

Pedro A. Garrido
 Superintendent of Schools
 Phone (908) 245-1197
 Fax (908) 245-1226

Roselle Park Public Schools
510 Chestnut Street
Roselle Park, New Jersey 07204

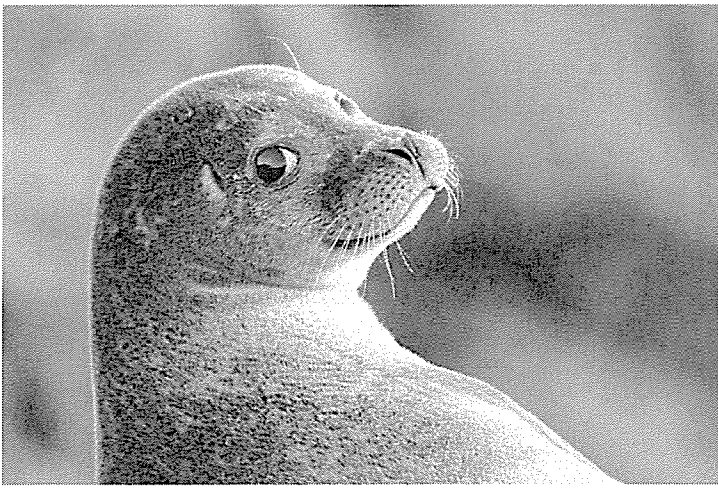
"A High Performing School District"

James Salvo
 Director of Curriculum, Instruction,
 and Funded Programs
 Phone (908) 245-6665 – ext. 1020
 Fax (908) 245-6503

Home Instruction Packet for World History

T. Hernandez World History period 5

<p>In this packet are materials and directions.....</p> <p>This work will be collected by the teacher. This work will be graded and counted towards their marking period grade. It will be handed in and reviewed upon the return of school.</p> <p>I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.</p> <p>You contact me at: thernandez@rspd.org</p>	
<p>Lesson: Maintenance of Atlas Skills and Research</p>	<p>Explanation of work required</p>
<p>Week 1-</p> <p>Lesson 1: Atlas</p> <p>Lesson 2: Atlas</p> <p>Lesson 3: Atlas</p> <p>Week 2-</p> <p>Lesson 1: Atlas</p> <p>Lesson 2: Atlas</p> <p>Lesson 3: Research</p> <p>Week 3-</p> <p>Lesson 1: Research</p> <p>Lesson 2: Research</p> <p>Lesson 3: Research</p>	<p>“Ideas Travel the Silk Road” pages 50 & 51</p> <p>“Early Kingdoms of Medieval Europe” pages 74 & 75</p> <p>“Viking Impact on Europe” page 77</p> <p>“Recent International Challenges” page 142 & 143</p> <p>Begin research on project Women’s History Month PowerPoint</p> <p>Content A, B, C, D</p> <p>Content E</p> <p>Content F</p> <p>Content G, H, I</p> <p>Review PowerPoint for attractiveness and grammatical errors. PowerPoints will be presented when we return from school.</p>



World History

Home Instruction Packet

Ms. Hernandez

Week 1

_____ Atlas-“Ideas Travel the Silk Road” pages 50 & 51

_____ Atlas- “Early Kingdoms of Medieval Europe” pages 74 & 75

_____ Atlas- “Viking Impact on Europe” page 77

Week 2

_____ Atlas “Recent International Challenges” page 142 & 143

_____ Begin research on project: Women’s History Month PowerPoint

_____ Content A, B, C, D

Week 3

_____ Content E

_____ Content F

_____ Content G, H, I

_____ Review PowerPoint for attractiveness and grammatical errors

Ideas Travel the Silk Road

► Time and Change

1. Turn to pages 50–51 in the atlas. Use the time line at the top of the page to find two dates that were significant for two of the world’s religions—Christianity and Islam. Write each event and the year it occurred on the lines below.

Events	Year
a. _____	_____
b. _____	_____
_____	_____

► Gathering the Facts

2. Read the introduction. Write **T** next to each of the following statements if it is true or **F** if the statement is false.
- a. The cultures of Asia, Europe, and Africa were isolated from each other between 400 and 1500. _____
 - b. The spread of religion helped unite large regions. _____
 - c. Trade and travel connected places that were far apart. _____

► Places, Regions, and Landscapes

3. Look at pictures A, B, C, D, and E and read their captions. Match each invention with the region it was invented. (Some regions may be used more than once, some may not be used at all.)

Invention	Region
a. Hindu-Arabic numerals •	• Arab world
b. Compass •	• India
c. Stirrups •	• China
d. Paper •	• Central Asia

► People and Cultures

4. Look at pictures A and E for examples of Arabic and Chinese writing. Also look at chart D, *Development of Chinese Characters*, on page 23. Next to each statement below, write **A** if it describes Arabic writing or **C** if it describes Chinese writing.

- a. It is written horizontally. _____
- b. It is written vertically. _____
- c. Each character represents an idea. _____
- d. Each letter represents a sound. _____
- e. It looks the most like our writing. _____

★ History through Maps

5. Look at the map *Silk Road and Other Trade Routes*. Use the information to answer the following questions.

- a. What was the main trade route between Asia and the Mediterranean region?

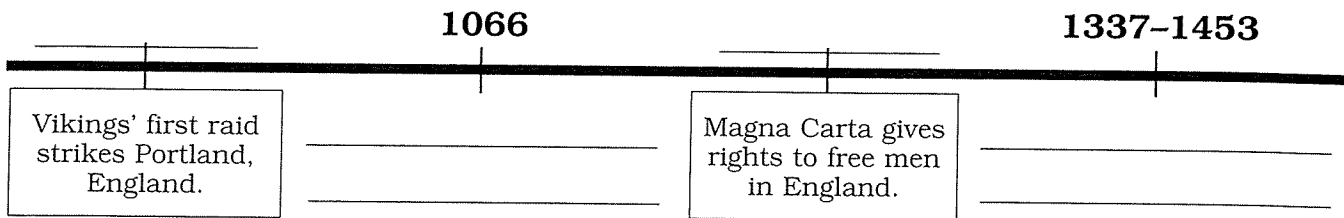
- b. Where did the plague originate? _____
- c. In which region were spices the main sources of trade?

- d. What were the main sources of trade goods found in China?
_____, _____, _____
- e. If you wanted to trade frankincense for cotton by sea, what two cities would be along your trade route? _____ and _____
- f. What goods came from the Mediterranean region?
_____ and _____
- g. What city marked the beginning of the Silk Road in the east? _____
What city marked the beginning of the Silk Road in the west? _____

Early Kingdoms of Medieval Europe

► Time and Change

1. Turn to pages 74–75 in the atlas. Use the time line at the top of the page to find four dates that were significant for England. Write each event or the year it occurred on the time line below.



► Gathering the Facts

2. Read the introduction. Write **T** next to each of the following statements if it is true or **F** if the statement is false.
- The Middle Ages was a time of great learning and culture for Europeans. _____
 - The Middle Ages is also called the medieval era. _____
 - Barbarian kings, wanting to be more civilized, became Roman Catholics. _____
 - Many barbarian tribes established kingdoms in Eastern Europe. _____

► History through Maps

3. Use map A, *Barbarian Kingdoms*, to answer the following questions.
- Which tribe established the first barbarian kingdom? _____
 - Who brought Christianity to Ireland? _____
 - When did Roman Catholicism spread throughout the barbarian kingdoms?

 - Which barbarian tribe established a kingdom in Africa? _____
 - In which directions did the Slavs migrate?
_____ and _____
 - Which kingdom did the Byzantines defeat? _____
 - Who conquered the Ostrogoths? _____

➤ **People and Their Environments**

4. Look at picture B and read its caption. Then use map C, *Charlemagne's Frankish Empire*, to answer the following questions.

- a. Who became the sole ruler of the Frankish Empire? _____
- b. Which four regions did Charlemagne conquer between 771 and 814?
_____, _____,
_____, and _____
- c. Which regions did Charlemagne conquer but not rule? _____,
_____, _____, and

- d. What did Charlemagne hope to restore?

- e. Where was Charlemagne crowned Emperor of the West? _____
- f. How long did the Frankish Empire last? _____
- g. When did the empire break up? _____

➤ **People and Cultures**

5. Read the history question, "Who can read?" Also look at chart D, *Education in the Frankish Empire*. Next to each statement below, write **BC** if the statement describes education before Charlemagne, **CER** if it describes Charlemagne's proposed education reform, or **B** if it describes both.

- a. Students studied geometry and music. _____
- b. Students were taught in a monastery. _____
- c. All boys could go to school. _____
- d. Students studied grammar and rhetoric. _____
- e. Primary schools were located in every city. _____

Viking Impact on Europe

► People and Their Environments

1. Turn to page 77 in the atlas. Read the introduction. Then look at picture D and read its caption. Use the information to answer the following questions.
 - a. What countries make up Scandinavia? _____,
_____, and _____
 - b. What skills were the Vikings known for? _____ and

 - c. How were Viking ships able to cross open waters?

 - d. How did the Vikings attack towns in Europe? _____

 - e. Where did the Vikings have settlements? _____,
_____, and _____

★ People and Cultures

2. Look at map E, *Viking Raids and Settlements*. Write **D** next to each of the following statements if it describes the Danish Vikings, **N** if it describes the Norwegian Vikings, or **S** if it describes the Swedish Vikings. Some facts may describe more than one group.
 - a. Novgorod was their capital. _____
 - b. They sailed to North America. _____
 - c. They were the first to raid England. _____
 - d. They raided Ireland. _____
 - e. They raided Paris. _____
 - f. They sailed along the Volga River. _____
 - g. They looted Luna. _____
 - h. They were defeated by Byzantines. _____
 - i. They sailed along the coast of Normandy. _____
 - j. Their capital was York. _____

Recent International Challenges

► Gathering the Facts

1. Turn to pages 142–143 in the atlas. Read the introduction. Then look at picture A and read its caption. Use the information to answer the following questions.

a. What are some of the challenges the world is facing today?

b. What will happen if the global warming threat continues?

c. What is a positive result of global challenges faced today?

► Time and Change

2. Look at graph B, *World's Largest Economies*, and read the history question "Where was it made?" For each year, write a **1** next to the country that has the largest economy and **5** next to the country that has the smallest economy.

Country	1995	2017
a. Japan	_____	_____
b. United States	_____	_____
c. China	_____	_____
d. Germany	_____	_____
e. United Kingdom	_____	_____

★ Thinking about History

3. Look at graph C, *Top 10 Cities, 2015*. Then look at graph D, *Top 10 Cities, 1900*, on page 123. Use the information to answer the following questions.

a. Which continent had the most of the top ten cities in 1900? _____
Were any of these cities still one of the most populated cities in 2015? _____

b. Which of the top ten cities from 1900 were still among the top ten cities in 2015?
_____ and _____

c. What was a cause of urban migrations for the past 50 years?

► **Places, Regions, and Landscapes**

4. Use map D, *World Conflicts*, to complete the following sentences.
- An attempt to exterminate an entire ethnic or national group is called a _____ . One occurred in the region of _____ in Africa.
 - Terrorist attacks occurred in the United States in _____ and _____ .
 - The two continents with the most wars and major terrorist attacks are _____ and _____ .

► **People and Their Environments**

5. Look at picture E and read its caption. Write **T** next to each of the following statements if it is true or **F** if the statement is false.
- Controlling diseases through vaccinations helps save lives that would have once been lost. _____
 - Vaccines can prevent tetanus and diphtheria. _____
 - Only children in Ethiopia need vaccinations. _____

► **People and Cultures**

6. Use time line F, *Innovations, 1970–2020*, to classify the following innovations. Write **M** if the innovation is related to medicine or **T** if the innovation is related to technology. Then circle those innovations you would not want to live without.
- | | | | |
|----------------------------|-------|------------------------|-------|
| a. Word processor | _____ | g. World Wide Web | _____ |
| b. MRI scanner | _____ | h. Cloning | _____ |
| c. Isolation of HIV | _____ | i. Cellular phone | _____ |
| d. Personal computer | _____ | j. Portable MP3 player | _____ |
| e. Video cassette recorder | _____ | k. Text messaging | _____ |
| f. DNA evidence | _____ | l. Reusable rocket | _____ |

Women's History Month PowerPoint

Pick a famous women in history and make a PowerPoint using the rubric below to guide you!

My person is _____

Rubric for PowerPoint Presentation—Biography Research

Category	4	3	2	1
Background	Background does not take away from text or other graphics. Choice of background is appropriate for this project/subject.	Background does not take away from text or other graphics. Choice of background could have been better suited for the project/subject.	Background does not take away from text or other graphics. Choice of background does not fit the project/subject.	Background makes it difficult to see text, competes with other graphics on the page or lacks a background.
Text-Font choice & Formatting	Font, formats, and transitions (e.g. style, color, bold, italic) have been carefully planned to enhance readability and content.	Font formats and transitions have been carefully planned to enhance readability.	Font formatting and transitions have been carefully planned to complement the content. It may be little hard to read.	Font formatting and transitions makes it difficult to read the material.
Content—Accuracy <u>see hand-out for content requirements</u>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error. It is difficult to understand the person's life information.
Spelling and grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings or grammatical errors.	Presentation has 3-4 misspellings or grammatical errors.	Presentation has more than 4 grammatical and/or spelling errors.
Use of graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but few do not seem to support the theme/content of the presentation.	Several graphics re unattractive AND take away from the content of the presentation.
Effectiveness/ Organization	Project includes all material needed to gain a comfortable understanding of the person's whole life.	Project includes most material needed to gain comfortable understanding the person's whole life.	Project is missing more than two key elements that impact the understanding of the presentation.	Project is lacking several key elements and has inaccuracies.
Presentation <u>Eye contact, volume of voice, enthusiasm, and creativity</u>	Student presented the material with confidence..	Student presented material but could have been more confident.	Student had many difficulties presenting material.	Student was unable to complete presentation before the class.

Outline for Biography PowerPoint Presentation

- I. Content Requirements (Order by your preference)**
 - A. Title and Name
 - B. Introduction
 - C. Why did I choose this person?
 - D. Childhood (struggles, accomplishments, family)
 - E. Adolescence
 - F. Adulthood (career, family life, struggles, accomplishments)
 - G. What positive contribution(s) has this person made?
 - H. What is the most interesting fact I learned from my research?
 - I. What have I learned during this project?

- II. Add a background that is appropriate**

- III. Fix your font and format it to make is easy to read**

- IV. Add transitions to your slides and/or information**

- V. Add graphics that complement the theme/topic**

- VI. Proofread your presentation**

*****Practice your presentation for your classroom presentation on your topic
Everyone will be required to present, either to the class or Ms. Hernandez after
school when we return. Be prepared!**

You can always share your PowerPoint with me for feedback and help.

Pick a famous women in history and make a PowerPoint using the rubric below to guide you!

My person is _____

Rubric for PowerPoint Presentation—Biography Research

Category	4	3	2	1
Background	Background does not take away from text or other graphics. Choice of background is appropriate for this project/subject.	Background does not take away from text or other graphics. Choice of background could have been better suited for the project/subject.	Background does not take away from text or other graphics. Choice of background does not fit the project/subject.	Background makes it difficult to see text, competes with other graphics on the page or lacks a background.
Text-Font choice & Formatting	Font, formats, and transitions (e.g. style, color, bold, italic) have been carefully planned to enhance readability and content.	Font formats and transitions have been carefully planned to enhance readability.	Font formatting and transitions have been carefully planned to complement the content. It may be little hard to read.	Font formatting and transitions makes it difficult to read the material.
Content—Accuracy <u>see hand-out for content requirements</u>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error. It is difficult to understand the person's life information.
Spelling and grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings or grammatical errors.	Presentation has 3-4 misspellings or grammatical errors.	Presentation has more than 4 grammatical and/or spelling errors.
Use of graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but few do not seem to support the theme/content of the presentation.	Several graphics re unattractive AND take away from the content of the presentation.
Effectiveness/ Organization	Project includes all material needed to gain a comfortable understanding of the person's whole life.	Project includes most material needed to gain comfortable understanding the person's whole life.	Project is missing more than two key elements that impact the understanding of the presentation.	Project is lacking several key elements and has inaccuracies.
Presentation <u>Eye contact, volume of voice, enthusiasm, and creativity</u>	Student presented the material with confidence..	Student presented material but could have been more confident.	Student had many difficulties presenting material.	Student was unable to complete presentation before the class.

Outline for Biography PowerPoint Presentation

- I. Content Requirements (Order by your preference)**
 - A. Title and Name
 - B. Introduction
 - C. Why did I choose this person?
 - D. Childhood (struggles, accomplishments, family)
 - E. Adolescence
 - F. Adulthood (career, family life, struggles, accomplishments)
 - G. What positive contribution(s) has this person made?
 - H. What is the most interesting fact I learned from my research?
 - I. What have I learned during this project?

- II. Add a background that is appropriate**

- III. Fix your font and format it to make is easy to read**

- IV. Add transitions to your slides and/or information**

- V. Add graphics that complement the theme/topic**

- VI. Proofread your presentation**

*****Practice your presentation for your classroom presentation on your topic
Everyone will be required to present, either to the class or Ms. Hernandez after
school when we return. Be prepared!**

You can always share your PowerPoint with me for feedback and help.