barbarian kingdoms? (Hint: Only the Eastern Roman Empire on the map is not barbarian.)

2. Based on what you read in this chapter, why did the Eastern Roman Empire not collapse when the Western one did?

Imagine you are in charge of Rome after the collapse of the Western Roman Empire. People are scared and unsure of what to do next.

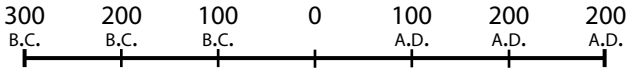
How are you going to help the people and restore order? Write and/or draw the steps you are going to take.

Day 5

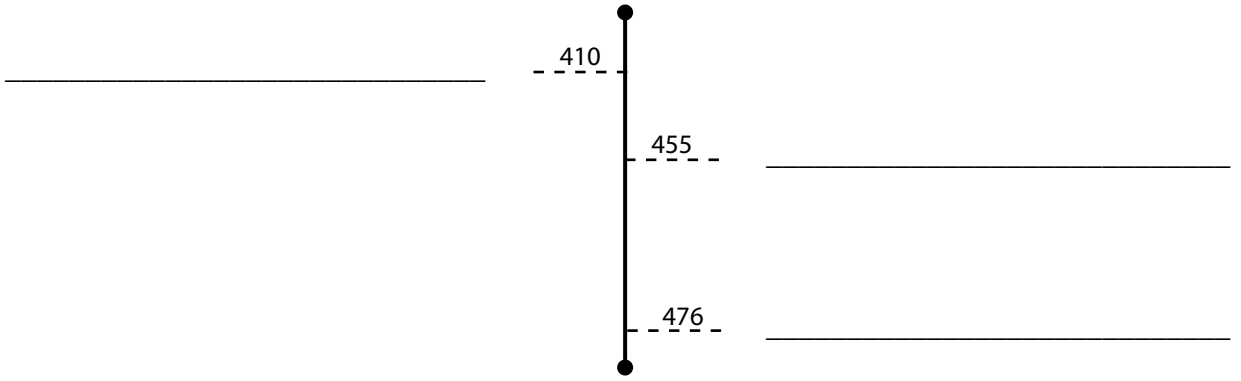
My Timeline!

Name _____

The Fall of Rome. Put the events listed below in the correct order on the timeline. **Note**: Remember that these dates (and almost all the dates in this book) are A.D. That means they take place after Jesus' birth. Unlike B.C. dates, which count down, A.D. dates count up. To learn the difference in time, just subtract the smaller date from the larger date:



1. a. Ostrogoths sack Rome
   b. Vandals sack Rome
   c. Visigoths sack Rome



2. How many years was it between the Visigoths sacking Rome and the Ostrogoths sacking Rome?

3. How many years was it between the Vandals sacking Rome and the Ostrogoths sacking the city?

4. Could someone have lived long enough to have witnessed all of these historical events?

5. What is the first thing you noticed about the timeline? What surprised you? Why?



Day 6

Dig Deeper!

If your teacher would like you to do a Dig Deeper project this week, select from one of these options:

- Learn more about the various factors that caused Rome to fall. This has been a favorite subject of debate for historians for centuries. Present your findings in a paragraph or a brief oral presentation.

- Research more about the Germanic barbarian tribes of Europe. Who were the main groups? Where did they come from? Where did they settle? What was their culture like? Present your findings in a paragraph or a brief oral presentation.

- Discover more about the Byzantine Empire. In what ways were they different from the Romans? In what ways were they similar? What was their culture like? If you like, create a map showing the extent of the Byzantine Empire's boundaries to accompany your report. Present your findings in a paragraph or a brief oral presentation.

- Research more about the Justinian Code. What were some of its laws? How does the Justinian Code still influence laws today? Does it have any influence on the laws where you live? Present your findings in a paragraph or a brief oral presentation.

- Learn more about the Hagia Sophia, the most famous church in Constantinople. When was it built? What makes it so famous? What is its history? Find or draw pictures of your own of the Hagia Sophia to illustrate your report. Present your findings in a paragraph or a brief oral presentation.

- Another option for this week is to complete the Architecture Study on Byzantine Architecture, which is located in the back of this teacher guide.



10

The Khans, Genghis and Kublai

Name

Materials needed for this chapter:

- Student Activity Pages
- Pencil
- Colored pencils or crayons
- Globe or atlas
- Optional: Books, encyclopedias, or websites for Dig Deeper prompts

Objectives

- Learn more about the Mongol Empire
- Learn more about the Yuan dynasty

Chapter Narration Prompts and Responses

Q. Talk about Genghis Khan and the Mongols.

A. Student should be able to discuss Genghis Khan's rise to power and the immense size of the Mongol Empire, as well as how feared his army was.

Q. Discuss the Yuan dynasty.

A. Students should recognize the Yuan dynasty was China under Mongol rule and be able to talk about how the Yuan dynasty differed from previous Chinese dynasties.

Written Narration Prompt

Why do you think the Ming dynasty was so authoritarian, especially in light of which dynasty they succeeded?

VOCABULARY

What words did you find in this week's reading that you didn't know? Be sure to always look up words that you do not know. Write down one of the words you looked up from this chapter.

What is its meaning? Does it have more than one meaning in the dictionary? If so, which one do you think matches the meaning in the sentence you read?



World Quest

Name _____

Day 59

The Khans, Genghis and Kublai. Answer the questions.

1. How did Genghis Khan make other Mongols loyal to him?

2. What was the Pax Mongolica and why was it important?

3. What was the Yuan dynasty and how did it differ from previous Chinese dynasties?

What am I?

Note whether the statement is discussing the Mongols, the Yuan dynasty, or the Ming dynasty.

1. This time period is the first time China was ruled by a foreign power.

_____

2. This is considered one of the most authoritarian times in Chinese history.

_____

3. People were absolutely terrified of this army.

_____

4. This empire tried to invade Japan but was unsuccessful.

_____

5. Art returned to its traditionally honored position during this Chinese government's rule.

_____

6. During this time, revolts in China eventually pushed out foreign control.

_____

7. This empire's rulers included Genghis Khan and Kublai Khan.

_____

8. In this period of Chinese history, art became much more individual and inward-looking.

_____

9. Marco Polo interacted with the rulers of this empire.

_____

10. This government was eventually overthrown after it invited its neighbors to the north to help them fight off a rebellion.

_____



Day 60

Map Adventure

Name _____

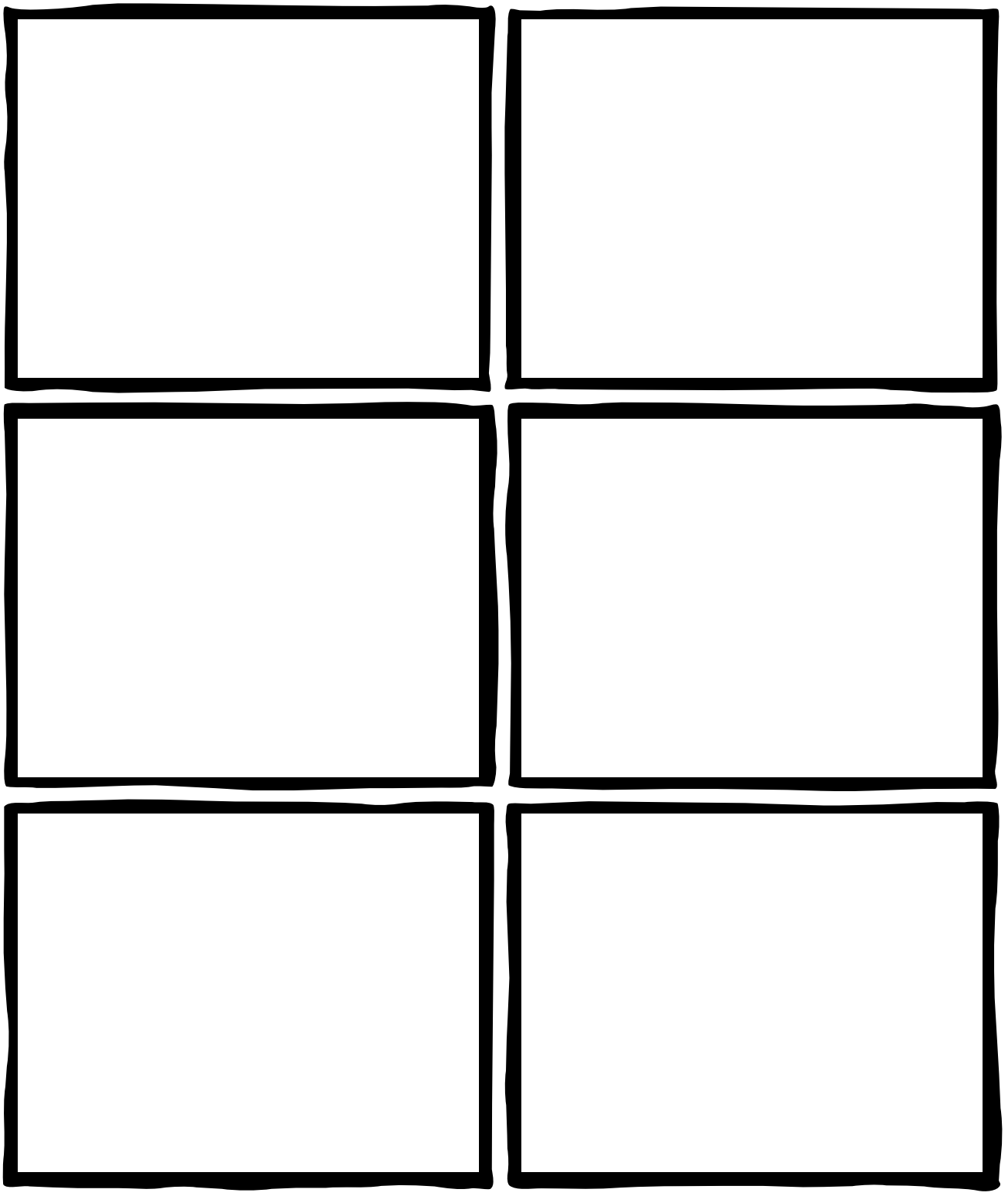
The Khans, Genghis and Kublai. Study the map on page 116 of your student book.

1. What do you notice about the expanse of the Mongol Empire during the time of Genghis Khan versus under later rulers? (Genghis Khan's invasions are marked with yellow arrows while the others are shown with blue arrows.)

2. Why do you think the Mongol Empire was divided up the way it was?

Draw a cartoon of Marco Polo's adventures.

The Adventures of Marco Polo



Day 61

My Timeline!

Name _____

The Khans, Genghis and Kublai.

1. Add the following events to the timeline:
   a. Marco Polo returns to Italy
   b. Marco Polo is born
   c. Marco Polo begins his journey east

2. What was happening in Asia at approximately the same time Marco Polo was born in Italy?

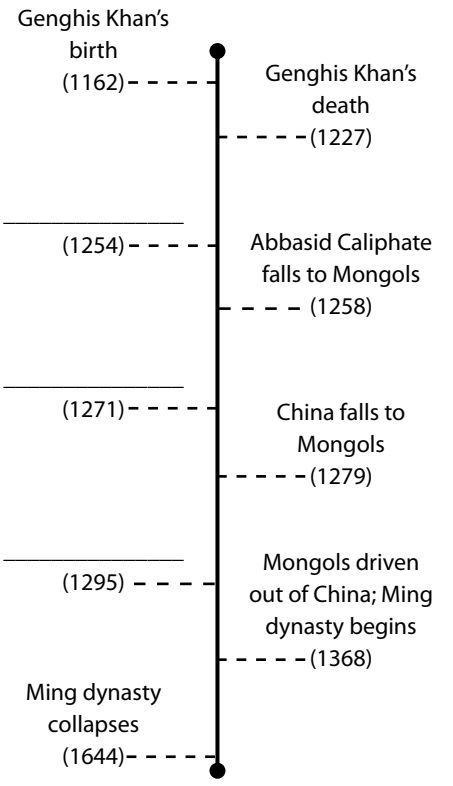
_____

3. Based on the timeline, how can you tell Marco Polo was in Asia during the Pax Mongolica?

_____

_____

_____



4. How would the Pax Mongolica affect his experiences as a traveler? Do you think Marco Polo could have made his journey earlier before the Pax Mongolica?

_____

_____

_____

5. What do you notice about the timeline? Does anything surprise you? Why?

_____

_____

_____



Day 62

Dig Deeper!

If your teacher would like you to do a Dig Deeper project this week, select from one of these options:

- Select one of the dynasties we studied in this chapter to learn more about. Present your findings in a paragraph or brief oral presentation.

- Many Mongolians today are still nomads. Research what their lives are like. What do they eat? What do they wear? How do they spend their time? Present your findings in a paragraph or brief oral presentation. Consider finding photographs or drawing images to accompany your report.

- The Mongolians are not the only nomads in the world. There are other people groups that follow a nomadic lifestyle. Discover more about nomadic people. Where do they live? How do they make a living? How do they adapt their culture for a life on the move? Present your findings in a paragraph or brief oral presentation. Consider finding photographs or drawing images to accompany your report.

- Research more about the Silk Road. Draw a map of it to accompany your report. Present your findings in a paragraph or brief oral presentation.

- The Mongol Empire was eventually divided into several smaller areas. Research more about what happened to the Mongol Empire after it was divided. Present your findings in a paragraph or brief oral presentation. Draw a map of the divisions to illustrate your report.

Day 63

Artist Study

Name _____

Guo Xi. Most study of the art of this period concentrates on what was happening in Europe. However, Asia was the scene of much innovation in the field of art. One of the most famous Chinese painters of this time is a man named Guo Xi. He lived during the Northern Song dynasty and was one of the court painters. This position gave him a lot of influence.

Guo Xi was more than just a painter, though. He was also a writer who recorded his thoughts on art, especially on landscape paintings, his specialty. Landscapes have long been a favorite artform around the world throughout history, and they were especially popular at this time in China. Guo Xi believed that seeing a landscape painting let the viewer wander along in his or her mind, just like walking on a landscape.

Guo Xi also developed a technique for painting from multiple perspectives. For him, you didn't have to view a painting from only one location, and his paintings reflected this "floating perspective" technique. This was much more advanced than the painting styles that were being practiced in Europe at the time. (You might remember from the student book that perspective was not a big part of European art until the Renaissance.)

Guo Xi also used unique brushwork to help form three-dimensional-looking figures in his work. Though his focus was landscapes, he especially liked painting seasons. His most famous works are landscapes during different times of the year. He tried to convey the atmosphere of the different seasons just as he did the physical environment of his landscapes.

Examples of Paintings by Guo Xi



Early Spring



Clearing Autumn Skies over Mountains and Valleys



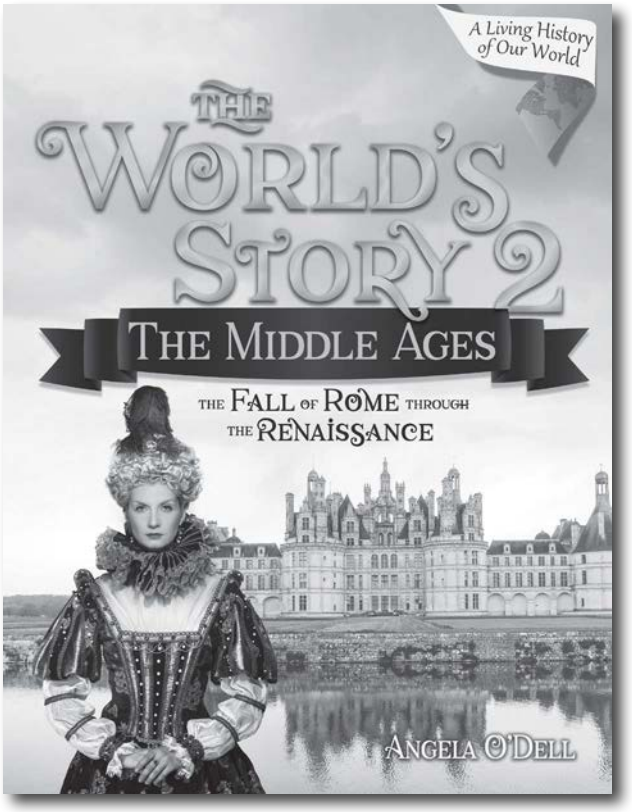
Autumn River

Choose one of the following activities to understand more about Guo Xi's work:

1. You can either journal about or orally answer one or more of the following questions:
   - Why do you think landscapes are appealing to people?
   - Do you like landscapes? Why or why not?
   - Why do you think Guo Xi wrote philosophy about art?

2. Do an art assessment.
   - What is the first thing you notice when you look at Guo Xi's work?
   - Which of these works is your favorite? Why?
   - Guo Xi talked about landscapes allowing people to wander in their minds. Can you wander in your mind through any of these landscapes?
   - How does Guo Xi's work look different compared to the Western art of the Middle Ages that you have studied? Why do you think that is?

3. Try it!
   - Use colored pencils, crayons, paints, etc. to create your own landscape. Be sure to use perspective in your work. You can use natural objects like mountains, rivers, trees, etc., to show perspective. Some good general rules to remember about perspective are that objects that are farther away will look smaller and have less detail and will often be lighter in color. Things that are placed higher in the painting will also look farther away. It might take a little to time to get used to using perspective, so don't hesitate to sketch your design first to work out the perspective.



Review Sheets

for Use with

World's Story 2

Day 44

Review Sheet I

Part I

Name _____

Matching Exercise (4 points each)

Please match the places to the correct description!

1. Rome
2. Constantinople
3. Denmark and Germany
4. England
5. Canterbury
6. Ireland
7. The Middle East
8. Spain
9. The Frankish Kingdom
10. The Holy Roman Empire

a. the area ruled by Clovis and Charles Martel

b. the region that Islam originally developed in

c. the original home of the Angles, the Saxons, and the Jutes

d. the European country conquered by Muslim forces in the 700s

e. the area that was derived from Charlemagne's former empire

f. the city that Augustine used as his base as a missionary to England

g. the city that was the capital of the Byzantine Empire

h. the island that St. Patrick served as a missionary in

i. the island the Angles, Saxons, and Jutes invaded

j. the city that was sacked several times by barbarian tribes and fell in 476

Day 44

Review Sheet I

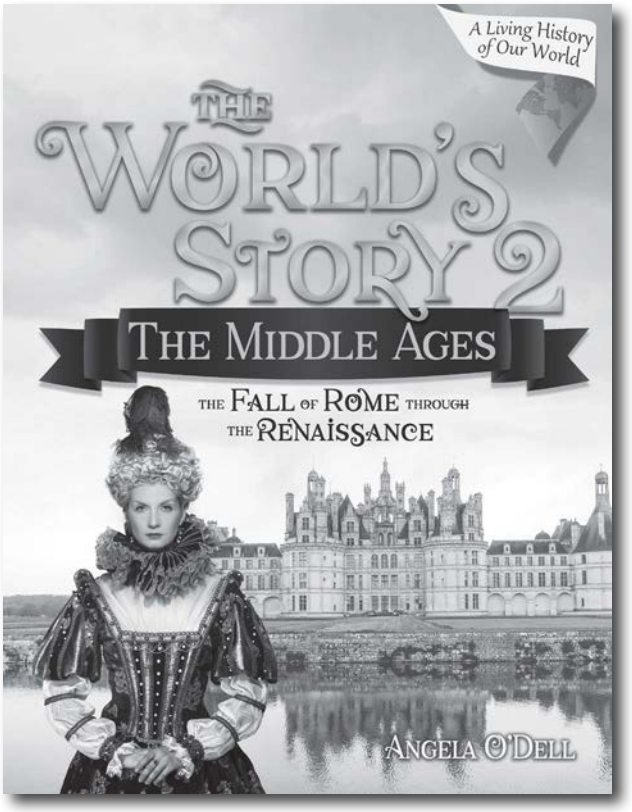
Part II

Name _____

1. What are some of the consequences of the Fall of Rome for Western Europe? **(20 points)**

2. What role did the Church play in medieval society? **(20 points)**

3. What was the impact of the spread of Islam throughout the Middle East and into Europe? **(20 points)**



Answer Keys

for Use with

World's Story 2

Worksheet Answers

Page 28 Written Narration Prompt

Answers will vary, but students should be able to provide specific details to support their response.

Students should understand that the Byzantine Empire was able to ward off the attacks from the barbarians and that, eventually, strong emperors came to the throne.

Page 29

1. Students should be able to provide specific reasons, such as barbarian invasions, political corruption, the empire's size, disease, disloyal soldiers, crumbling infrastructure, etc.
2. Students should recognize that it was frightening and uncertain because there was no longer a functioning government to run things. Money was now worthless, which led to a lot of poverty.
3. Justinian increased the size of the Byzantine Empire, worked to remove corruption, and updated and revised the laws in the Code of Justinian.

Page 31

1. Students should be able to recognize that a significant portion of Europe was under barbarian control.
2. Students should be able to count around 19 barbarian kingdoms/realms.

Page 32

Answers will vary, but students should provide specific details to support their response.

Page 33

1. c
   b
   a
2. 66 years
3. 21 years
4. Yes, it is feasible someone would have lived long enough to do so.
5. Answers will vary, but students should be able to provide specific details in their responses.

Page 36 Written Narration Prompt

Answers will vary, but students should provide specific details to support their response.

Pages 37–38

1. The Fall of Rome increased the power and prestige of the Christian Church because people looked to it to provide leadership.
2. The feudal system emerged because those with land were the only ones who still had wealth. Landowners became the most powerful people.
3. Some of the powerful landowners acquired even more land and wealth and became kings of the areas they controlled.
4. Answers will vary, but students should be able to support their conclusion with specific details about the disagreements. Students should understand that the two churches developed separately, influenced by two different cultures.

BONUS: Exact answers will vary, but students should understand that gold and silver are their own chemical elements that are mined from the ground, not created from other metals.

Page 39

1. Students should be able to point out that Christianity had spread as far north as Britain and Ireland.
2. Students should be able to point out that Christianity did not spread far outside the borders of the Roman Empire.

Page 40

The social classes should have kings on top followed (in order) by nobles, knights, and peasants.

Page 41

1. Western Europe
2. Northern and Eastern Europe
3. Answers will vary, but students should be able to point to specific details in their answers, such as the influence of the Roman Empire's boundaries.
4. Answers will vary, but students should be able to point to specific details to support their responses.

Page 44 Written Narration Prompt

Answers will vary, but students should be able to provide specific details to support their reasoning.

Page 97

1. Students should be able to name four of the following: Kuril Islands, Habomai Islands, Oki Islands, Osumi Islands, Tokara Islands, Amami Islands, Satsunan Islands, Okinawa Islands, Ryukyu Islands, Senkaku Islands, Sakishima Islands, Daito Islands, Izu Islands, Nanpo Islands, Bonin Islands
2. Students should be able to determine that Korea is about 200 kilometers (124 miles) from Kyushu from coast to coast.

Page 99

1. b
   c
   a
2. Start of the Umayyad Caliphate
3. Charlemagne was being crowned emperor.
4. The collapse of the Northern Song dynasty and the collapse of the Abbasid Caliphate.
5. Answers will vary, but students should be able to point to specific details to support their responses.

Page 102 Written Narration Prompt

Answers will vary, but students should be able to provide specific details to support their answers. They should also consider how control by the Mongols would influence later Chinese dynasties.

Page 103

1. He would incorporate other groups, except for the leaders, into his own. He also promoted people because they were capable, not just because they were his relatives or friends.
2. The Pax Mongolica was the Mongolian peace after the Mongol conquests. It helped encourage trade.
3. The Yuan dynasty was Mongol rule in China. The Mongols adopted Chinese political and cultural models, but art changed since it was no longer emphasized by the government.

Page 104

1. Yuan dynasty
2. Ming dynasty
3. Mongols
4. Mongols
5. Ming dynasty
6. Yuan dynasty
7. Mongols
8. Yuan dynasty
9. Mongols
10. Ming dynasty

Page 105

1. Exact answers will vary, but students should note that Genghis's invasions were more focused on the areas to the west but still within Asia. His successors also pushed farther west into Asia, but they also conquered China to the south and west into Europe.
2. Empire of the Great Khan, Chagatai Khanate, Golden Horde, and Il-khanid

Page 107

1. b
   c
   a
2. The Abbasid Caliphate fell to the Mongols.
3. Exact answers will vary, but students should be able to provide specific details to support their conclusion, such as how Marco Polo's lifespan is outside of Genghis Khan's time or most of the Mongol conquests.
4. Exact answers will vary, but students should realize that it would be a much safer journey during this time.
5. Answers will vary, but students should be able to point to specific details to support their responses.

Page 112 Written Narration Prompt

Answers will vary, but students should provide specific details to support their reasoning.

Review Sheet Answers

Review Sheet I

Part I

1. j
2. g
3. c
4. i
5. f
6. h
7. b
8. d
9. a
10. e

Review Sheet I

Part II

1. Students should be able to point to specific details about the extent of the chaos that ensued and the social changes that occurred as a result, including the rise of the feudal system and the emergence of the church as a leader.
2. Students should be able to point to specific details about the central role the Church played in medieval society, as a political leader, as a source for education and knowledge preservation and charity, and as a major commissioner of artwork, among other things.
3. Students should be able to point to the development of the Caliphates and the invasion of Spain and how Muslim rule shaped the cultures of these areas.

Review Sheet II

Part I

1. c
2. a
3. c
4. b
5. c
6. a
7. a
8. c
9. b
10. a

Review Sheet II

Part II

1. Students should be able to discuss how Japan's island location made it remote and cut off from most outside influences. References to the Kirishitans of Japan would also be appropriate.
2. Answers will vary, but students should be able to provide specific details to support their responses.
3. Students should be able to explain chivalry's emphasis on honor and courtesy, as well as its limits in medieval times to apply only to nobles and other knights. Other exact answers will vary, but students should be aware that Crusaders did not always behave well.

Review Sheet III

Part I

1. Richard the Lionheart (Richard I)
2. John Lackland (John I)
3. The Black Death/bubonic plague
4. Henry VI
5. Joan of Arc
6. Ferdinand and Isabella
7. Mehmed II
8. Vlad Tepes (Vlad III)
9. Ivan the Terrible
10. The Medici family

Review Sheet III

Part II

1. Students should be able to explain what the Magna Carta was, the circumstances surrounding its signing, and its significance to both English and American history, namely its affirmation that even a king is subject to the law.
2. Students should be able to discuss the societal

changes that the pandemic caused, including how it helped undermine the feudal system and open up opportunities for peasants.

3. Students should be able to explain what the Renaissance is and how it changed European society, specifically how it caused people to become more interested and engaged in topics like art and philosophy.

Review Sheet IV

Part I

1. a
2. a
3. c
4. c
5. c;
6. b
7. c
8. a
9. b
10. b

Review Sheet IV

Part II

1. Students should be able to discuss how the Reformation was the Protestant breakaway from the Catholic Church. They should also be able to identify factors that led to it, including the sale of indulgences, the corruption of the Church, the rise of Renaissance humanism, etc.
2. Exact answers will vary, but students should realize that rather than being instituted by sincere Reformers, the Reformation in England was largely brought about it by the selfish actions of Henry VIII, who himself was not really interested in what the Reformers were teaching and preaching.
3. Answers will vary, but students should be able to provide specific details concerning who the person they select is and their importance in history.