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An Adaptive Curriculum Students with Special Needs

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AN ADAPTIVE CURRICULUM STUDENTS WITH SPECIAL NEEDS

A Project Report

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by

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ABSTRACT

AN ADAPTIVE CURRICULUM

FOR STUDENTS WITH SPECIAL NEEDS

By

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The purpose of this project was to adapt existing social studies program materials for use with students with special needs in selected Washington State middle/junior high school. To accomplish this purpose, a comprehensive literature review of research related to social studies curricular and students with special needs was conducted. Existing curriculum was adapted, with special attention given to Washington State Essential Academic Learning Requirements (EALR) requirements. The project materials relate to European history from ancient to modern times, and may be a model for adapting other materials by other teachers.

Acknowledgements

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This project is dedicated to five individuals. My parents, Mr. and Mrs. Janke, who instilled in me a strong spirit and work ethic that I can achieve any goal that I set for myself. Marilyn Gilcher, my kindergarten teacher for laying the foundation at the start of my education. Also, Dr. Thomas Billings and Dr. Frank Raney who believed in what I wanted to do and supported me through the difficult times in obtaining my teaching degree.

CHAPTER 1

BACKGROUND OF THE PROJECT

Introduction

"Students' rights to special education programs. (1)

Each school district or other public agency shall provide

every special education student between the age of three

and twenty-one years, a free appropriate education program

(WAC 392-172-030, 1998)."

The above statement from Common School Manual of the

State of Washington (Bergeson, 1998) as cited in the Washington

Administration Code (WAC). WAC 393-172-30 means that school

aged children with a physical or mental limitation cannot be

denied by a school district or public agency of the right to a free

appropriate education.

According to Blackhurst and Berdine (1993) in the recent

past, it has been evident that general education classrooms and

special education have many things in common. Previous

stigmas of practices in teaching special education have been

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overcome (Blackhurst and Berdine, 1993). Blackhurst and

Berdine went on to state that general education teachers can no

longer disregard the role and contributions of their colleagues in

special education. Similarly special educators can no longer

isolate themselves from the mainstream of educational thinking.

Educators now accept the premise that the same principles and

procedures, with some modifications, can be used in the

instruction of all children (Blackhurst & Berdine, 1993).

A possible reason for a shortage of adaptive curriculum for

students with special needs is a lack of instruction by teachers

in the field of social studies.

Purpose of the Project

The purpose of this project was to adapt existing social

studies program materials for use with students with special

needs in selected Washington State middle/junior high schools.

To accomplish this purpose, a literature review of research

related to social studies curricula and students with special

needs was conducted. Existing curriculum was adapted, with

attention given to Washington State Essential Academic

Learning (EALR) requirements in referring the curricula of this

project.

Limitations of the Project

For purposes of this project, it was necessary to establish

the following limitations:

1. Literature Review: The literature review undertaken to

   develop and design the project was limited to research

   conducted within the past twenty-seven years.

2. Scope: The project was designed for adaptive existing

   social studies program material for use with students

   with special needs in selected Washington State middle/

   junior high schools.

3. Target Population: the adaptive social studies curricula

   were intended for use with seventh grade students with

   special needs.

Definitions of Terms

The following terms within the context of this project have been define as follows.

1. <u>Achievement:</u> Level of whatever other factor the text purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills (except where skills are the factors that the tests purports to measure). <u>Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance, 34 C.F.R. S 104 (1998).</u>

2. <u>Adapted Education:</u> Refers to substantial modifications in curriculum and academic expectations to students who cannot reasonably be expected to achieve typical grade level requirements and whose educational programs may deviate significantly from the regular school program. (<u>Facts on File Dictionary of Education,</u> 1988).

3. <u>Adoption</u>: The process by which an individual alters his or her current mental, physical, or emotion behavior to meet and deal with conditions in a learning. 2. Instruction to enhance learning and meet individual student differences and needs. (<u>The Concise Dictionary of Education</u>, 1982).

4. <u>Adaptive Education:</u> A general term referring to modifications of changes in instructional strategies, techniques, materials or expectations to address individual differences. (<u>Fact on File Dictionary on Education</u>, 1988).

5. <u>Attitude</u>: A person's tendency to feel about the acts towards certain people (or situations, objects, ideas, etc.) in a particular manner. The development of positive attitudes in pupil (eg. told as school subject of towards themselves) is sometimes spoken of as part of of their affective education. (A Dictionary of Education, 1981).

6. <u>Cognitive Learning:</u> Learning that emphasizes memorizing, analyzing and evaluating rather feeling of movement, chiefly involves the learning of concepts and principles. (A Dictionary of Education, 1981).

7. <u>Individualized Education Program (IEP):</u> Individualized educational program developed in accordance with the Education of the Handicapped Act. <u>Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance, 34 C.F.R. S 104</u> (1998).

8. <u>Independent Learning or Individualized Learning:</u> There are at least two somewhat different meanings of this term. The first focuses on the pupil working on his own perhaps by programmed materials of some kind. The second meaning refers to the need to allow individual pace, but also to make use of approaches, style of learning and personality differences. (<u>A Guide for English Educational Terms,</u> 1984).

9. <u>Specific Learning Disability:</u> Specific learning disability is one or more of the basic psychological processes, involved in understanding or using spoken language which prevents the student from achieving commensurate with his or her age and ability levels in one or more of the areas listed in this subsection, when provided with learning experiences appropriate to the student's age and ability levels. (<u>Washington State Common School Manuel,</u> 1999).

10. <u>Mastery Learning</u>: Refers to the establishment of minimum expected levels of performance and provision of the instruction necessary to allow a learner to achieve the stated objective. The under laying theory is that all individuals are capable of learning basic skills and knowledge if the curriculum and instructional methods are appropriately structured. (<u>Facts on File Dictionary of Education,</u> 1988).

11. <u>Motivation</u>: A psychological term that refers to internal (and) or external factors that activates or maintain an individual behavior. (<u>Facts on File Dictionary of Education</u>, 1988).

12. <u>Positive Reinforcement or Programmed Instruction</u>: Instructional material written in the step-by-step form that is based on learning theories which also utilize teaching machines; such material typically includes in each step a comprehensive, new item of knowledge to be learned, a question about it that is easy to answer correctly, a prompt, and confirmation of the correctness to give "positive reinforcement" to consolidate learning. (<u>The Concise Dictionary of Education</u>, 1982).

13. <u>Reward or Reinforcement</u>: Any consequence a person experiences for a behavior that tends to cause an increase in the frequency of the behavior. Sometimes, consequences intended to be "punishment" are, in effect, reward because of the attention value. (<u>Facts on</u>

File Dictionary of Education, 1988).

14. **Reinforcement - Positive and Negative:** Inducement to perform in a particular manner. Positive reinforcement occurs when an individual secures a desired reward that is contingent upon some prescribed behavior. Negative reinforcement occurs when an individual works to avoid an undesirable consequence. (Facts on File Dictionary of Education, 1988).

15. **Self-esteem:** An individual's assessment of his or her own personal worth or competence. (Facts on File Dictionary of Education, 1988).

CHAPTER 2

REVIEW OF LITERATURE

INTRODUCTION

The review of literature and research summarized in

Chapter 2 was organized to address:

1. Legislation: Laws that affect and protect individuals of

   Disability Right to an education.

2. Litigation: Summary of case law related to

   accommodation and instruction.

3. Related law issues: federal, state, and local guidelines

   for instruction of students.

4. Strategies/Techniques for classroom modifications and

   evaluation: Methods and ideas for adapting curricula for

   students with special needs. Professional/Personal

   Evaluation of Authentic Assessment: Findings of

   whether modifications and accommodations were

   successful for students.

The research and literature reviewed for purposes of this

project focused on the past twenty-seven years. Research was

conducted through the Educational Resource Information Center

(ERIC), and library resources.

Legislation

Since 1960, the federal government passed laws that

guaranteed a free appropriate education (FAPE) for individuals of

disability. The following public laws were to assist individuals of

disability to access a public education. A review of the following

laws establishes the foundation for individuals with disabilities to

receive a free appropriate education.

Public Law 94-192: The Education for All Handicapped

Children Act of 1975 (PL-94-142): mandates a free and

appropriate public education (FAPE) for all children with

disabilities, ensures due process rights, mandates individualized

Education Programs (IEP), among other things. It is the core of

funding for special education (The education for all handicapped

children act for children act of 1975, 20 U.S.C. S. 1400 et seq.

Public Law 99-457: The Education of the Handicapped Act
Amendments of 1986 (PL 99-457): mandates services for
preschoolers with disabilities and established the Part H.
program to assist states in the development of comprehensive,
multidisciplinary, and statewide system of early invention
services for infants and toddlers (birth to age 3). This law also
authorized the discretionary programs and expanded transition
programs (The education of the handicapped act amendments of
1986, 20 U.S.C. S 1400 et seq).

Public Law 101-336: The Americans with Disabilities Act
(ADA) (PL 11-336), based on the concepts of the Rehabilitation
Act of 1973, guarantees equal opportunity for individual with
disabilities in employment, public accommodation,
transportation, state and local government services, and
telecommunications. The ADA is the most significant federal law
assuring the civil rights of all individuals with disabilities (The
American with Disabilities Act of 1990, 20 U.S.C. S 1400 et. seq).

Public Law 101-476: The Education of the Handicapped Act

Amendments (EHA) of 1990 (PL 101-476): changed the name of

EHA to the individuals with Disabilities Education Act (IDEA).

This law reauthorized and expanded the discretionary programs,

mandated transition services and assistive technology services

to be included in a children's of youth's IEP, and added autism

and traumatic brain injury to the list of categories of children and

youth eligible for special education and related services (The

education of the handicapped act amendments of 1990, 20 U.S.C.

S 1400 et seq).

Litigation

As a result of the public laws being put in effect, the

following case law of the U.S. Court established precedents

guaranteeing individuals with disabilities a right to a free

appropriate education. Five selected U.S. Court landmark cases

have been summarized in the following section.

Mills v. Board of Education of District of Columbia

In 1972, Mills v. Board of Education of District of Columbia

(348 F. Supp, 866 (1972), dealt with the issue that more procedural due process was required to reassign handicapped students. This meant placing the student in a different classroom environment. Friend on behalf of seven children brought suit against the District of Columbia School District for not providing them with immediate and adequate education and educational facilities in the public schools or providing alternative placement at public expense.

In reviewing the language of the laws, it was evident to the court that the intent and integrity of the laws were consistent. Also, from a historical perspective the language defining the population has changed from "handicapped children" to "individuals with disabilities."

The plaintiffs brought to the court evidence alleging that because of the labels of disability given to the plaintiffs, they were denied admission to alternative educational placement or periodic review. The defendant also failed to comply with Section

31-208 of the District of Columbia code which required a census of all children aged three to eighteen in the District. The court found in the favor of the plaintiffs. The court declared that plaintiffs were entitled to a free and appropriate education by the District of Columbia School District. The court proposed an "Order and Decree" making the district file a comprehensive plan to met the needs of these children. This case expanded the Pennsylvania Association for Retarded Citizens (PARC) decision of 1971.

In the Mills case, the court's decision was that the District of Columbia School District was in violation of providing an education to these children. The court found not only were the plaintiffs denied the publicly supported education to which they are entitled, many were suspended or expelled from regular schooling or specialized instruction or reassigned without any prior hearing and a given no periodic review thereafter. Due process of law requires a hearing prior to exclusion, termination

of classification into a special program (Mills v. Board of

Education District of Columbia., 348 F. Supp. 866 (1972). The

court found the district failed to fulfill this duty to retain these

children in the public school system, or to otherwise provide

them with publicly supported education, by claiming of

insufficient funds. The court concluded that the inadequacies of

the District of Columbia Public System, whether by insufficient

funding or administrative inefficiency, certainly cannot be

permitted to bear more heavily on the "exceptional" or

"handicapped child than on the normal child" (Mills v. Board of

Education District of Columbia., 348 F. Supp. 866 (1972).

> **Board of Education of Hendrick Hudson Central School**
> **District v. Rowley**

Board of Education of Hendrick Hudson Central School

District v. Rowley (458 U.S. 176, 102 S. Ct. 3034. (1982), dealt

with the issue of the "Free Appropriate Public Education (FAPE)"

clause of the education of the Handicapped Act. The district

claimed the law did not require a state to maximize the potential

of each handicapped child. The Rowley family brought suit against the Board of Education of Hendrick Central School District for not providing Amy Rowley, a deaf student with a sign-language interpreter.

The plaintiffs brought to the court evidence alleging that after agreeing to part of the mandated IEP conducted by the school for meeting Amy's education, the Hendrick Central School District denied Amy the right to a sign-language interpreter constituted a denial of the "free and appropriate public education" guaranteed by Act. The defendants claimed that after providing Miss Rowley with the adaptive devices to aid her education, a sign-language interpreter was not necessary at the time because of Miss Rowley's satisfactory progress in the education. The case went before the Supreme Court, Judge Rehnquist rendered his decision in favor of the Rowley family.

Judge Rehnquist's decision stated:

{W}e conclude that the Court of Appeal erred in affirming the decision of the District Court. Neither the

District Court nor the Court of Appeals found the petitioners

had failed to comply with the procedures of the Act, and the

findings of neither court would support a conclusion that

Amy's educational program failed to comply with the

substantive requirements of the Act. On the contrary, the

District Court found that the "evidence firmly establishes

that Army was receiving an adequate education, since she

performs better than the average child in her class and was

advancing easily from grade to grade." in light of this

finding, and of the fact that Amy was receiving

individualized instruction and related services calculated

by the Furance Woods school administrators to meet her

educational needs, the lower court should not have

concluded that the Act requires the provision of a sign-

language interpreter. Accordingly, the decision of the

Court of Appeals was reversed, and the case was

remanded for further proceedings consistent with this

opinion. So ordered (458 U.S. 176, 102 S. Ct. 3034. 1982).

Honig v. Doe

In 1988, Honig v. Doe (484 U.S. 305, 108 S. Ct. 592 (1988),

this dealt with the "Stay Put" provision. The term "stay put"

directs that a disabled child "shall remain in [his or her] then

current educational placement" pending completion of any

review proceedings, unless the parents and state or local

educational agencies otherwise agree. (20 U.S. C. S 1415(e)(3).

The stay put provision prohibits school authorities from

excluding students of disability from the classroom for

dangerous or disruptive conduct manifested by their disability.

The suit was filed against Bill Honig, California Superintendent of

Public Instruction, asserting violation of the Education of the

Handicapped Act.

The plaintiffs brought to the court evidence alleging that

Doe's and Smith's handicapping condition caused them to

become violent at times. It was recommended by the San

Francisco Unified School District's Student Placement

Committee (SPC), that the two emotionally disturbed children be

suspended from school indefinitely for violent and disruptive

conduct related to their disabilities. The lower court ordered the

State to provide services directly to disabled students when, in

any individual case, the State determined that the local

educational agency was unable or unwilling to do so.

The defendants sought court review of the lower court

decisions based on the Court of Appeals' construction of the

stay-put provision in conflict with those of several other courts of

appeals which had recognized a dangerousness exception,...and

that the direct services ruling placed an intolerable burden on

the State. The court also noted that Congress passed the EHA

after finding that school systems across the country had

excluded one out of every eight disabled children from classes

(484 U.S. 305, 108 S. Ct. 592, (1988).

The ruling from Justice Brennan stated: "We believe

that school officials are entitled to seek injunctive relief

under S 141125(e)(2) in appropriate cases. In any such

action, S 1414(e)(3) effectively crates a presumption in

in favor of the child's current educational placement which

school officials can overcome only by showing that

maintaining the child in his or her current placement is

substantially like to result in injury either to himself or

or herself, or to others. In the present case, we are

satisfied that the District Court, in enjoining the state and

local defendants from indefinitely suspending respondent

or otherwise unilaterally altering his then current

placement, properly balanced respondent's interest in

receiving a free and appropriate education in accordance

with the procedures and requirements of the EHA against

interests of the state and local school officials in

maintaining a safe learning environment for all their

students." (484) U.S. 305, 108 S. Ct. 592, (1988).

Brennan concluded that:

"We believe the courts below properly construed and

and applied S 1415(e)(3), except insofar as the Court of

Appeals held that a suspension in excess of 10 school days

does not constitute a "change of placement." We therefore affirm the Court of Appeals' judgment on the issue as modified herein. Because we are equally divided on the question whether a court may order a State to provide services directly to a disabled child where the local agency has failed to do so, we affirmed the Court of Appeals' judgment on this issue as well. Affirmed (484 U.S. 305, 108 S. Ct. 592, (1988)

<u>Timothy W. v. Rochester, New Hampshire, School District</u>

Timothy W. v. Rochester New Hampshire, School District (875 F. 2d. 954) dealt with the Education for All Handicapped Children Act (EAHCA) mandates the education of all handicapped children and does not require a child to demonstrate a benefit as condition precedent to participation. This suit was filed against the Rochester School District as a result of the District alleged failure to private a proper educational program to Timothy W., an individual who was multiply handicapped and profoundly mentally retarded.

The plaintiffs brought their complaint to District Court, alleging that Timothy W's rights under the Education for All Handicapped Children Act (20 U.S. C. S 1400 et. seq.), the corresponding New Hampshire state law (RSA 186-C), S 504 of the Rehabilitation Act of 1973 (29 U.S. C. S 794), and the equal protection and due process clauses of the United States and New Hampshire Constitutions, were being violated by the Rochester School District. The defendants claimed that Timothy W. was not educationally handicapped, and that his handicap was so severe he was not "capable of benefiting" from an education, and therefore was not entitled to one. The school district did not provide services to Timothy W. during the 1981-1982 school year. The district court ruled in favor of the school district. The plaintiffs took the case to the Court of Appeals.

The Court of Appeals, after weighing the evidence, reversed the decision of the district court. In the Court's judgment it ruled for Timothy W. The case was remanded to the district court

which would retain jurisdiction until a suitable individualized education (IEP) for Timothy W. was effectuated by the school district. Timothy W. was entitled to an interim special educational placement until a final IEP was developed and agreed upon by the parties. The district court would also determine the question of damages. Cost was assessed against the school district. (875 F. 2d. 954 (1989)

Oberti v. Board of Education

Oberti v. Board of Education (955 F. 2d. 1204 (1993), dealt with the issue of determining compliance with mainstreaming requirement. The suit was filed because the plaintiff's request to be placed in regular classroom under the requirements of IDEA was denied.

The plaintiffs brought their complaint to the Appeals Court after the Clementon School District allegedly denied the rights of Oberti, a Downs syndrome student in a general classroom situation. The defendants claimed that due to Oberi's behavior problems that he should be placed in segregated classroom. The

court found in favor of the plaintiffs' in their decision.

The court ruled after evaluating the evidence on both sides. The district court found that there was nothing in the record which would suggest that Oberti would present similar behavior problems if provided with an adequate level of supplementary aids and related services within the matrix of a regular education class. Although the School District presented ample evidence of Oberti's disruptive behavior in the 1989-1990 kindergarten class, the Oberti's evidence supported the district court's finding that Oberti would not have had such severe behavior problems had he been provided with adequate supplementary aids and services in that kindergarten class, and that Oberti would most likely not present such problems if he were included in a regular class at that time.

For all of these reasons, they agreed with the district court's conclusion that the School District did not met its burden of proving by a preponderance of the evidence that Oberti could not be educated satisfactorily in a regular classroom with

supplementary aids and services. The district court's decision

that the School District had violated the mainstreaming

requirement of IDEA was affirmed. (955 F. 2d. 1204. 1993).

Related Law

Federal laws, state mandates and prevailing practices of

school districts provide learning standards for student

performance and protects their right to a free appropriate

education in the least restrictive environment.

On the federal level, Public Law 101-336 The Americans

with Disabilities Act of 1990 (ADA of 1973, which guarantees

equal opportunity for individuals with disabilities in employment,

public accommodation, transportation, state and local

government services, and telecommunications. The ADA is the

most significant federal law assuring the full civil rights of all

individuals with disabilities (The Americans with Disabilities Act

of 1990, 20 U.S. S 1400 et seq).

The State of Washington mandates that all public schools use as a standard benchmark the Essential Academic Learning Requirements (EALRS). The EALRS provide a guideline in all the categories in the field of social studies for expectations of student knowledge levels. These requirements set specified benchmarks which should be met by all public schools in the State of Washington (Washington State Commission on Student Learning). In one rural Washington State curriculum guide, the social studies section was made up of benchmarks, and attributes that were task analyzed into categories of emerging, competent and exemplary performance in assessing students level of knowledge on assignments.

Strategies/Techniques and Evaluation of adapted curricula

In the classroom situation, teachers need to make modifications and accommodations to curriculum in assisting students with special needs. When dealing with strategies and techniques, teachers may focus their attention on teaching textbook content and techniques such as cooperative learning,

peer tutoring and individual learning (Curtis, 1991).

Studies conducted on teaching textbook content emphasized the focus on reading skills and cognitive thinking skills. Information was based upon two groups: experimental and controlled. Students in each group were combination of average achievers, underachievers, and students with specific learning disabilities. Various strategies such short-term, long-term comprehension, visual text to standard book text, concept presentation to expository materials and use of two textbooks examined adopted for students with special needs. Materials which were adapted were administered to the experimental group, while the control group received the standard curriculum for the grade level.

Results of the studies concluded that strategies given to the experimental group produced improved results on the average when tested, compared to those of the controlled group with the same materials. Also noted by the studies was that

evidence of reduction in attendance and behavior problems of the students decreased may just coincidental (Curtis, C. (1991) Social Studies for students at risk and with disabilities.

Handbook on Social Studies Teaching and Learning. McMillian: NY. (From American Educational Research Journal, 22, 237-256).

Studies using the technique of cooperative learning were conducted by Johnson and Johnson (1981, 1984) that compared groups which included disabled students. One group used cooperative learning, the other used an individualistic learning strategy. The same researchers conducted similar studies with different aged groups over a five-year period.

Results of the Johnson and Johnson studies concluded that the strategy of cooperating learning increased interpersonal relationships compared to individualistic conditions. At the same time, the studies noted that there was no significant change in self-esteem between the groups (Shaver, 1991)

Studies conducted on the technique of peer tutoring were made by Maheady, Sacca and Harper (1988) which examined the

effects of peer-tutoring on 15 mildly handicapped students in three 10th grade history classes. The study was conducted in two 30-minute tutoring sessions, with students giving answers to a worksheet. Points were awarded for correct answers and posted in the school's weekly bulletin.

Results from the study by Maheady, Sacca and Harper (1988) found that the use of peer-tutoring increased students' scores remarkably. Thus, the authors concluded that the use of peer tutoring was academically beneficial for disabled students (Shaver, 1991).

The use of the technique of individualizing instruction was conducted in studies by Kourilsky and Ballard-Campball (1984) which examined a minisociety experience as a means of individualizing instruction in mainstreamed classrooms. Subjects of the study ranged from high, medium and low-ability to mildly or borderline mentally retarded. Each class was organized into a small society, in which students were to develop businesses,

conduct trade and establish a monetary system with ways to

deal with scarcity.

Results of the study were not clear on methods of

individualized instruction, although the researchers suggested

that the minisociety experience allowed the students of low-

ability to succeed without having to depend solely on verbal skill

(Shaver, 1991).

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Authentic Assessment

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Observation based on the researcher's twelve years of

experience support the positive results reported in formal

research studies of adaptation of materials. Additionally, the use

of the strategies of cooperative learning, peer-tutoring and

individualized learning were recommended ways to implemented

adaptive curriculum into a social studies classroom (Johnson

and Johnson, 1982).

The strategy of cooperative learning has been an effective

way to implement adaptive curriculum for students with special

needs. Cooperative learning has been effective when the

Instructor has provided a positive environment for student with special needs. The students showed a positive attitude and work with other members of their group to get the most positive results. The instructor provided positive or corrective feedback to get students to achieve at grade or above expectations. Using cooperative learning in a positive manner promotes self-esteem and builds confidence in students with special needs to excel and enjoy their learning experience (John and Johnson, 1981, 1984).

The strategy of peer tutoring has also been a very effective way to implement adaptive curriculum into a social studies classroom (Maheady, Sacca, and Harper, 1988). The key element of being successful with this strategy is finding compatible study partners in the process. The strategy is most effective when the student and tutor can have open communication and understanding while leading the material. Students who can grasp the concepts and gain confidence by reinforcement from the instructor as well as fellow students will be able to progress

toward the proper grade level at a faster rate (Maheady, Harper, and Sacca, 1988).

The strategy of individualized instruction has been one of the most effective methods of implementing adaptive curriculum with students with special needs. The instructor has to provide the students with obtainable goals for the individuals learning styles. The instructor is responsible to provide positive reinforcement to all positive goals accomplished by the student. At the same time, the instructor has to provide appropriate negative reinforcement to guide the student in completing that given assignment in an acceptable form (Kourlisky and Ballard-Campbell, 1984).

Summary

The review of literature and research summarized in Chapter 2 was organized to address the topics of legislation, litigation, existing mandates on prevailing practices, strategies and techniques and professional and personal assessment. The review of literature reviewed for purposes of this project focused

on the past twenty-seven years.

The literature and research which was reviewed concluded that there was a demand for adaptive curriculum for students with special needs in the public school system. Additionally, passage of legislation and litigation required the right of individuals of disability to a "free and appropriate education."

Literature research covered existing mandates and prevailing practices, which dealt with federal, state and local guidelines.

CHAPTER 3

PROCEDURES OF THE PROJECT

The purpose of this project was to adapt existing social studies program materials for use with students with special needs in selected Washington State middle/junior high schools. To accomplish this purpose a review of current research related to social studies curricula and students with special needs was conducted. Existing curriculum was adapted, with special attention given to Washington Essential Academic Learning requirements.

Need For the Project

The need for the project was influenced by the following considerations:

1. The growing population of students with special needs students in public schools today.

2. To provide instructors a guide for adapting social studies curriculum to students in the classrooms.

3. The writers experience as a certified teacher in a rural school district in Washington State and twelve years of experience with both regular and social studies students with special needs.

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Procedures

The researcher conducted library and extensive Internet research relating to students with special needs and adapted curricula. Instructional materials designed specifically for use in middle school social studies programs were created and organized into a series of units for world history.

During the 1997-98, school year, world history instructional materials presented in Chapter 4 were field-tested with seventh grade students with special needs at a rural junior high in Washington State. The researcher distributed selected, daily study packets and worksheets for purposes of quality control. More specifically, one effort was made to determine the extent to which the materials were user friendly and successful in bringing students test scores up to grade level. Growth was measured by the grades given on assignments and tests through the academic school year. The materials were modified further for inclusion in the project.

When adapting curriculum for students with special needs,

the instructor may consider the following guidelines for preparing curricula for their classroom.

The adaptations to the curriculum of this project includes larger print to assist students with visual problems, this allows students to read the material with greater ease. In adapting curriculum, underlining of specific terms serves two purposes. First, underlining of specific terms provides students a reference, to accompanying material allows students to answer questions correctly in a timely manner. Second, underlining specific terms serves as a confidence builder that provides a foundation for a further learning by students with special needs.

The instructor adjusted the reading level of the curriculum for this project; this allows successful experiences for students with special needs. The purpose of keeping the level of reading at a specific grade level is to allow students the ability to make small gains at the beginning of using this curriculum and to build students confidence in doing more difficult material than they might have attempted earlier.

CHAPTER 4

THE PROJECT

The material in this chapter is organized for use with a one-semester social studies course which emphasizes European history. Specifically, the units in the course deal with ancient civilizations, Greece and Rome, medieval Europe, and modern Europe. These materials are intended for use in middle school, but are not limited to that educational level because terminology is used at lower and higher grades.

Each unit consists of related assignments, worksheets, maps, review materials, and tests or assessments. Material may be used individually by students or in small groups, as determined by the teacher.

The user is cautioned that increased student achievement will probably not be immediate, but will more likely a gradual improvement over the academic year. Knowledge of results, for students and their parents, should be frequent and even public in the classroom.

The adaptations made for this unit were based on the ability level of the given students and discretion of the instructor. Adaptations to the curriculum included changing the readability level of the worksheets the students were provided. Another method used was to underline key words that corresponded to the packets or handouts provided by the instructor. It should be noted, that the goals of the above methods were to get students skills in reading and content up to grade level. As the students showed progress using these methods, the instructor reduced the number of adaptations until the students performed at grade level.

Related Washington State Essential Academic Learning Requirements

Several of the most recent social studies EALRs are addressed by materials in the following units. Specific examples from history are accompanied by the related pages in Chapter IV of the project:

Standard

1.1 The student will understand historical time, chronology, and causation how events occur in time and place, and sequenced chronologically, and impact future events

P4, P6-7, P31-33, P48-52, P53-65, P73-74, P87, P89-90, P105-119, P123-124

1.2 The student will analyze the historical development of events, people, places, and patterns of life in U.S., world, and Washington State history

P8, P9, P87-88, P128

1.3 The student will examine the influence of culture on U.S., world, and Washington State history

P34-35, P38-39, P68-69, P83-86, P125

2.1 The student will investigate and research that use sources of information such as historical documents, eyewitness accounts, photos, works of art, letters and artifacts to investigate and understand historic occurrences

P24-26, P31-33, P68-69, P123-124, P126-127

2.2 The student will analyze historical information and evaluate different interpretations of major events in U.S., world, and Washington State history

P13-14, P27, P28-30, P40-47, P73-78, P99-101

3.1 **The student will explain the origin and impact of an idea on society for example, free speech, rule of law, or separation of church and state**

P10, P15-17, P71-72, P87-88, P89-92

3.2 **The student will analyze how historical conditions shape the emergence of ideas and how ideas change over time**

P9, P15-17, P20-21, P28-30, P36-38, P48-52, P68-72, P79-82, P97-98

3.3 **The student will understand how ideas and technological developments influence people, resources, and culture**

P11-12

The materials that were adapted for this project can be adjusted for most textbooks used by the instructors in a classroom situation. The material adapted could be correlated with chapters in following textbooks. The textbooks and chapters chosen were:

Bulliet, R.W., Crossley, P.K., Headrick, D.R., Johnson, L.L., & Northrup, D. (1977). <u>The earth and its people's: a global history</u>. New York: Houghton Mifflin Co.

Ancient Civilizations/Greece and Rome

Chapters:

1. Nature, Humanity, and History, The First Four Million Years.
4. The Early Iron Age in Western Eurasia, 1000-300 B.C.E.
5. Greece and Iran, 100-30 B.C.E.
6. An Age of Empires: Rome and Han China, 753 B.C.E.-330 B.C.E.

Medieval Europe

Chapters:

8. Expanding Networks of Communication and Exchange, 300 B.C.E.-1100 C.E.
9. Christian Europe Emerges, 300-1200
13. Western Eurasia, 1200-1500
14. Eastern Eurasia, 1200-1500
17. Global Expansion and Encounters, to 1550
18. The Transformation of Europe, 1500-1750

Modern Europe

Chapters:

28. The Power Balance, 1850-1914
30. The First World War and its Aftermath, 1914-1929
31. The Depression and the Second World War, 1929-1945
32. Revolutions and National Independence
33. Decolonization of the Cold War, 1945-1991
34. The Global Contest for Resources
35. The World at the end of the Twentieth Century: A Global Culture?

Montahedeh, R. (1955). Societies and cultures in world history. New York: HarperCollins.

Ancient Civilizations/Greece and Rome

Chapters:

1. The First Civilizations
2. Early Greece, 2500-500 B.C.E.
3. Classical and Hellenistic Greece, 500-100 B.C.E.
5. Early Rome and the Roman Republic
6. The Mediterranean World and the Roman Empire, 27 B.C.E.-500 C.E.

Medieval Europe

Chapters:

9. Western European Culture and Society, 500-1300
10. Europe in the high Middle Ages, 1000-1500
12. The Italian Renaissance, 1350-1525
13. The Religious Reformation in Europe, 1500-1555
14. World Encounters, 1350-1525

Modern Europe

Chapters:

26. European States and Societies, 1850-1914
27. Europe and the World, 1870-1914
29. World War I and the Russian Revolution, 1914-1920
30. The European Search for Stability, 1920-1939
32. Global Configuration: World War II, 1939-1945
33. Nationalism and Dependence in the Twentieth Century
34. Recovery and Crisis in Europe, 1945 to Present.

Stearns, P.N. Adas, M., & Schwartz S.B. (1922). <u>World civilization: the global experience</u>. New York: HarperCollins.

Ancient Civilizations/Greece and Rome

Chapters:

1. The Agrarian Revolution and the Birth of Civilization
4. Nomadic Challenges and Civilized Responses
   6. Classical Greece and the Hellenistic World
   8. Rome and its Empire
   10. The Spread of Peoples and Civilizations
   11. The End of the Classical Era: World History in Transition, A.D. 200-700

Medieval Europe

Chapters:

15. Civilization Eastern Europe Byzantium and Russia
16. A New Civilization Emerges Byzantium and Russia
17. The Americas on the Eve of invasion

Modern Europe

Chapters

29. The Industrialization of the West, 1760-1914
30. Industrialization and Imperialism: The Making of the European Global Order
34. One-half Century of Crisis, 1914-1945
35. The West in the 20th Century
36. The Soviet Union and Eastern Europe
39. Decolonization and the Decline of the European World Order
42. Toward the Future: World History Yet to Come

Duiker, W.J., & Spielvogel, J.J. (1994). <u>World History</u>. St. Paul: West Publishing Co.

Ancient Civilizations/Greece and Rome

Chapters:

1. The First Civilizations
4. The Civilization of Greeks
5. The Roman World

Medieval Europe

Chapters:

8. The Emergence of European Civilization, 400-1000
9. European Civilization in the High Middle Ages, 1000-1300
15. Crisis and Rebirth: Europe in the Fourteenth and Fifteenth Centuries
16. Religious Reform and State Building

Modern Europe

Chapters:

24. The High Tide of Imperialism: An Era of Western Dominance
26. The Beginning of the Twentieth-Century Crisis: War and Revolution
27. The Crisis Deepens: World War II
28. The Soviet Bloc and the Cold War
29. Europe and the Western Hemisphere since 1945

The units are presented in order in Appendix A.

1. Ancient Civilizations/Greece and Rome

2. Medieval Europe

3. Modern Europe

UNIT ONE

ANCIENT CIVILIZATIONS

AND

GREECE AND ROME

TABLE OF CONTENTS

UNIT 1

OVERVIEW

Unit 1 dealt with the subject of Ancient civilizations and Greece and Rome. Curriculum in this includes daily worksheets, review sheets, tests, and answer keys to all curriculum in this unit.

MAP SEARCH

LOCATE THE FOLLOWING COUNTRIES AND OCEANS WITH THE NUMBERS PROVIDED ON THE MAP. REFER TO WALL MAPS AND MAPS IN THE BACK OF THE BOOK:

USSR OR UNION OF SOVIET SOCIALIST REPUBLICS

BRAZIL	PACIFIC OCEAN
INDIA	PAUA NEW GUIENA
ARGENTINA	VENEZUELA
MAGAGASCAR	IRAN
ATLANTIC OCEAN	ZAIRE
GHANA	MEXICO
NAMBIA	SPAIN
USA	ALGERIA
AUSTRALIA	NEW ZEALAND
MONGOLIA	BURMA
FRANCE	CHINA
INDAN OCEAN	GREENLAND
NORWAY	CHILE
PHILIPPINES	
POLAND	
COLUMBIA	
NICARAGUA	
EGYPT	
JAPAN	
GREAT BRITAIN	
PERU	
CANADA	
SAUDI ARABIA	
SUDAN	
LIBYA	
SOUTH ARABIA	

NAME_____

DATE_____

GEOGRAPHY TERM EXERCISE

Please define the following geography terms as it relates to the study of history

<u>archipelago</u>	strait	storm
atoll	<u>swamp</u>	<u>relief map</u>
badlands	tundra	quartz
bay	valley	grasslands
beach	volcano	playa
brook	waterfall	equator
butte	latitude	canyon
longitude	<u>cape</u>	trench
<u>channel</u>	freshet	<u>cliff</u>
flood	continent	freshwater
core	saltwater	creek
abyss	crust	humid
delta	climate	desert
<u>thunderstorm</u>	<u>dune</u>	heatwave
fjord	arid	forest
marine	geyser	coast
jetty	mouth	<u>glacier</u>
stream	gorge	chasm
gulf	<u>hemisphere</u>	gulfstream
crater	hill	gully
hurricane	typhoon	iceberg
silt	inlet	rift
island	geology	<u>isthmus</u>
gems	jungle	glaciology
lagoon	topography	lake
<u>earthquake</u>	mantle	wind
marsh	calm	mesa
windward	<u>mountain</u>	windstorm
ocean	wind gauge	peninsula

NAME_____

DATE_____

UNIT 1 TERMS

Complete the following sentences by using the words given below

prehistory	specialists
artifact	civilization
culture	irrigation
economic system	technology
nomads	archaeologist

1. The <u>advancement</u> of the skill of writing divided history from

   _____.

2. <u>Experts</u> in a certain field of study are called _____.

3. A group of individuals that move from place to place to find food are called_____.

4. An _____is anything <u>made</u> by human beings.

5. The <u>enlargement</u> of villages into class was the first step toward forming a _____.

6. The <u>ideas, customs, skills</u>, and arts of a group of people are called its _____.

7. Another name of a <u>method</u> in which individuals make, sell, trade and buy what they need is called _____.

8. _____allows <u>water</u> to be brought to crops where there has been no rainfall.

9. Someone who studies the <u>remains</u> of ancient civilization is called _____.

10. Microwaves and computers came about because of improved <u>methods</u> of _____.

NAME_____

DATE_____

ANCIENT TECHNOLOGY

It is a fact that technology development had changed the needs of individuals through time. Read the list on the left the things that people of the prehistoric period used to help meet their need. On the line of lines beside each item write its use or uses.

1. **rubbing** sticks on each other   _____

2. **flint**   _____

3. **pieces** of honed flint   _____

4. **hides** of animals   _____

5. **bit** of leather   _____

6. **animal** cartilage   _____

7. **mammoth** tusks   _____

8. **ore**   _____

9. **clay**   _____

In your own words, answer the following questions:

10. What other **ways** did Stone Age individuals gather food?

PREHISTORIC WORKSHEET

Answer the following questions in your own words.

1. Farming started in which <u>section</u> of the world?

2. What <u>situations</u> brought about the domestication of animals?

3. What <u>commonplace</u> development allowed people to grow crops?

4. Pottery makers were the first experts who did only one job. How did they <u>furnish</u> for everyday needs?

5. At what <u>intervals</u> do you think people still hunted and gathered food?

BONUS: Identify a minimum of <u>three</u> nations that made up the Fertile Crescent?

REVIEW QUESTIONS

1. In what <u>methods</u> did people gathered food during most of prehistory?

2. List <u>four</u> Stone Age inventions.

3. By what <u>means</u> was fire discovered? What were some of the <u>methods</u> in which early people used fire to meet their needs?

4. During the prehistoric period, there were <u>various</u> jobs for men and for women. Which <u>jobs</u> were given to whom?

5. Someone found a <u>time capsule</u> with your possessions. What could they <u>tell</u> about your life?

6. During the prehistoric period, life was altered by the discovery of fire. What <u>new</u> discovery has altered your life?

NAME_____

DATE_____

REVIEW QUESTIONS

1. Define what <u>Fertile Crescent</u> means?

2. List three <u>reasons</u> it was feasible for prehistoric people to remain in one place.

3. When people moved from hunting to farming, <u>describe</u> some major <u>changes</u> in people's lives?

4. In what <u>way</u> did farming lead to a necessary for new technology?

5. What is the <u>reason</u> we know about prehistoric farmers than Stone hunters?

6. Describe the <u>importance</u> of farmers in your life today?

NAME_____

DATE_____

ASPECTS OF CIVILIZATION

After reading about different <u>aspects</u> of early civilization, you have learned that many people and different occupations make a civilization run. Write the <u>aspects</u> of the following categories that make up a civilization.

VILLAGES: **SPECIALISTS:**

TECHNOLOGY: **RELIGION:**

NAME_____
DATE_____

PREHISTORIC SUMMARY

KEY FACTS IN REVIEW

After reading the material, you found out that

- There were no <u>written records</u> during the prehistory period.

- People that <u>moved</u> place to place were called nomads.

- Once people <u>settled</u> in one location, they took up farming to live.

- As people <u>settled</u> down, animals became domesticated.

- Other <u>jobs</u> developed as people settled into one location.

- Technology allows people to have <u>control</u> over nature.

USING VOCABULARY

On a separate sheet of paper, write the term that will correctly complete each sentence

technology   irrigation
prehistory   specialist
archaeologist   civilization
artifact   culture
nomad

1. A group of <u>individuals</u> that move from place to place to find food _____.

2. An _____ is anything made by human beings.

3. Making a knife is an example of _____.

4. The ideas, practices, skills and arts of a group of people are called its _____.

5. Experts in a certain field of study are called _____.

6. People that develop in phases that follow a common culture is called a _____.

7. _____ allows water to be brought to crops where there has been no rainfall.

DISCUSSING THE CHAPTER

1. What are three methods in which Stone Age people gather their food.

2. How have artifacts aided historians learn about the prehistoric period.

3. Describe why the development of farming was so important.

4. Explain how technology advancement improved farming.

5. By what means did become essential for early civilizations to develop a form a government under which to live?

PREHISTORIC TEST

Underline the answer to the following questions:

1. People in prehistoric times were nomads because of the need to

   A. <u>tracked</u> animals that they hunted for food.
   B. <u>maintain</u> their cattle on areas of green grass.
   C. <u>relocating</u> to the south to maintain warm.

2. At the time fire was developed, people

   A. were capable to <u>snare</u> animals by <u>driving</u> them into swamps.
   B. could get <u>heat and light</u> whenever they worked.
   C. were <u>hearty</u> because they learned to cook food.

3. Scientific <u>educated</u> themselves about <u>artifacts</u> from prehistoric times as a result of

   A. the <u>discovery</u> of Stone Age cities were located.
   B. <u>individuals</u> had religion and performed music during the Stone Age.
   C. what Stone Age <u>parents</u> provided their children to wear.

4. The Fertile Crescent civilization <u>expanded</u> as a result of were people

   A. began to <u>teach</u> themselves to farm and domesticate animals.
   B. started to <u>learn</u> to make fire with flint.
   C. started to <u>speak</u> the same language to each other.

5. <u>Rising</u> crops required that some people

    A. better <u>methods</u> of making fire.
    B. <u>educate</u> themselves to domesticate and herd animals.
    C. become <u>experts</u> at a certain type of work.

6. Irrigation led to a <u>requirement</u> for government because someone had to

    A. hold people from <u>stealing</u> water.
    B. <u>watch</u> over the people who carried the water.
    C. separate the water in a fair and equal way.

VOCABULARY:

Using the words below, fill in the blanks:

irrigation	technology	archaeologist
prehistory	culture	civilization
nomad	specialist	artifact

1. Allows <u>water</u> to be brought to crops where there has been no rainfall is called _____.

2. A group of <u>individuals</u> that move from place to place to find food are called _____.

3. <u>Experts</u> in a certain field of study are called _____.

4. Computers are a <u>improved</u> form of _____.

5. Individuals that develop in <u>phases</u> that follow a common culture is called _____.

6. An _____ is anything made human beings.

7. Ideas, practices, skills, and arts of a <u>group</u> is called

GREEK VOCABULARY

Use the words from the list to complete the sentences.

patrician	democracy	plebeians	philosopher
tribune	myth	republic	civil war
citizen	dictator		

1. A _____ is a tale that attempts to explain some <u>aspect</u> of nature.

2. A <u>form</u> of government in which citizens select their leaders is called a _____. The word derives from two Latin words that mean "public business."

3. A <u>member</u> of the well-to-do citizen households of ancient Rome was called a _____.

4. A <u>system</u> in which a section of society run their own government is called _____. The word come from two Greek words meaning "people" and "power."

5. A <u>person</u> who certain interests and under <u>obligation</u> in the society in which he or she lives is called a _____.

6. A _____ could be considered a great man of <u>thought</u> and a lover of <u>wisdom</u>.

7. <u>Ordinary</u> people of Rome, who often farmers and retailers, were called _____.

8. A_____ was a Rome official <u>selected</u> by the Roman Senate to protect the rights of the plebeians.

9. A boss who has <u>reign</u> over the government is called a

_____.

NAME_____

DATE_____

GREEK WORKSHEET I

Answer the following questions using the packet on Greece

1. Name the <u>seas</u> surrounding the country of Greece.

2. What were some of Ancient Greece's <u>exports</u>?

3. What were some of Ancient Greece's <u>imports</u>?

4. What geographic <u>characteristics</u> that made Greeks turn to the sea?

5. Name three things that the Greeks <u>learned</u> from the civilizations of Cretan, Aegean and Phoenicians?

6. What <u>name</u> did the Greeks refer to themselves as?

7. In which <u>direction</u> did the mountains of Greece run?

8. Name two vital <u>plains</u> in Greece?

9. Do to poor soil, what were the two <u>chief</u> crops of Ancient Greece?

10. Name three natural <u>resources</u> of Ancient Greece?

11. What was the <u>author's</u> name who wrote the epic <u>poems</u> The Iliad and The Odyssey?

12. What is another <u>name</u> for the Greek Middle Ages?

NAME_____

DATE_____

GREEK WORKSHEET II

Answer the following questions using the packet on Greece

1. What was the <u>cause</u> for Greek peasants losing their land?

2. In the Age of Colonization, what were three <u>economic</u> changes?

3. Who taught the Greeks to use <u>coins</u>?

4. What was another <u>name</u> for the Archaic Age?

5. In the Archaic Age, political <u>control</u> by the few was called?

6. What <u>form</u> of government <u>replaced</u> tyranny in the fifth century Greece.

7. What was the <u>dimensions</u> of the Greek city-state?

8. What <u>activities</u> did Greeks think important in society?

9. What was a city-state __built__ around?

10. How did geography __shape__ the development of the city states?

11. Name the __different__ classes in Athens?

12. What __crops__ did Solon encourage to cultivate?

13. Name two of the political __changes.__

14. What were Solon's political __parties__ based on?

15. Under Cleisthenes, how were __tribes__ broken up?

16. What __practice__ did Cleisthenes introduce?

17. Name the three class groups __devised__ by Lycurgus?

GREEK WORKSHEET III

Answer the following question using the packet of Greece

1. Name three <u>achievements</u> of the foreign policy of Pericles?

2. What were two Athenian <u>accomplishments</u> on the home front?

3. What <u>peace treaty</u> was signed by Athens and Sparta after years of the Peloponnesian War?

4. What <u>nation</u> did Sparta make an alliance with aft 408 B.C.?

5. Under which <u>leader</u> did the Thebans crush Spartan army at Leuctra?

6. What did the Thebans form to <u>balance</u> strength in the Hellas?

7. Name the <u>differences</u> in the educational process between Athens and Sparta?

8. What <u>characterized</u> the building of Greece?

9. Name two <u>types</u> of column structure used in Greek architecture?

10. What were two <u>characteristics</u> of the Parthenon?

11. Name two <u>accomplishments</u> of the historians Herodotus and Thucydides?

12. Who was <u>one</u> of Socrates students?

13. What did <u>Plato</u> attempt to point out in the Republic?

14. What were three <u>accomplishments</u> of Aristotle?

15. Under Alexander the Great, name three <u>revolts</u> he crushed?

16. What <u>years</u> did Alexander's forces go into India?

17. What were the <u>results</u> of the conquests of Alexander the Great?

NAME_____

DATE_____

GREEK CITY-STATE PROJECT

     <u>Design</u> your own city-state by using your own imagination and information that was in the <u>outline</u> given in class. Include the following in the project: Population, names of officials, who could take part in the major <u>decisions</u> of the city-state, area of city-state (sq. miles) merchants, forms of transportation, names of structures, natural resources, exports and imports and any other important information about your city-state.

GREEK REVIEW

Use the words from the list to complete the sentences.

patrician   democracy   tribune   myth
dictator   citizens   republic   civil war
philosopher   plebeians

1. A war between two <u>factions</u> within the same country is called
    _____.

2. A _____ is a <u>tale</u> that attempts to deal with some
    aspects of nature.

3. A <u>serious</u> thinker, or lover of wisdom is called a _____.

4. An <u>individual</u> who has certain rights and duties in society in
    which he or she lives is called _____.

5. <u>Ordinary</u> people of Rome, who were often farmers and
    tradesmen were called _____.

TRUE OR FALSE

_____ 1. The <u>Parthenon</u> was built to praise Zeus.

_____ 2. Greece has many <u>seas</u>.

_____ 3. It is believed that the Greek city-state of Athens
                      may have been the <u>starting point</u> of democracy.

_____ 4. Plato was a famous Greek <u>philosopher</u>.

_____ 5. The Greeks <u>inhabited</u> city-states.

_____ 6. Greece's <u>boundaries</u> lie on the Mediterranean Sea.

_____ 7. Aristotle was <u>known</u> as a war hero.

_____ 8. Socrates was an <u>instructor</u> in Thrace.

_____ 9. Most of Greece is <u>covered</u> with rugged mountains.

_____ 10. In Greece land travel was more <u>convenient</u> than sea travel.

SHORT ANSWERS

Answer the following questions in complete sentences.

1. What is another <u>name</u> for the Greek Middle Ages?

2. Give two <u>reasons</u> why Greek geography aided in the development of city-states.

3. What was the <u>author's</u> name who wrote the epic <u>poems</u> The Iliad and The Odyssey?

4. In what <u>year</u> did Alexander the Great die?

5. After 900 B.C., name two <u>economic</u> developments in the Homeric Period?

6. What geographic <u>characteristic</u> that made Greeks turn to the Sea?

7. In which <u>direction</u> does the mountains in Greece run?

8. What <u>name</u> did the Greeks refer to themselves as?

9. Name two vital <u>plains</u> in Greece?

10. Give the <u>elevation</u> and name of the tallest mountain in Greece?

NAME_____

DATE_____

GREEK TEST

Use the words from the list to complete sentences.

civil war   democracy   republic   dictator
citizen   philosopher   myth   plebeians
patrician   tribune

1. A person who has <u>control</u> of the government is called a

   _____.

2. <u>Ordinary</u> people of Rome, who were often farmers and
   tradesmen were called _____.

3. A <u>element</u> of one of the rich citizen families of ancient Rome
   was called a _____.

4. A _____ is a <u>tale</u> that attempt to deal with some
   aspects of nature.

5. A war between two <u>factions</u> within the same country is called

   _____.

TRUE OR FALSE

_____ 1. Greece has many <u>seas</u>.

_____ 2. Oracles were a form of <u>government</u> in modern
              Greece.

_____ 3. Three vital <u>crops</u> in Greece were wheat, barley
              and apples.

_____ 4. In Greece, land travel was more <u>convenient</u> than sea travel.

_____ 5. The Acropolis was a famous <u>sea</u> outside Athens.

_____ 6. The Greeks <u>inhabited</u> in city-states.

_____ 7. Greece's <u>boundaries</u> lie on the Mediterranean Sea.

_____ 8. Most of Greece is <u>covered</u> with mountains.

_____ 9. The Parthenon was <u>built</u> to praise Zeus.

_____ 10. Aristotle was <u>known</u> war hero.

SHORT ANSWERS

Answer the following questions in complete sentences.

1. In which <u>year</u> did Alexander the Great die?

2. After 900 B.C., name two of three <u>economic</u> developments in Homeric period.

3. What is another <u>name</u> for the Greek Middle Ages?

4. Give two <u>reasons</u> why Greek geography aided in the <u>development</u> of city-states.

5. Give the <u>name</u> and <u>elevation</u> of the tallest mountain in Greece?

6. What was the <u>author's</u> name who wrote the epic poems The Odyssey and The Iliad?

7. What are two vital <u>plains</u> in Greece?

8. What <u>name</u> did the Greeks refer to themselves as?

9. In which <u>direction</u> does the mountains in Greece run?

10. What geographic <u>characteristic</u> made Greeks turn to the sea?

ROMAN VOCABULARY

Write word in the blanks to complete the following sentences.

1. In 509 B.C., the Romans organized a _____ a <u>form</u> of government in which citizens could vote for their leaders.

2. The _____ Rome's most influential <u>lawmaking</u> body, was made up of three hundred patricians.

3. Two _____ were picked by the <u>Senate</u> each year to lead the army and run the government.

4. <u>Ordinary</u> people, who were often tiny farmer merchants, were called _____. They promised to leave Rome and build their own city if they were not allowed to share in the government of the city.

5. The job of _____ was <u>established </u>by the Senate to guard the rights of the plebeians.

6. The _____was the core of Rome, a marketplace where <u>goods</u> were bartered and a meeting place where ideas were debated.

7. A _____ broke out between the patricians and the plebeians because the plebeians <u>abolished</u> their positions and farms as the patricians became more wealthy and more influential.

8. In 49 B.C. Julius Caesar took over Rome and became a _____ who had entire <u>control</u> of the government.

NAME_____

DATE_____

ROMAN SOLDIER PROJECT

A soldier in the Roman army played a vital <u>role</u> in the <u>protection</u> of the empire, as well as in every day life. In this assignment, you are to draw a roman soldier in full gear like he would be in ancient times. Include a half of a page description of a roman soldier daily routine. Also include a rough draft and a final copy of your soldier. Example: What was his <u>duties</u>, how many men served under him, was he a foot soldier, a general, a messenger, ets. Color your picture also.

NAME_____

DATE_____

ROMAN SOCIETY

Answer each question in your own words.

1. <u>Explain</u> why Octavian was also called "Augustus?"

2. The reign of Augustus began Pax Romana. Why do you think he was <u>successful</u> in preparing Rome for future greatness?

3. How was Rome during the rule of Augustus <u>comparable</u> to a city in the United States?

4. How have the lives of modern people been <u>swayed</u> by ancient Rome?

5. What do you think might have been done to <u>ward off</u> the fall of Rome?

NAME_____

DATE_____

ROMAN WORKSHEET I

Using your outline on Rome, answer the following questions.

1. In the Bronze Age cultures which <u>country</u> did their villages resemble?

2. Around 1500 B.C. the Tarramara culture <u>settlements</u> sites were called _____because of the rich black soil.

3. Name <u>three</u> Indo-European invaders during the Iron Age cultures, and where they settled?

4. Where did the Etruscans <u>originate</u> from and what year?

5. What the <u>ruling class</u> of the Etruscans called?

6. When the Etruscans reach their <u>zenith</u> of power, and what event occurred in 535 B.C.?

7. Name the <u>two</u> countries the Etruscans had extensive trade dealings?

8. In which <u>year</u> did the Roman Republic absorbed Eururia?

9. What was <u>sacrificed</u> by the Etruscans to their gods?

10. What was the <u>role</u> of the woman in the Etruscan society?

Bonus: (5 points) Name the <u>valley</u> and two <u>towns</u> the Etruscans dominated during their reign.

NAME_____
DATE_____

ROMAN WORKSHEET II

Using your outline on Rome, answer the following questions.

1. What three hostile neighbors surrounded the Roman Republic after 509 B.C.

2. Which people were to capture Rome in 390 B.C.?

3. Name the three cities that called for aid at the state of Mecedonian War?

4. In what year was Mecedonia made a Roman province?

5. Although the tribal Assembly was the supreme legislative body, who held real power?

6. Which group in Rome lost interest in efficient government?

7. Name the _individual_ in Rome who began to expose the weaknesses of Rome government?

8. Between 60 B.C. three were three major _figures_ to rise in Roman government. Name those three men?

9. Caesar in his short term in power was to _introduce_ several administrative reforms. Name three improvements he made?

10. What two Roman leaders led a conspiracy to successfully _assassinate_ Julius Caesar in 44 B.C.?

NAME_____

DATE_____

ROMAN WORKSHEET III

Using your outline on Rome, answer the following questions.

1. Why did the Senate <u>bestow</u> Octavian with the title of Augustus?

2. What does Pax Romana <u>stand for</u> in Roman history?

3. List three <u>accomplishments</u> during his reign?

4. How many <u>years</u> did the emperor Nero rule Rome?

5. During the years of 96-180 there served five good emperors in Rome. Name <u>three</u> of the emperors and an <u>accomplishment</u>? Please use back of paper if need to complete answer.

6. What began to <u>happen</u> to Rome after the death of Marcus Aurelius?

7. After Diocletian became Rome emperor, how many <u>years</u> of civil war ended?

8. While Diocletion ruled, what was the Roman Empire <u>divided</u> into by 300 A.D.?

9. Which Roman <u>ruler</u> was to find the city of Constantinople?

10. What were the <u>name</u> of the three <u>groups</u> and <u>leader</u> that would be the downfall of Rome by 476?

ROMAN REVIEW

Write words from the list to complete the sentences.

republic   patricians   dictator   Senate
counsuls   civil wars   veto   plebeians
tribune

1. The <u>job</u> of _____ was created by the Senate to
   protect the right of the plebeians.

2. In 49 B.C. Julius Caesar took over Rome and became a
   _____ who had complete <u>control</u> of the
   government.

3. Two _____ were picked by the <u>Senate</u> each year to
   direct the army and run the government.

4. A _____ broke out between the patricians and
   plebeians because the plebeians <u>lost</u> their positions and
   farms as the patricians became more wealthy and more
   powerful.

5. In 509 B.C., the Romans formed a _____ a form of
   <u>government</u> in which citizens could vote for their leaders.

6. The _____ Rome's most <u>significant</u> lawmaking
   body, was made up of three hundred patricians.

BRAIN BUSTERS

Answer the following questions.

1. What was Octavian's other <u>name</u>?

2. What do you think might have been done to <u>stop</u> the fall of Rome?

3. Define Pax Romana, and how long did it <u>last</u>?

4. How have the people of today been <u>influenced</u> by ancient Rome?

5. Why were <u>individuals</u> willing to let Augustus rule Rome as imperator?

OUTLINE QUESTIONS

By using your Roman outline, answer the following questions.

1. What <u>happened</u> to Etruria by the year 265 B.C.?

2. Name <u>three</u> Indo-European invaders during the Iron Age cultures, and <u>where</u> they settled?

3. Name the <u>two</u> countries the Etruscans had extensive trade dealings?

4. In the Bronze Age cultures, which <u>country</u> did their villages resemble?

5. What was the <u>ruling class</u> of the Etruscans called?

6. What three <u>hostile</u> neighbors surrounded the Roman Republic after 509 B.C.?

7. Name the <u>three</u> cities that called for aid at the start of the Macedonian War?

8. Name the <u>individual</u> in Rome who began to expose the weaknesses of the government?

9. Between 60 B.C. and 30 B.C. there were three major <u>figures</u> to rise in Roman government. <u>Name</u> those three men?

10. Although the Tribal Assembly was the supreme legislative body, <u>who</u> held the real power?

11. What <u>two</u> Roman leaders led a conspiracy to <u>successfully</u> assassinate Julius Caesar in 44 B.C.?

12. How many <u>years</u> did the emperor Nero rule Rome?

13. What does Pax Romana <u>stand for</u> Roman history?

14. Why did the Senate <u>bestow</u> Octavian with the title of Augustus?

15. After Diocletian became Rome emperor, how many <u>years</u> of civil war ended?

16. What was the <u>function</u> of aqueducts in Rome?

17. While Diocletian rule what was the Roman Empire <u>divided</u> into by 300 A.D.?

18. What were the name of the <u>three</u> groups and <u>leaders</u> that would be the downfall of Rome by 476?

NAME_____

DATE_____

ROMAN TEST

Write words from the list to complete the following sentences.

republic   patricians   dictator   Senate
tribune   forum   civil war   veto
plebeians   counsuls   aqueducts   justice

1. Rome's most <u>significant</u> contribution in the area of law was the idea of _____.

2. The _____ Rome's most <u>significant</u> lawmaking body, was made up of three hundred patricians.

3. The <u>job</u> of _____ was created by the Senate to <u>protect</u> the right of the plebeians.

4. In 509 B.C. the Romans started a _____ a form of <u>government</u> in which citizens could vote for their leaders.

5. The <u>process</u> of bringing water to Rome was called _____.

6. Two _____ was the core of Rome, a marketplace where <u>goods</u> were traded and a meeting place where ideas were discussed.

7. Two _____ were <u>picked</u> by the Senate each year to direct the army and run the government.

8. A _____ broke out between the patricians and the because the plebeians <u>lost</u> their jobs and farms as the patricians became more wealthy and more powerful.

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BRAIN BUSTERS
Answer the following questions

1. <u>Define</u> republic?

2. What was the Pax Romana, and how <u>long</u> did it go on?

3. Why was it <u>amazing</u> that the Romans defeated the Phoenicians at sea?

4. What was Octavian's other <u>name</u>?

5. What do you think might have been done to <u>stop</u> the fall of Rome?

6. Why were <u>individuals</u> willing to let Augustus rule Rome as imperator?

OUTLINE QUESTIONS

1. Name the <u>individual</u> in Rome who began to expose the weaknesses of the government?

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2. What three <u>hostile</u> neighbors surrounded the Roman Republic after 509 B.C.?

3. What was the <u>ruling class</u> of the Etruscans called?

4. Name <u>two</u> countries the Etruscans had <u>extensive</u> trade dealings?

5. Name <u>three</u> Indo-European invaders during the Iron Age cultures, and where they settled?

6. After Diocletian became Roman emperor, how many <u>years</u> of civil war ended.

7. Between 60 B.C. and 30 B.C. there were three major <u>figures</u> to rise in Roman government. <u>Name</u> those three men?

8. While Diocletian ruled, what was the Roman Empire <u>divided</u> into by 300 A.D.?

9. How many <u>years</u> did the emperor Nero ruled Rome?

10. What was the <u>function</u> of aqueducts in Rome?

11. What two Roman leaders led a conspiracy to successfully <u>assassinate</u> Julius Caesar in 44 B.C.?

12. Name <u>three</u> cities that called for aid at the <u>start</u> of the Macedonian War?

13. In the Bronze Age cultures, which <u>country</u> did their village resemble?

14. Although the Tribal Assembly was the supreme legislative body, <u>who</u> held the real power?

15. Why did the Senate <u>bestow</u> Octavian with the title of Augustus?

16. **What does the Pax Romana stand for in Rome history?**

17. **What were the name of the three groups that would be the downfall of Rome in 476?**

18. **What occurred to the Roman Empire after the death of Marcus Aurelius in 180 A.D.?**

19. **After the murder of Alexander Severus in 235 A.D., how many emperors were in the next fifty years?**

20. **What was Constantine's greatest achievement during his reign?**

UNIT 1 ANSWERS KEYS

MAP KEY - P4

1. INDIA
2. CHINA
3. FRANCE
4. EYGPT
5. ARGENTINA
6. CANADA
7. JAPAN
8. MEXICO
9. GREAT BRITAIN
10. BRAZIL
11. AUSTRALIA
12. USSR
13. SAUDI ARABIA
14. SUDAN
15. PERU
16. VENEZULA
17. IRAN
18. MONGOLIA
19. PHILLIPPINES
20. COLUMBIA
21. POLAND
22. LIBYA
23. NICARAGUA
24. PAPUA NEW GUINEA
25. NORWAY
26. SOUTH AFRICA
27. BURMA
28. ZAIRE
29. NAMBIA
30. GHANA
31. PACIFIC OCEAN
32. ATLANTIC OCEAN
33. INDIAN OCEAN
34. GREENLAND
35. CHILE
36. USA
37. MADAGASCAR
38. ALGERIA
39. SPAIN
40. NEW ZEALAND

UNIT I TERMS - P6-7

1. PREHISTORY
2. SPECIALISTS
3. NOMADS
4. ARTIFACT
5. CIVILIZATION
6. CULTURE
7. ECONOMIC SYSTEM
8. ARCHAEOLOGIST
9. ARCHAEOLOGIST
10. TECHNOLOGY

PREHISTORIC WORKSHEET - P9

1. THE FERTILE CRESCENT
2. THE GROWTH OF WILD WHAT AND BARLEY, WHICH PROVIDED A SURPLUS FOOD THAT PEOPLE COULD FEED TO ANIMALS
3. A NEW KIND OF WHEAT DEVELOPED
4. WHEN CROPS FAILED, WHEN ANIMALS BECAME SICK, WHEN THERE WAS A LARGE HERD OF WILD ANIMALS NEARBY, AND WHEN THERE WAS A LOT OF WILD FRUIT, BERRIES, AND GRAIN AVAILABLE.
5. THEY TRADED ROOTS FOR FOOD CLOTHING AND SHELTER
6. ISRAEL, LEBANON, IRAG, JORDAN, ETC

REVIEW QUESTIONS - P10

1. HAS ANYONE PICKED FRUIT OR VEGETABLES OR SHOPPED FOR FOOD WITH THEIR PARENTS. HAS ANYONE BEEN ON TRIPS TO GET A DEER OR OTHER ANIMALS
2. AX, JEWELRY, FLINT, THREAD, KNIFE, SPEARS, ETC
3. THE FIRST FIRE PROBABLY CAME FROM LIGHTENING. PEOPLE USED FIRE TO IGNITE STICKS. FIRE WAS USED FOR COOKING, FRIGHTENING AWAY ANIMALS, AND FOR HEAT AND LIGHT
4. DURING A HUNT, THE MEN KILLED THE ANIMALS WHILE THE WOMEN HELD THE TORCHES. WOMEN ALSO GATHERED FRUIT, ROOTS, AND OTHER KINDS OF FOODS.
5. ANSWER WILL VARY
6. ANSWER WILL VARY

REVIEW QUESTIONS - P11

1. AN AREA OF LAND, SHAPED LIKE A CRESCENT, IN WHICH THE SOIL IS ROCH AND GOOD FOR FARMING

2. FARMING AND DOMESTICATION OF ANIMALS
3. IT BECAME POSSIBLE FOR PEOPLE TO STAY IN ONE PLACE; THEY COULD STORE FOOD FOR LATER USE; SOME PEOPLE BEGAN TO SPECIALIZE IN WORK OTHER THAN PROVIDING FOOD
4. PEOPLE NEEDED NEW KINDS OF TOOLS FOR FARMING, AND FOR PREPARING, STORING, AND COOKING FOOD.
5. FARMERS, WHO WERE ABLE TO PRODUCE MORE TOOLS AND ITEMS THAN HUNTERS, STAYED IN ONE PLACE, WHICH MADE IT EASIER FOR SCIENTISTS TO FIND THEIR REMAINS MANY YEARS LATER. HUNTERS MOVED FROM PLACE TO PLACE, AND SO THEIR DISCARDED TOOK WERE SCATTERED AND HARD TO FIND
6. ANSWER WILL VARY

ASPECTS OF CIVILIZATION - P12

CIVILIZATION:

VILLAGES: SPECIALISTS:

CITIES   POTTERY MAKERS
GOVERNMENT   WOODMAKERS
WRITING   WEAVERS
CULTURE   PRIESTS
ECONOMIC SYSTEM

TECHNOLOGY: RELIGION:

TOOLS   GODS
PLANT DYES   GODDESSES
                                  TEMPLE

PREHISTORIC REVIEW - P13-14

1. NOMAD
2. ARTIFACT
3. TECHNOLOGY
4. CULTURE
5. SPECIALISTS
6. CIVILIZATION
7. IRRIGATION

ANSWERS TO "DISCUSSING THE CHAPTER - P14

1. MEN KILLED ANIMALS WITH STONES AND SPEARS OR TRAPPED THEM IN A SWAMP OR IN A HOLE. WOMEN GATHERED FRUITS, NUTS, AND ROOTS
2. HOW PREHISTORIC PEOPLE HUNTED, FARMED, AND COOKED THEIR FOOD; THEIR ART, SUCH AS DECORATING CLOTHING, AND THEIR RELIGIOUS BELIEFS
3. PEOPLE PROBABLY LEARNED ABOUT FARMING WHEN SEEDS BLEW OFF WILD WHEAT STALKS AND NEW PLANTS GREW WHERE THE SEEDS SOWN. THIS DISCOVERY ALLOWED PEOPLE TO SETTLE PERMANTELY RATHER THAN FOLLOW THE WILD HARVEST. EVENTUALLY, CIVILIZATION DEVELOPED WHERE PEOPLE SETTLED
4. FARMERS NEEDED TOOLS, AND SO THEY INVENTED SHARPER AXES AND KNIVES TO CUT WHEAT AND ROASTING GRAIN LED TO THE TECHNOLOGY OF POTTERY. SPECIALIZATION, IN TURN, LED TO MORE ADVANCES IN TECHNOLOGY BECAUSE IT ALLOWED PEOPLE TO CONCENTRATE ON IMPROVING THE TOOLS OF THEIR TRADES
5. WHEN LARGE NUMBERS OF PEOPLE BEGAN TO LIVE TOGETHER, THEY NEEDED LEADERS TO PLAN AND ORGANIZE PROJECTS, SUCH AS CITY WALLED AND SOLVING PROBLEMS, ESPECIALLY THE PROBLEM OF REGULATING WATER FOR IRRIGATION

PREHISTORIC TEST - P15-17

1. A
2. A
3. C
4. A
5. B
6. C

VOCABULARY - P16-17

1. IRRIGATION
2. NOMAN
3. SPECIALISTS
4. TECHNOLOGY
5. CIVILIZATION
6. ARTIFACTS
7. CULTURE

GREEK VOCABULARY - P18-19

1. MYTH
2. REPUBLIC
3. PATRICIAN
4. DEMOCRACY
5. CITIZEN

6. PHILOSOPHER
7. PLEBEIANS
8. TRIBUNE
9. DICTATOR

GREEK WORKSHEET I - P20-21

1. AEGEAN AND MEDITERRANEAN SEA
2. WINE, OLIVE OIL, POTTERY, CLOTH AND METAL IMPLEMENTS
3. FOODSTUFFS, TIMBER, HIDES AND METAL ORES
4. DEEP HARBORS
5. WRITING, NAVIGATION AND OTHER ACHIEVEMENTS
6. HELLENES
7. NORTH-SOUTH
8. THESSALY AND ARACADIA
9. GRAPES, OLIVES
10. SILVER, GRANITE, MARBLE
11. HOMER
12. DARK AGES

1. A BAD HARVEST OF FAILURE TO REPAY A LOAN
2. A: SUBSISTENCE FARMING WAS REPLACED BY FARMING FOR EXPORT
   B: THE GROWING OF OLIVES AND GRAPES BECAME PARTICULARLY IMPORTANT. C: THE MANUFACTURE OF TEXTILES AND VASES FOR EXPORT BECAME COMMON IN GREEK POLEIS
3. THE LYDIANS
4. AGE OF TYRANTS
5. THE OLIGARCHHY
6. DEMOCRACY
7. SMALL, 3,000 BY 1050
8. POLITICAL AND RELIGIOUS
9. AN ACROPOLIS
10. A: THE MOUNTAINOUS NATURE OF THE COUNTRY DIVIDED INTO MANY VALLEY: B: COMMUNICATION AND TRANSPORTATION WERE DIFFICULT. C: HIGHLY DEVELOPED INDIVIDUALISTS POLITICAL UNITS THAT PRIZED THEIR INDEPENDENCE
11. HI[[EIS, ZEUGITAI AND THETES
12. GRAPES AND OLIVE
13. THE AREOPAGUS WAS SOON TO BE OVERSHADOWED BY A NEW EXECUTIVE BODY CALLED THE COUNCIL OF 400 (BOULE). B: THE BOULE INITIATED ALL LAWS SENTO TO THE ECCLESIA
14. ECONOMIC INTEREST
15. TEN NEW TRIBES WERE ESTABLISHED
16. PRACTICE OF OSTRACISM
17. SPARTA CITIZENS, PERIOECI, HELOTS

1. A: COMPLETED THE LONG WALLS FROM ATHENS TO PIRAEUS. B: COLONIES FOUNDED ON THE BLACK SEA. C: MOVED THE TREASURY OF THE LEAGUE TO ATHENS
2. A: LEADING POLITICAL FIGURE. B: ELECTION TO OFFICE TILL DEATH IN 429 B.C. C: BEAUTIFY ATHENS
3. PEACE OF NICIAS
4. PERSIA
5. EPAMINODAS
6. ARACADIAN LEAGUE
7. ATHENS: A: EMPHASIZED WRITING, MUSIC AND ATHLETICS. B: GIRL WERE TAUGHT TO BE GOOD MOTHERS. C: STUDENT OLDER THAN FOURTEEN WERE TAIUGHT IN SCIENCE, MATH AND PHILOSOPHY. SPARTA: A: FORMAL EDUCATION SELDOM WENT BEYOND READING AND WRITING. B: BOYS TAKEN FROM THEIR FAMILIES. C: GIRLS WERE TRAINED IN ATHLETICS FOR BECOMING GOOD MOTHERS
8. SIMPLICITY
9. DORIC, IONIC
10. A: BUILT IN HONOR OF ATHENA. B: STOOD ON THE ACROPOLIS
11. HERODOTUS: KNOWN FOR HIS TRAVELS. B: ACCOUNT OF PERSIAN WARS WERE UNSYMPATHIC. THUCYDIDES: FIRST SCIENTIFIC HISTORIAN. B: INSISTED AND COMPLETE ACCURACY AND OBJECTIVITY
12. PLATO
13. BELIEF IN PHILOSOPHER-KINGSS
14. A: DEVELOPED A SYSTEM OF LOGIC. B: TAUGHT ALEXANDER THE GREAT. C: URGED AN AUTHORITARIAN STATE
15. ILLYRIA, THRACE AND THEBES
16. 330 AND 326 B.C.
17. FOSTERED THE SPREAD OF GREEK CULTURE IN ASIA

GREEK VOCABULARY - P28-30

1. CIVIL WAR
2. MYTH
3. PHILOSOPHER
4. CITIZEN
5. PLEBEIANS

TRUE AND FALSE - P28-29

1. FALSE	6. TRUE
2. FALSE	7. FALSE
3. TRUE	8. FALSE
4. TRUE	9. TRUE
5. TRUE	10. FALSE

SHORT ANSWERS - P29-30

1. THE DARK AGES
2. A: COMMUNICATION AND TRANSPORTATION. B: MOUNTAINOUS NATURE
3. HOMER
4. 323 B.C.
5. A: COMMERCE REPLACE PRIACY. B: IRON REPLACE BRONZE
6. DEEP HARBORS
7. NORTH AND SOUTH
8. HELLENES
9. THESSALY AND ARCADIA
10. MT. OLMPUS ELEVATION: 9,730

GREEK TEST - P31-33

1. DICTATOR	4. MYTH
2. PLEBEIANS	5. CIVIL WAR
3. PATRICIAN	

TRUE OR FALSE - P31-32

1. FALSE	6. TRUE
2. FALSE	7. TRUE
3. FALSE	8. TRUE
4. FALSE	9. FALSE
5. FALSE	10. FALSE

SHORT ANSWERS - P32-33

1. 323 B.C.
2. A: MOUNTAINOUS NATURE. B: COMMUNICATION AND TRANSPORTATION
3. A: COMMERCE REPLACED PRIVACY. B: IRON REPLACED BRONZE
4. DARK AGES
5. MT. OLYMPUS, ELEVATION: 9,730
6. HOMER
7. THESSALY AND ARCADIA
8. HELLENES
9. NORTH AND SOUTH
10. DEEP HARBORS

ROMAN VOCABULARY 1 - P34

1. TRIBUNE
2. SENATE
3. COUNSULS
4. PLEBEIANS
5. PATRICIANS
6. FORUM
7. CIVIL WAR
8. DICTATOR

ROMAN SOCIETY - P36

1. AS A TOKEN OF RECOGNATION
2. AUGUSTUS MADE ROME PROSPEROUS
3. HE PROVIDED LEADERSHIP AND VISION TO MAKE GAINS IN ROME
4. ANSWER WILL VARY
5. ANSWER WILL VARY

ROMAN WORKSHEET I - P37-38

1. SWITZERLAND
2. TARRAMARA
3. UMBRIANS, NORTHERN ITALY, THE LATINS OF THE TIBER
4. ASIA MINOR, AROUND 800 B.C.
5. ETRURIA
6. THE SIXTH CENTURY, ANTI-GREEK ALLIANCE WAS MADE WITH CATHAGE WHICH RESULTED IN THE EXPULSION OF THE GREEKS FROM CORSICA
7. GREECE AND PHOENICA
8. 265 B.C.
9. PRISONERS
10. THE HELD A RESPECTED POSITION IN ESTRUSCAN SOCIETY

ROMAN WORKSHEET II - P39-40

1. ETRUSCANS, AEQUI AND VOLSEI
2. THE GAULS
3. ETRUSCANS, VOLICI AND AEQUI
4. 146 B.C.
5. SENATE
6. LANDLESS GROUP
7. THE GRACCHI
8. POMPEY AND CAESAR

9. A: IMPROVE COLLECTION OF TAXES. B: CHECK PROVISIONAL GOVERNORS. C: AND PROVIDE ROMAN CITIZENSHIP FOR MANY PROVINCIALS.
10. BRUTUS AND LONGINUS

ROMAN WORKSHEET III - P41-42

1. A TOKEN OF RECOGNITION
2. THE PERIOD OF THE ROMAN PEACE
3. RESTORE RELIGION TO ITS OLD PLACE OF IMPORTANCE, TOOK TITLE OF IMPERATOR, CONTROL OF ARMED FORCES
4. 14 YEARS
5. A: NERVA: HAD CAPABLE ADMINISTRATION. B TRAJAN: MADE RUMANIA A PROVINCE. C: HARDIN: PUT DOWN JEWISH REVOLT. D: ANTONIUS PIUS: INSISTED ON IMPARTIAL DISPENSATION OF JUSTICE
6. UNDERWENT A PRECIPITOUS DECLINE
7. 50 YEARS
8. 12 DIOCESES
9. CONSTATINE
10. HUNS, FRANKS, OSTROGOTHS

ROMAN REVIEW - P43-47

1. PATRICIANS
2. DICTATOR
3. COUNSULS
4. CIVIL WAR
5. TRIBUNE
6. SENATE

BRAIN BUSTERS - P44

1. AUGUSTUS
2. ANSWERS WILL VARY
3. PEACE, 207 YEARS
4. ANSWER WILL VARY
5. BROUGHT TRUST AND PROSPERITY TO ROME

OUTLINE QUESTIONS - P44-47

1. IT WAS ABSORBED
2. UMBRIANS, NORTHERN ITALY, THE LATINS OF THE TIBER
3. GREECE AND PHOENICA
4. SWITZERLAND
5. ETRURIA
6. ETRUSCANS, AEQUI AND VOLSEI
7. ETRUSCANS, VOLCI AND AEQUI
8. THE GRACCHI
9. POMPEY AND CAESAR
10. SENATE
11. BRUTUS AND LONGINUS
12. 14 YEARS
13. PEACE
14. TOKEN OF RECGNITION
15. 50 YEARS
16. WATER SYSTEM
17. 12 DIOCESES
18. HUNS, FRANKS, OSTROGOTHS

ROMAN TEST - P48-52

VOCABULARY - P48

1. JUSTICE
2. SENATE
3. PATRICIANS
4. TRIBUNE
5. AQUEDUCTS
6. COUNSULS
7. FORUM
8. CIVIL WAR

BRAIN BUSTERS - P49

1. ANY POLITICAL ORDER THAT IS NOT A MONARCHY
2. PEACE IN ROME, 207 YEARS
3. THE PHOENICIAN WAS A SEA POWER
4. AUGUSTUS
5. ANSWER WILL VARY
6. TRUSTED HIM AND BROUGHT PROSPERITY

OUTLINE QUESTIONS - P49-52

1. THE GRACCHI
2. ETRUSCANS, AEQUI AND VOLSEI
3. ETRURIA
4. GREECE AND PHOENICA
5. ETRUSCANS, VOLSEI AND AEQUI
6. 50 YEARS
7. HELLENES
8. 12 DIOCESES
9. 14 YEARS
10. WATER SYSTEM
11. BRUTUS AND LONGINUS
12. ETRUSCANS, VOLI AND AEQUI
13. SWITZERLAND
14. SENATE
15. THEY TRUSTED HIM AND BROUGHT PROSPERITY
16. PEACE
17. HUNS, FRANKS AND OSTROGOTHS
18. UNDERWENT A PRECIPITOUS DECLINE
19. 22 EMPERORS
20. FOUNDING OF CONSTANTINOPLE

UNIT TWO

MEDIEVAL EUROPE

UNIT 2

OVERVIEW

Unit II dealt with the subject of Medieval Europe.

Curriculum in this unit includes daily worksheets, review sheets,

tests, and answer keys to all curriculum in this unit.

NAME_____
DATE_____

MEDIEVAL CHURCH FILM WORKSHEET

1. What was <u>found</u> in every major medieval town?

2. Christianity was to cover Europe by what <u>year</u>?

3. What was Christianity <u>represented</u> by?

4. Name four countries <u>influenced</u> by Christianity?

5. What three <u>concepts</u> concerned medieval people?

6. What was <u>stainglass</u> windows used for?

7. <u>Where</u> were rich and poor people buried?

8. What was the <u>largest</u> population in medieval Europe?

9. **Where did the Bishops <u>conduct</u> their business from?**

10. **From where did <u>clergymen</u> receive their training?**

NAME_____

DATE_____

COAT OF ARMS PROJECT

Some of the people who came to America were from prominent families in Europe. Many of these families were known by the family's crest. A crest was design made up of symbols showing what a family was famous for, the kind of work the family did, natural features from the land, or personal qualities of people in the family. The family crest might be placed on clothing, engraved on silverware or dishes, or place on a tapestry or painting. You assignment is to create your own coast of arms. Include name somewhere on the crest, items that represent your family in good taste, such as baseballs, hammer, books, etc.

MEDIEVAL WORKSHEET I

Using your packet on Middle Ages, answer the following questions.

1. Who was <u>responsible</u> bringing the Roman and German cultures together?

2. How many <u>years</u> did the Dark Ages last?

3. What are the modern <u>names</u> for the Rhineland and Gaul?

4. After Clovis' death, what <u>name</u> was given to the heirs to his throne?

5. Who was considered the <u>founder</u> of the Carolingian dynasty?

6. Name the <u>monarch</u> who was to give Vatican City to the Papacy?

7. In response to papal appeal, what <u>happened</u> to the Lombards in 776?

8. In 800, Pope Leo gave Charlemagne what official **title**?

9. Under Louis the Pious, what two **aspects** of his rule neglected?

10. What did Lothair **agree** in the Treaty of Verdun?

11. **Who** became the king of France in 987?

NAME_____

DATE_____

Using your packet on the Middle Ages, answer the following questions.

1. For personal security, what did <u>farmers</u> give to large magnates?

2. What developed out of the <u>practice</u> of patrocinium?

3. What was the German lord and vassal <u>system</u> called?

4. As a result of military service, what did a noble <u>receive</u> in return?

5. Name two of the <u>benefits</u> of a benefice or fief?

6. Name the <u>biggest</u> landowner during the Middle Ages?

7. Name three <u>obligations</u> of a lord?

8. What was another <u>name</u> for a lord?

9. Name four **obligations** of a vassal?

10. What did a non-productive nobility **gain** from the practice of manorialism?

MEDIEVAL WORKSHEET III

Using your packet on the Middle Ages, answer the following questions.

1. **What were serfs <u>required</u> to do in the manorial system?**

2. **What was the <u>only</u> thing that saved the Capetians?**

3. **What <u>happened</u> as a result of the Battle of Bouvines?**

4. **<u>Who</u> was canonized in 1297?**

5. **What was the <u>result</u> because of the conflict of Boniface and Philip?**

6. **Who did the English <u>control</u> as the result of the victory at Sluys in 1340?**

7. **What <u>achievements</u> were brought about by Charles the Wise?**

8. **<u>Who</u> became king of England as a result of his victory in 1066?**

9. What did the Church **gain** because of the Norman Conquest?

10. What was the **use** of the **Doomsday** Book?

11. What was the **function** of the **justiciar**?

12. What **occurred** after the death of Henry I in 1135?

NAME_____

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MEDIEVAL VOCABULARY

Using the words below to answer the following questions.

Crusades	Middle Ages	vassal	feudalism
serfs	monasteries	convents	manor
chivalry			

1. The <u>era</u> in European history between the downfall of Rome and the beginning of the growth of Europe is called the

   _____.

2. During the Middle Ages, a <u>class system</u> called _____ occurred in which vassals, or working people, were given land and protection by their lords in return for service.

3. A _____ was <u>someone</u> who received land and support from a lord in return for military or other services.

4. _____ were <u>individuals</u> who could leave the land they worked on and could be sold with the land.

5. The <u>laws</u> of behavior for knights in the Middle Ages was called

   _____.

6. Land <u>governed</u> by a feudal lord during the Middle Ages was called a _____.

7. _____ were <u>locations</u> where monks lived, worshiped, and worked.

8. _____ were <u>locations</u> where <u>women</u> monks lived, worshiped, and worked.

9. The _____ were a <u>sequence</u> of religious wars fought by European Christians during the Middle Ages in an attempt to capture the land from the Muslims.

NAME_____

DATE_____

MEDIEVAL REVIEW

Using the words below, answer the following questions.

1. The _____ were a <u>sequence</u> of religious wars fought fought by European Christians during the Middle Ages in an attempt to capture the land from the Muslims.

2. The <u>era</u> in European history between the downfall of Rome and he beginning of the growth of Europe is called the _____.

3. _____ were <u>locations</u> where <u>monks</u> lived, worshiped, and worked.

4. Land <u>governed</u> by a feudal lord during the Middle Ages was called a _____.

5. During the Middle Ages, a <u>class system</u> called _____ occurred in which vassals, or working people, were given land and protection by their lords in return for services.

6. _____ were <u>locations</u> where <u>women</u> monks lived, worshipped, and worked.

7. The laws of <u>behavior</u> for knights in the Middle Ages was called _____.

8. A _____ were <u>individuals</u> who could not leave the land. They worked on and could be sold with the land.

9. A _____ was <u>someone</u> who received land and support from a lord in return for military protection and other service.

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10. From <u>500 to 1000</u> were called the _____ .

OUTLINE QUESTIONS

Using your packet, answer the following questions.

1. <u>Who</u> was responsible of bringing the Roman and German cultures together?

2. Who was considered the <u>founder</u> of the Carolingian dynasty?

3. In 800, Pope Leo gave Charlemagne what official <u>title</u>?

4. In response to papal appeal, what <u>happened</u> to the large magnates?

5. For personal security, what did <u>farmers</u> give to large magnates.

6. What was the German lord and vassal <u>system</u> called?

7. <u>Who</u> was cannonized?

9. Name the **biggest** landowner during the Middle Ages?

10. Name the three **obligations** of a lord?

11. **Who** became the king of France in 987?

12. What were serfs **required** to do in the manorial system?

13. What was the **use** of the Doomsday Book?

14. What are the modern **names** for the Rhineland and Gaul?

15. What was the **function** of the justiciar?

16. As a result of military service, what did a noble **receive** in return?

17. <u>Who</u> became king of England as a result of his victory in 1066?

18. Under Louis the Pious, what two <u>aspects</u> of his rule were neglected?

19. What did the Church <u>gain</u> because of the Norman Conquest?

20. What was another <u>name</u> for a lord?

21. How many <u>years</u> did the Dark Ages last?

NAME_____

DATE_____

MEDIEVAL TEST

Using the words below, answer the following questions.

monasteries   feudalism   manor   Dark Ages
Middle Ages   Crusades   convents chivalry
serfs   vassal

1. From <u>500 to 1000</u> were called the _____.

2. A _____ was <u>someone</u> who received land and support from a lord in return for military protection and other services.

3. The _____ were a <u>sequence</u> of religious wars fought by European Christians during the Middle Ages in an attempt to capture the land the Muslims.

4. Land <u>governed</u> by a feudal lord during the Middle Ages was called _____.

5. The <u>laws</u> behavior for knights in the Middle Ages was called _____.

6. During the Middle Ages, a <u>class system</u> called _____ occurred in which vassals, or working people, were given land they worked on and could be sold with the land.

7. _____ were <u>individuals</u> who could not leave the land they worked on and could be sold with the land.

8. _____ were <u>locations</u> where <u>monks</u> lived, worshiped, and worked.

9. _____ were <u>locations</u> where <u>women</u> monks lived, worked and worshiped.

OUTLINE QUESTIONS

Using your packet on the Middle Ages, answer the following questions.

1. <u>Who</u> was cannonized in 1297?

2. Who was <u>responsible</u> of bringing the Roman and Germans cultures together?

3. For personal security, what did <u>farmers</u> give to large magnates?

4. Name four <u>obligations</u> of a vassal?

5. <u>Who</u> became the king of France in 987?

6. What was the <u>use</u> of the <u>Doomsday</u> Book?

7. What was the <u>function</u> of the <u>justicular</u>?

8. Under Louis the Pious, what two <u>aspects</u> of his rule were neglected?

9. Name three <u>obligations</u> of a lord?

10. Who was considered the <u>founder</u> of the Carolingian dynasty?

11. What was another <u>name</u> for a lord?

12. What was the German lord and vassal <u>system</u> called?

13. What were the <u>original</u> names for France and Germany?

14. In 800, Pope Leo gave Charlemagne what official <u>title</u>?

15. <u>Who</u> became king of England as a <u>result</u> of his victory in 1066?

16. What were serfs <u>required</u> to do in the manorial system?

17. In response to papal appeal, what did <u>peasants</u> give to the Papacy?

18. How many <u>years</u> did the Dark Ages last?

19. What did the Church <u>gain</u> because of the Norman Conquest?

20. As a result of military service, what did a noble <u>receive</u> in return?

RENAISSANCE VOCABULARY

Select the word that best completes each sentence.

apprentice   perspective   nation-states   artisan
burgher   hereditary   parliament   guild
common law   Renaissance

1. An _____ was a <u>individual</u> who worked without pay in a shop of a guild member while learning a trade.

2. An _____ is a worker, such as a carpenter or a stonecutter, who was a <u>prepared</u> or skilled in a craft.

3. An _____ was a <u>individual</u> who lived in a town.

4. In the Middle Ages, a _____ was an <u>assembly</u> formed to <u>protect</u> the interest of workers in a craft or trade.

5. <u>Laws</u> that referred to all the people of England and were based on the decisions of judges were called _____.

6. A _____ is the law-making <u>faction</u> in some countries.

7. The <u>stewardship</u> of some countries is _____. For example, a son would become king after his father's death.

8. After the Middle Ages, <u>individuals</u> in Europe began to take pride in belonging to countries where a common language and way of life existed. These larger communities were called _____.

9. The great <u>era</u> of revival in art, literature, and learning that marked the fourteenth, fifteenth, and sixteenth centuries in Europe is called the _____.

10. _____ is a <u>method</u> of drawing of painting objects on a flat surface so that they appear to have depth and show distance.

RENAISSANCE QUESTIONS

Answer the following questions.

1. Niccolo and Maffeo spoke with the Great Kahn who ruled
   _____.

2. Marco Polo <u>detailed</u> some of the things he had seen in China.
   These included _____
   _____.

3. In the A.D. 1000s the <u>quickest growing</u> towns were _____
   _____.

4. _____ <u>lived</u> in the cities and <u>created</u> things from
   cloth, iron, gold and silver.

5. A new class known as _____ was being
   <u>established</u> between the wealthy and poor.

6. _____ offered training programs, which an
   <u>individual</u> had to complete to become a member.

7. The three <u>levels</u> of learning in the guild training program were
   _____.

8. The <u>harvest</u> of the peasant's was improved by the _____
   _____.

9. _____ crops were now <u>accessible</u> to sell in town _____
   _____.

10. A new school of <u>education</u>, the _____, was begun by a guild of students who wanted to continue leading.

11. A new <u>style</u> of church was constructed during the 1100s and 1200s. The style is known as _____.

12. <u>Individuals</u> were able to "read" in church because the walls _____ of Bible figures.

NAME_____

DATE_____

RENAISSANCE QUESTIONS II

Complete the following questions:

1. How did <u>trade</u> cause kings to become more powerful?

2. What <u>change</u> that Henry II made in the law was the beginning of our modern legal system?

3. What do you think some historians <u>consider</u> the Magna Carta to be one of the <u>great</u> documents in the development of freedom?

4. What do you think would have <u>occurred</u> if a nation-state had not developed in England?

RENAISSANCE ACCOMPLISHMENTS

Complete the chart using the words below.

printed Bible	Polish mathematician	invented telescope
Italian artist	scientist	designed basis for
Portrait	invented movable type	parachute
Dutch writer	English artist	helicopter, air
Italian inventor	sculptor	conditioning, and
Proved Earth	English ambassador	suba diving
turn around	sun	

Leonardo da Vinci   **Holbein**   **Galileo**

Copernicus   **Guttenburg**

Michelangelo   **Erasmus**

NAME_____

DATE_____

RENAISSANCE WORKSHEET I

Using your packet on the Renaissance, answer the following questions.

1. **What does the** <u>Renaissance</u> **mean?**

2. **How** <u>long</u> **did the Renaissance last?**

3. **Name five** <u>areas</u> **in which the Renaissance made changes?**

4. **What were the four major** <u>developments</u> **of the forming of nation-states?**

5. **What were the** <u>advantages</u> **of Dynastic marriage?**

6. <u>**Who**</u> **was one the throne of England in 1485?**

7. **How** <u>long</u> **was the War of the Roses fought and why was it given its name?**

8. What was the <u>function</u> of the Star Chamber?

9. To build commerce up in England, <u>who</u> did Henry sign treaties with?

10. What did the <u>Navigation Acts</u> provided for?

NAME_____

DATE_____

RENAISSANCE WORKSHEET II

Using you packet on the Renaissance, answer the following questions.

1. What did Henry the VII do to keep <u>good relations</u> with other countries?

2. In France, what did Charles (the Bold) set out to <u>accomplish</u>?

3. What were <u>three</u> things Louis the Spider accomplish during his reign?

4. What did the French forces <u>carry home</u> with them as a result of the war with Italy?

5. What <u>marriage</u> was to unite Spain as a powerful country?

6. What did Ferdinand and Isabella do to <u>gain</u> authority into their own hands?

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7. What was the <u>new</u> economic policy called as the result of the conquest by Spain?

8. What did Spain <u>conquer and annex</u> in the year in 1492?

9. What were the Jews <u>subjected</u> to by Spain's rulers?

RENAISSANCE WORKSHEET III

Using your packet on the Renaissance, answer the following questions.

1. During the Inquisition, what was the <u>procedure</u> in arresting an individual?

2. In 1492, what were the <u>Jews</u> ordered to do?

3. How did Ferdinand <u>succeed</u> in his foreign policy?

4. Through dynastic marriages, <u>who</u> was to rule over more of Europe between 800 and 1814?

5. What was <u>occurring</u> to the Holy Roman Empire at this time?

6. Between 1498 and 1648, what was <u>Switzerland</u> to the Holy Roman Empire?

7. What did the electors of the emperor <u>demand</u>?

8. What did the Italy states <u>attempt</u> to do to each other in their foreign policy?

9. What did Cosimo de Medici <u>achieve</u> during his reign?

RENAISSANCE REVIEW

Answer the following questions by completing the sentences.

Enlightenment	Reformation	nation-states	artisan
perspective	common law	parliament	factory
philosopher	Renaissance	Divine Right	China
Counter Reformation	guild	hereditary	strike
burgher	Gothic		

1. A new <u>style</u> of church was constructed during the 1100s and 1200s. The style is known as _____.

2. A _____ is the law-making <u>faction</u> in some countries.

3. A _____ is an <u>motion</u> taken by workers who refuse to work until they are paid more or have better working conditions.

4. An _____ was a <u>individual</u> who lived in a town.

5. An _____ means <u>understanding</u>. This time in history was a time of reform and new ideas.

6. An _____ was a <u>individual</u> who worked without pay in a shop of a guild member while learning a trade.

7. A _____ is a <u>structure</u> where workers operate the machines that manufacture goods.

8. In the Middle Ages, a _____ was an organization formed to guard the interest of workers in a craft of trade.

9. The _____ was the religious and social <u>action</u> in the sixteenth century in Europe that began as an effort to change or reform the Roman Catholic church and ended with the founding of the Protestant churches.

10. _____ is a <u>method</u> of drawing or painting objects on a flat surface so that they appear to have depth and show distance.

MATCHING

Write the letter of the correct answer next to the item.

_____ 1. artisan		a. town dweller
_____ 2. Gothic		b. craftworker
_____ 3. Joan of Arc		c. <u>divided</u> land between Spain and Portugal
_____ 4. de Vinci		d. sailing ship
_____ 5. burgher		e. Italian artist
_____ 6. Galileo		f. <u>graceful</u> style of architecture
_____ 7. de Gama		g. <u>improved</u> the telescope
_____ 8. caravel		h. <u>French</u> hero
_____ 9. patron		i. supporter of an artist
_____ 10. Pope Alexander VI		j. Portuguese <u>explorer</u>

OUTLINE QUESTIONS

Using the packet on the Renaissance, answer the following questions.

1. What does the <u>Renaissance</u> mean?

2. What was the <u>Jews</u> subjected to by Spain's rulers?

3. What did Cosimo de Medici <u>achieve</u> during his reign?

4. What <u>marriage</u> was to unite Spain as a powerful country?

5. During the Inquisition, what was the <u>procedure</u> in arresting an individuals?

6. What was the <u>function</u> of the Star Chamber?

7. Through dynastic marriages, <u>who</u> was rule over more of Europe between 800 and 1814?

8. <u>Who</u> was on the throne of England in 1485?

9. What were the four major <u>developments</u> of the forming of nation-states?

10. What did Spain <u>conquer and annex</u> in the 1492?

NAME_____

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RENAISSANCE TEST

Answer the following questions by completing the sentences.

Reformation	hereditary	parliament	Renaissance
perspective	common law	Gothic	philosopher
burgher	artisan	factory	Divine-Right
China	guild	apprentice	Enlightenment
Counter-Reformation		nation-states	

1. An _____ was a <u>individual</u> who worked without pay in a shop of a guild member while learning a trade.

2. A new <u>style</u> of church was constructed during the 1100s and 1200s. The style is known _____.

3. _____ is a <u>method</u> of drawing or painting objects on a flat surface so that they appear to have depth and show distance.

4. A _____ is a <u>structure</u> where workers operate the machines that manufacture goods.

5. A _____ is a <u>motion</u> taken by workers who refuse to work until they are paid more or have better working conditions.

6. A _____ is the law-making <u>faction</u> in some countries.

7. The great <u>era</u> of revival in art, literature, and learning that marked the fourteenth, fifteenth and sixteenth centuries in Europe is called the _____.

8. In the Middle Ages, a _____ was an organization formed to guard the interest of workers in a craft of trade.

9. An _____ was a individual who lived in a town.

10. The _____ was the religious and social action in the sixteenth century in Europe that began as an effort to change or reform the Roman Catholic church and ended with founding or the Protestant churches

MATCHING

Write the letter of the correct answer next to the item.

_____ 1. caravel   a. Portuguese explorer
_____ 2. Galileo   b. Italian artist
_____ 3. de Vinci   c. improved telescope
_____ 4. Pope Alexander VI   d. supporter of an artist
_____ 5. de Gama   e. French hero
_____ 6. patron   f. craftworker
_____ 7. Gothic   g. sailing ship
_____ 8. burgher   h. divided land between Spain and Portugal
_____ 9. Joan of Arc   i. town dweller
_____ 10. artisan   j. graceful style of architecture

OUTLINE QUESTIONS

Using the packet on the Renaissance, answer the following questions.

1. What did Cosimo de Medici achieve during his reign?

2. What does Renaissance mean?

3. What were the four major <u>developments</u> of the forming of nation-states?

4. What was the <u>function</u> of the Star Chamber?

5. What was the Jews <u>subjected</u> by the Spain's rulers?

6. Through dynastic marriages, <u>who</u> was to rule over more of Europe between 800 and 1814?

7. How <u>long</u> was the War of Roses fought and why was it given its name?

8. During the inquisition, what was the <u>procedure</u> in arresting and individual

9. What <u>marriage</u> was to unite Spain as a powerful country?

10. What did Spain <u>conquer and annex</u> in the year 1492?

UNIT TWO ANSWER KEYS

MEDIEVAL CHURCH FILM WORKSHEET - P68-69

1. THE CHURCH
2. 1350
3. THE CATHEDRAL
4. FRANCE, SPAIN, ITALY, ETC.
5. HOLY GHOST
6. SALVATION
7. THE RICH IN THE CHURCH AND THE POOR IN THE CEMETERY
8. PEASANTS
9. DIOCESE
10. THE UNIVERSITY

MEDIEVAL WORKSHEET I - P71-72

1. THE ROMAN CATHOLIC CHURCH
2. 500 YEARS
3. GERMANY AND FRANCE
4. THE DO-NOTHING KINGS
5. CHARLES MARTEL
6. PEPIN THE SHORT
7. THE LOMBARD WERE SUBJUGATED AND THEIR TERRITORY ANNEXED
8. HOLY ROMAN EMPEROR
9. DEFENSE AND FOREIGN AFFAIRS
10. THE BREAK UP OF THE CAROLINGIAN EMPIRE IN WHAT IS TODAY, ITALY GERMANY AND FRANCE
11. HUGH CAPET

MEDIEVAL WORKSHEET II - P73-74

1. THE FARMERS GAVE THE LORDS THEIR LAND
2. LARGE PRIVATE ARMIES

3. COMITATUS
4. NOBLES GAINED A BENEFICE OR FIEF
5. A. THE BENEFICE WAS HEREDITARY UNTIL THE
      BREAKDOWN OF CAROLINGIAN AUTHORITY
   B. AROUND THE LIFETIME BENEFITS OF THE PRIVILEGES
      THE FIFE
   C. THESE PRIVILEGES INCLUDED THE LOCAL
      ADMINISTRATION OF JUSTICE AND RIGHT TO COLLECT
      TAXES. IN RETURN, A CERTAIN NUMBER OF ARMED MEN
      HAD TO BE FURNISH.
6. THE CHURCH
7. A. THE LORD HAD TO PROTECT HIS VASSAL
   B. THE LORD HAD THE RIGHT TO ADMINISTER "HIGH"
      JUSTICE (CAPITAL PUNISHMENT)
   C. THE LORD AGREED NOT TO ENTER INTO AGREEMENTS
      WITH NOBLES WHO HELD FIEFS FROM HIS VASSAL
   D. THE LORD AGREED TO BUILD NO CASTLES OF THE FIEF
      OF HIS VASSAL UNLESS THE LATTER APPROVED
   E. STILL ANOTHER OBLIGATION WAS THE LORD'S PROMISE
      NOT TO HARM HIS VASSAL'S WIFE AND CHILDREN
   F. AMONG THE IMPORTANT FEUDAL INCIDENTS WERE
      SEVERAL THAT GAVE THE LORD VALUABLE PRIVILEGES:
      IF A VASSAL DIED WITHOUT AN HEIR, THE FIEF WOULD
      ESCHEAT TO THE LORD.
   G. THE LORD COULD ADMINISTER THE FIEF IF IT WERE
      LEFT TO A GIRL, THE LORD HAD THE RIGHT TO SELECT
      HER HUSBAND
   H. IF A VASSAL LEFT ON A CRUSADE, THE LORD
      ADMINISTERED HIS FIEF.
   I. IF THE VASSAL BROKE THE FEUDAL CONTRACT, THE
      SUZERAIN REGAINED THE FIEF BY ESCHEAT
8. THE SUZERAIN
9. A. THE VASSAL DID HOMAGE AND SWORE FEALTY TO HIS
      SUZERAIN
   B. THE VASSAL AND HIS KNIGHTS GAVE HIS SUZERAIN 40
      DAYS OF MILITARY SERVICE ANNUALITY

C. THE LORD COULD DEMAND A MONEY PAYMENT (SCUTAGE) INSTEAD, AND USE THE FUNDS TO HIRE SOLDIERS

D. THE VASSALS GENERALLY ADMINISTERED "LOW" JUSTICE (LESSER PUNISHMENTS). THEY ALSO HAD TO ASSIST THE LORD IN SETTING LEGAL PROGRAMS.

E. VASSALS OFTEN HAD TO PAY FEUDAL AIDS TO ASSIST THEIR SUZERAIN: WHEN THE LORD'S OLDEST DAUGHTER WAS MARRIED, WHEN THE LORD'S WAS KNIGHTED, AND WHEN A CAPTURED LORD HAD TO BE RANSOMED.

F. VASSALS PAID RELIEF WHEN THEIR LORD DIED AND A NEW SUZERAIN TOOK OVER

G. THE VASSAL WAS REQUIRED TO OFFER THE LORD AND HIS RETINUE HOSPITALITY WHENEVER THEY PASSED THROUGH HIS DOMAINS.

10. THEY GAINED INCOME FROM THEIR HOLDINGS.

MEDIEVAL WORKSHEET III - P75-76

1. SERFS WERE REQUIRED TO WORK FOR THREE DAYS, AND GIVE A PERCENTAGE OF WHAT HE GREW TO THE LORD
2. CHURCH SUPPORT AND FEUDAL NEED FOR THE SUZERAIN
3. FRANCE WAS FIRMLY ESTABLISHED AS A EUROPEAN POWER
4. LOUIS IX
5. FORBADE LAY RULERS FROM TAXING THE CLERGY WITHOUT PAPAL PERMISSION
6. THE CONTROL OF THE CHANNEL AND ACCESS TO FRANCE
7. CROWN RECOVERED FINANCIALLY AND POLITICALLY, CALLED THE ESTATES GENERAL AS LITTLE AS POSSIBLE AND OLD TAXES DID NOT HAVE TO BE RENEWED
8. WILLIAM THE CONQUEROR
9. THE CHURCH WAS TO GAIN LARGE HOLDINGS
10. A BASIS OF TAXATION

11. HIS JOB WAS TO SUPERVISE THE STATE AND SERVED AS THE KING'S VICEROY

12. A 19-YEAR PERIOD OF ANARCHY ENSUED

MEDIEVAL VOCABULARY - P77-78

1. MIDDLE AGES
2. FUEDALISM
3. VASSAL
4. SERFS
5. CHIVALRY
6. MANOR
7. MONASTERIES
8. CONVENTS
9. CRUSADES

MEDIEVAL REVIEW - P79-82

VOCABULARY - P79-80

1. CRUSADES
2. MIDDLE AGES
3. MONASTERIES
4. MANOR
5. FEUDALISM
6. CONVENTS
7. CHIVALRY
8. VASSAL
9. SERFS
10. DARK AGES

OUTLINE QUESTIONS - P80-82

1. THE ROMAN CATHOLIC CHURCH
2. CHARLES MARTEL
3. HOLY ROMAN EMPEROR

4. THE LOMBARDS WERE SUBJUGATED AND THEIR TERRITORY ANNEXED
5. THE FARMERS GAVE THE LORDS THEIR LAND
6. COMITATUS
7. LOUIS IX
8. A. THE VASSAL DID HOMAGE AND SWORE FEALTY TO HIS SUZERAIN
   B. THE VASSAL AND HIS KNIGHTS GAVE HIS SUZERAIN 40 DAYS OF MILITARY SERVICE ANNUALITY
   C. THE LORD COULD DEMAND A MONEY PAYMENT (SCUTAGE) INSTEAD, AND USE THE FUNDS TO HIRE SOLDIERS
   D. THE VASSALS GENERALLY ADMINISTERED "LOW" JUSTICE (LESSER PUNISHMENTS). THEY ALSO HAD TO ASSIST THE LORD IN SETTING LEGAL PROGAMS
   E. VASSALS OFTEN HAD TO PAY FEUDAL AIDS TO ASSIST THEIR SUZERAIN: WHEN THE LORD'S OLDEST DAUGHTER WAS MARRIED, WHEN THE LORD'S OLDEST SON WAS KNIGHTED, AND WHEN A CAPTURED LORD HAD TO BE RANSOMED
   F. VASSALS PAID RELIEF WHEN THEIR LORD DIED AND A NEW SUZERAIN TOOK OVER
   G. THE VASSAL WAS REQUIRED OF OFFER THE LORD AND HIS RETINUE HOSPITALITY WHENEVER THEY PASSED THROUGH HIS DOMAINS
9. THE CHURCH
10. A. THE LORD HAD TO PROTECT HIS VASSAL
    B. THE LORD HAD THE RIGHT TO ADMINISTER "HIGH" JUSTICE (CAPITAL PUNISHMENT)
    C. THE LORD AGREED NOT TO ENTER INTO AGREEMENTS WITH NOBLES WHO HELD FIEFS FROM HIS VASSAL
    D. THE LORD AGREED TO BUILD NO CASTLES ON THE FIEF OF HIS VASSAL UNLESS THE LATTER APPROVED
    E. STILL ANOTHER OBLIGATION WAS THE LORD'S PROMISE NOT TO HARM HIS VASSAL'S WIFE OR CHILDREN

F. AMONG THE IMPORTANT FEUDAL INCIDENTS WERE SEVERAL THAT GAVE THE LORD VALUABLE PRIVILEGES: IF A VASSAL DIED WITHOUT AN HEIR, THE FIEF WOULD ESCHEAT TO THE LORD

G. THE LORD COULD ADMINISTER THE FIED IF IT WERE LEFT TO A MINOR (WARSHIP). IF THE FIEF WERE LEFT TO A GIRL, THE LORD HAD THE RIGHT TO SELECT HER HUSBAND

H. IF A VASSAL LEFT ON A CRUSADE, THE LORD ADMINISTERED HIS FIEF

I. IF THE VASSAL BROKE THE FEUDAL CONTRACT, THE SUZERAIN REGAINED THE FIEF BY ESCHEAT.

11. HUGH CAPET
12. SERFS WERE REQUIRED TO WORK FOR THREE DAYS, AND GIVE A PERCENTAGE OF WHAT HE GREW TO THE LORD
13. A BASIS OF TAXATION
14. GERMANY AND FRANCE
15. SUPERVISE THE STATE AND SERVED AS VICEROY TO THE VICEROY
16. NOBLES GAINED A FIEF OF BENEFICE
17. WILLIAM THE CONQUEROR
18. DEFENSE & FOREIGN AFFAIRS
19. THE CHURCH GAINED LARGE HOLDINGS
20. THE SUZERAIN
21. 500 YEARS

MEDIEVAL TEST P- 83-86

VOCABULARY - P83-84

1. DARK AGES
2. VASSAL
3. CRUSADES
4. MANOR
5. CHIVALRY

6. FEUDALISM
7. SERFS
8. MONASTERIES
9. CONVENTS

1. LOUIS IX
2. THE ROMAN CATHOLIC CHURCH
3. THE FARMERS GAVE THE LORDS THEIR LAND
4. A. THE VASSAL DID HOMAGE AND SWORE FEALTY TO HIS SUZERAIN
   B. THE VASSAL AND HIS KNIGHTS GAVE HIS SUZERAIN 40 DAYS OF MILITARY SERVICE ANNUALITY
   C. THE LORD COULD DEMAND A MONEY PAYMENT (SCUTAGE) INSTEAD, AND USE THE FUNDS TO HIRE SOLDIERS
   D. THE VASSALS GENERALLY ADMINISTERED "LOW" JUSTICE (LESSER PUNISHMENTS). THEY ALSO HAD TO ASSIST THE LORD IN SETTING LEGAL PROGRAMS.
   E. VASSALS OFTEN HAD TO PAY FEUDAL AIDS TO ASSIST THEIR SUZERAIN: WHEN THE LORD'S OLDEST DAUGHTER WAS MARRIED, WHEN THE LORD'S OLDEST SON WAS KNIGHTED, AND WHEN A CAPTURED LORD HAD TO BE RANSOMED
   F. VASSALS PAID RELIEF WHEN THEIR LORD DIED AND A NEW SUZERAIN TOOK OVER
   G. THE VASSAL WAS REQUIRED TO OFFER THE LORD AND HIS RETINUE HOSPITALITY WHENEVER THEY THROUGH HIS DOMAINS
5. HUGH CAPET
6. A BASIS OF TAXATION
7. SUPERVICE THE STATE AND SERVE AS VICEROY TO THE KING
8. DEFENSE AND FOREIGN AFFAIRS
9. A. THE LORD HAD TO PROTECT HIS VASSAL
   B. THE LORD HAD THE RIGHT TO ADMINISTER "HIGH" JUSTICE (CAPTIAL PUNISHMENT)
   C. THE LORD AGREED NOT TO ENTER INTO AGREEMENTS WITH NOBLES WHO HELD FIEFS FROM HIS VASSAL

D. THE LORD AGREED TO BUILD NO CASTLES ON THE FIEF OF HIS VASSAL UNLESS THE LATTER APPROVED

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F. AMONG THE IMPORTANT FEUDAL INCIDENTS WERE SEVERAL THAT GAVE THE LORD VALUABLE PRIVILEGES: IF A VASSAL DIED WITHOUT AN HEIR, THE FIEF WOULD ESCHEAT TO THE LORD

G. THE LORD COULD ADMINISTER THE FIEF IF IT WERE LEFT TO A MINOR (WARSHIP). IF THE FIEF WERE LEFT TO A GIRL, THE LORD HAD THE RIGHT TO SELECT HER HUSBAND

H. IF A VASSAL LEFT ON A CRUSADE, THE LORD ADMINISTERED HIS FIEF

I. IF THE VASSAL BROKE THE FEUDAL CONTRACT, THE SUZERAIN REGAINED THE FIEF BY ESCHEAT

10. CHARLES MARTEL
11. THE SUZERAIN
12. COMITATUS
13. RHINELAND AND GAUL
14. HOLY ROMAN EMPEROR
15. WILLIAM THE CONQUEROR
16. SERFS WERE REQUIRED TO WORK FOR THREE DAYS, AND GIVE A PERCENTAGE OF THAT HE GREW TO THE LORD
17. THE LOMBARDS WERE SUBJUGATED AND THEIR TERRITORY ANNEXED
18. 500 YEARS
19. THE CHURCH GAINED LARGE HOLDINGS
20. NOBLES GAINED A FIEF OR BENEFICE

RENAISSANCE VOCABULARY - P87-88

1. APPRENTICE
2. ARTISAN
3. BURGHER

4. GUILD
5. COMMON LAW
6. PARLIAMENT
7. HEREDITY
8. NATION-STATES
9. RENAISSANCE
10. PERSPECTIVE

RENAISSANCE QUESTIONS - P89-90

1. CHINA
2. PRINTING BOOKS, EXPLODING POWDER, AND COAL FIRES
3. SEAPORTS
4. ARTISANS
5. BURGHERS
6. GUILDS
7. APPRENTICE, JOURNALISM, MASTER
8. THREE FIELDS SYSTEM
9. SURPLUS, MARKET DAY
10. UNIVERSITY
11. GOTHIC
12. STATUES

PENAISSANCE QUESTIONS II - P91

1. ANSWERS SHOULD INCLUDE: THAT KINGS COLLECTED TAX MONEY FROM TRADE, AND TOWNSPEOPLE WANTED A STRONG KING WHO COULD KEEP THE PEACE BECAUSE THAT WAS GOOD FOR TRADE

2. HE STARTED THE COURTS AND APPOINTED JUDGES TO HEAR CASES. SINCE THE LAW WAS APPLIED EQUALLY ELSEWHERE. IT WAS CALLED "COMMON LAW"

3. ANSWERS SHOULD INCLUDE: BECAUSE THE KING'S POWER WAS LIMITED, AND BECAUSE HE PROMISED TO RESPECT THE RIGHTS OF NOBLES AND CONSULT WITH THEN AND THE CHURCH ABOUT TAXES

4. ANSWERS SHOULD INCLUDE: THAT COMMON LAW WOULD NOT HAVE WORKED, THE MAGNA CARTA MAY NOT HAVE BEEN WRITTEN AND THE MODEL PARLIAMENT WOULD NOR HABE EXISTED BECAUSE THERE WOULD HAVE BEEN NO UNITY IN THE COUNTRY

RENAISSANCE ACCOMPLISHMENTS - P92

1. LEONARDO DA VINCI: ITALIAN ARTIST, SCIENTIST, PORTRAIT PAINTER, DESIGNED BASIS FOR PARACHUTE, HELICOPTER, AIR CONDITIONING, AND SUBA DIVING EQUIPMENT
2. HOLBEIN: ENGLISH ARTIST, PORTRAIT PAINTER, ENGLISH AMBASSADOR
3. MICHELANGELO: ITALIAN ARTIST, SCULPTOR
4. COPENICUS: POLISH MATHEMATICIAN, PROVED EARTH TURNED AROUND THE SUN
5. GUTENBURG: INVENTED MOVABLE TYPE, PRINTED TYPE
6. ERAMUS: DUTCH WRITER, TRANSLATED NEW TESTAMENT
7. GALILEO: ITALIAN INVENTOR, INVENTED TELESCOPE

RENAISSANCE I - P93-94

1. REBIRTH
2. 100 YEARS
3. POLITICAL CULTURAL, INTELLECTUAL, ECONOMIC AND SCIENTIFIC
4. A: TERRITORIAL UNIFICATION
   B. INCREASING CENTRALIZATION OF GOVERNMENT
   C. LIMITING THE POWER AND INFLUENCE OF NOBILITY
   D. ROYAL ENCOURAGEMENT OF COMMERCE AND INDUSTRY

5. PROVIDED THE EASIEST AND LEAST COSTLY WAY FOR A KING TO GAIN POWER, TERRITORY, AND PRESTIGE
6. HENRY TUDOR
7. A. 30 YEARS
   B. BECAUSE OF THE BADGES OF THE HOUSE OF YORK AND THE HOUSE LANCASTER
8. JUDICIAL POWERS TO ACT MORE QUICKLY AND RUTHLESSLY THAN USUAL COURT
9. A. FLEMISH
   B. DANES
   C. NORWEGIANS
10. REQUIRED SPECIFIC GOODS TO BE IMPLEMENTED TO ENGLAND ONLY IN ENGLISH SHIPS

RENAISSANCE WORKSHEET II - P95-96

1. A. TRADE TREATIES
   B. DYNASTIC MARRIAGES
2. ESTABLISH A "MIDDLE KINGDOM" BETWEEN FRANCE AND THE HOLY ROMAN EMPIRE
3. A. DEFENDED FRANCE AGAINST MANY COALITIONS BY BURGANDY
   B. FORMED A COALITION AGAINST BURGANDY
   C. STIMULATED INDUSTRY AND COMMERCE
4. MUCH OF THE CULTURE OF THE ITALIAN RENAISSANCE
5. FERDINAND (ARAGON) AND ISABELLA (OF CASTILE)
6. ESTABLISHED A COMMON FOREIGN AND INTERNAL POLICY FOR BOTH KINGDOMS
7. MERCANTILISM
8. GRANADA
9. WERE FORCED TO BECOME CATHOLIC

RENAISSANCE III - P97-98

1. ACCUSATIONS - ARRESTS - TRIALS - DEATH
2. TO BECOME CHRISTIANS OR LEAVE SPAIN

3. HE MADE SPAIN THE PROMINATE STATE IN EUROPE
4. CHARLES V
5. INTERNAL DISUNITY
6. CONCESSIONS WHICH DILUTED THE EMPERORS AUTHORITY
7. WAS PART OF THE EMPIRE, BUT PRACTICALLY INDEPENDENT
8. TO GAIN AS MUCH TERRITORY AS POSSIBLE, WHILE TRYING TO PREVENT OTHER STATES FROM DOING SO
9. PRESERVED THE REPUBLICAN FORM OF GOVERNMENT, AND PRESERVED PEACE

RENAISSANCE REVIEW - P99-101

VOCABULARY - P99-100

1. GOTHIC
2. PARLIAMENT
3. STRIKE
4. BURGHER
5. COUNTER-REFORMATION
6. APPRENTICE
7. FACTORY
8. GUILD
9. REFORMATION
10. PERSPECTIVE

MATCHING - P100

1. B
2. F
3. H
4. E
5. A
6. G
7. J
8. D
9. I
10. C

1. REBIRTH
2. THE JEWS HAD BEEN THE VICTIMS OF A CAMPAIGN TO ESTABLISH RELIGIOUD UNITY IN SPAIN. NOT ONLY WAS IT AN AGE OF RELIGIOUS INTOLERENCE, BUT MANY SPANIARDS WERE JEALOUD OF THE FINANCIAL SUCCSS OF JEWISH AND MOORISH MERCHANTS AND BANKERS
3. BUILT A COMPLICATED POLITICAL MACHINE WHICH PRESERVED THE REPUBLICAN FORM OF GOVERNMENT WHILE GIVING HIM ALMOST DICTORIAL POWERS
4. THE MARRIAGE OF FERDINAND AND ISABELLA
5. THE INQUISITION WAS A POWERFUL AND FLEXIBLE INSTRUMENT VERY FEW WERE IMUNE FROM ITS ACCUSATIONS; ARRESTS AND TRIALS WERE SECRET; THE ACCUSED COULD BE TORTURED. IF ACCUSED WERE CONVICTED (AND HE WAS IN THE GREAT MAJORITY CASES), HE WAS HANDED TO THE CIVIL AUTHORITIES FOR SENTENCE AND EXECUTION
6. THIS SPECIAL COMMITTEE KNOWN AS THE COURT OF THE STAR CHAMBER, WAS USED CHIEFLY AGAINST POWERFUL INDIVIDUALS WHO MIGHT BRIBE, INTIMIDATE, OR OVERAWE ORDINARY PEOPLE
7. THIS SERIES OF DYNASTIC MARRIAGES MADE CHARLES V HEIR TO AND RULER OVER MORE OF EUROPE THAN ANY OTHER RULER BETWEEN THE TIME OF CHARLEMAGNE (CROWNED A.D. 800) AND THE EMPEROR NAPOLEON
8. HENRY TUDOR
9. TERRITORIAL UNIFICATION, INCREASING CENTRALIZATION OF GOVERNMENT, LIMITING THE POWER AND INFLUENCE OF THE NOBILITY
10. IN 1492 THE SPANISH CONQUEST OF THE MOORISH KINGDOM OF GRANDA WAS COMPLETED, AND GRANDA WAS ANNEXED TO CASTILE

RENAISSANCE TEST - P102-104

1. APPRENTICE
2. GOTHIC
3. PERSPECTIVE
4. FACTORY
5. STRIKE

6. PARLIAMENT
7. RENAISSANCE
8. GUILD
9. BURGHER
10. REFORMATION

MATCHING - P103

1. SAILING SHIP
2. IMPROVED TELESCOPE
3. ITALIAN ARTIST
4. DIVIDED LAND BETWEEN PORTUGAL AND SPAIN
5. PORTUGUESE EXPLORER
6. SUPPORTER OF AN ARTIST
7. GRACEFUL STYLE OF ARCHITECTURE
8. TOWN DWELLER
9. FRENCH HERO
10. CRAFTWORKER

OUTLINE QUESTIONS - P103-104

1. BUILT A COMPLICATED POLITICAL MACHINE WHICH PRESERVED THE REPUBLICAN FORM OF GOVERNMENT WHILE GIVING HIM ALMOST DICTORIAL POWERS
2. REBIRTH
3. TERRITORIAL UNIFICATION, INCREASING CENTRALIZATION OF GOVERNMENT, LIMITING THE POWER AND INFLUENCE OF NOBILITY
4. THIS SPECIAL COMMITTEE KNOWN AS THE COURT OF THE STAR CHAMBER, WAS USED CHIEFLY AGAINST POWERFUL INDIVIDUALS WHO MIGHT BRIBE, INTIMIDATE, OR OVERAWE ORDINARY PEOPLE

5. THE JEWS HAD BEEN THE VICTIMS OF A CAMPAIGN TO ESTABLISH RELIGIOUS UNITY IN SPAIN. NOT ONLY WAS IT AN AGE OF RELIGIOUS INTOLERANCE, BUT MANY SPANIARDS WERE JEALOUS OF THE FINANCIAL SUCCESS OF JEWISH AND MOORISH MERCHANTS AND BANKERS

6. THIS SERIES OF DYNASTIC MARRIAGES MADE CHARLES V HEIR TO AND RULER OVER MORE OF EUROPE THAN ANY OTHER RULER BETWEEN THE TIME OF CHARLEMAGNE (CROWNED A.D. 800) AND THE EMPEROR NAPOLEON

7. 30 YEARS, BECAUSE OF THE BADGES OF THE HOUSE OF YORK AND THE HOUSE OF LANCASTER

8. THE INQUISITION WAS A POWERFUL AND FLEXIBLE INSTRUMENT VERY FEW WERE IMUNE FROM ITS ACCUSATIONS; ARRESTS AND TRIALS WERE SECRET; THE ACCUSED COULD BE TORTURED. IF ACCUSED WERE CONVICTED (AND HE WAS IN THE GREAT MAJORITY CASES), HE WAS HANDED TO THE CIVIL AUTHORITIES FOR SENTENCE AND EXECUTION

9. THE MARRIAGE OF FERDINAND AND ISABELLA

10. IN 1492 THE SPANISH CONQUEST OF THE MOORISH KINGDOM OF GRANDA WAS COMPLETED, AND GRANDA WAS ANNEXED TO CASTILE

UNIT THREE

MODERN EUROPE

UNIT 3

OVERVIEW

Unit III dealt with the subject of Modern Europe. Curriculum in this unit includes daily worksheets, review sheets, tests and answer keys to all curriculum in this unit.

NAME_____

DATE_____

EUROPE MAP EXERCISE

Using the wall maps, locate the following countries of Europe

Spain   Denmark
France   Croatia
Italy   Portugal
Great Britain   Estonia
Norway   Latvia
Finland   Ireland
Sweden   Greece
Germany   Poland
Poland   USSR
Romania   Yugoslavia
Czechoslovakia   Albania
Switzerland   Liechtenstein
Luxembourg   Belgiun
Hungary

NAME_____

DATE_____

MODERN EUROPE VOCABULARY

Using the words below, answer the following questions.

gulf   treaty of alliance   terrorist
nationalism   displaced person   bay
fascism   tenant farmer   inlet
navigate

1. _____ is a <u>type</u> of government in which a dictator supports the ownership of private property by controls industry and labor and suppresses opposition.

2. A <u>individual</u> who is forced to leave home because of war is called a(n)_____.

3. A <u>sense of pride</u> and devotion to one's country's over all other countries is called _____.

4. Europe has _____ rivers, or rivers that can be <u>used</u> by vessels.

5. A(n) _____ is a <u>binding</u> agreement that requires countries to defend one another if one of them is attacked.

6. A(n) _____ is a <u>big</u> part of the ocean that is partly surrounded by land.

7. A smaller body of water is <u>partly</u> surrounded by land is called a(n) _____.

8. A(n) _____ is a <u>individual</u> who uses violence to weaken a government.

9. An individual who <u>farms</u> another person's land and pays rent in either money or a share of the crops is called a(n) _____.

10. A slim strip of <u>water</u> that extends into the land from a river or a sea is called a(n)_____.

NAME_____

DATE_____

EUROPEAN DURING AND WWII

Complete the chart by insert the correct European countries

Germany	United States	France
Ottoman Empire	Italy	Japan
Belgium	Russia	Serbia
Soviet Union	Austria-Hungary	Great Britain

WORLD WAR I - CENTRAL POWER

WORLD WAR I - ALLIED POWERS

WORLD WAR II - AXIS POWERS

WORLD WAR II - ALLIED POWERS

NAME_____

DATE_____

EUROPEAN QUESTIONS

Complete the following questions.

1. Nearly _____ individuals live in Western Europe.

2. About _____ percent of the population of Western Europe work on farms.

3. Some of the superior stoneworkers in the world lived in the _____ area of England.

4. During this period of time, this area of England was one of the centers of the _____ industry.

5. The busiest and fastest-growing city in Spain is _____. It is also the center of Spain industrial region.

6. Olive trees, grapevines, and orange trees may be found growing on farms in Spain's state of _____.

7. The _____ flows through this part of Spain.

8. The _____ climate of the region is great for growing fruit.

9. In the 30 years, many Spaniards moved from their _____ to _____.

10. The city of _____ is the center for many of the big manufacturing companies in the Ruhr Valley in West Germany.

11. The _____ of the countries and the _____ of the regions greatly <u>affect</u> how the individuals of Western Europe live.

NAME_____

DATE_____

SKILLS FOR THINKING

In your own words, answer the following questions.

1. In what <u>type</u> of publications do political cartoons appear?

2. What <u>objects</u> usually represent in a political cartoon?

3. What <u>types</u> might be used as symbols for countries?

4. Why are <u>symbols</u> and features in a political cartoon often enhanced in size?

5. What <u>war</u> did the cartoon in the text depict?

NAME_____

DATE_____

MODERN EUROPE PROJECT

Europe today has been through many changes during the last one hundred years. Countries have changed <u>names, wars and leaders</u> have influenced generations of people, and governmental <u>concepts</u> have fallen by the wayside over a period of time. There will be two options to choose from for your projects.

OPTION ONE: LEADER PROJECT

From 1900 to today there have been many <u>people</u> that have <u>changed</u> the history of their own respective country and the world. In this project, your mission is to choose a leader of a European country and discuss an <u>aspect</u> of his life and how it affected the country he or she were to lead.

Choose one leader from the list below:

Churchill - England

Hitler - Germany

Stalin - Soviet Union

Lloyd George - England

Chang Kai-shek - China

Mussolini - Italy

Georges Clemenceau - France

Mikhail Gorbachev - USSR

N. Khrushchev - Soviet Union

De Gaulle - France

Franco - Spain

Kasier Wilhelm - Germany

Czar Nicholas - Russia

Lenin - Soviet Union

Neville Chamberlain - England

Margaret Thatcher - England

Marshall Hindenburg - Germany

OPTION II: COUNTRY PROJECT

In this project you can <u>choose</u> from any country in Europe and do
a packet that would be presentable to <u>tours</u> coming to your
country to visit. Include population, maps, passport, rivers,
tourists attractions, form of government, advertisement for
coming to your country, natural resources, a brief history,
favorite foods, etc.

Choose a European country from the list below:

Great Britain	**France**	**Germany**	**Italy**
Sweden	**Spain**	**Greece**	**Albania**
Czechoslovakia	**Norway**	**Denmark**	**Latvia**
Estonia	**Poland**	**Romania**	**Portugal**
Luxembourg	**Liechtenstein**	**Bulgaria**	**Austria**
Soviet Republics	**Switzerland**	**Finland**	**Belgium**
Hungary	**Ireland**	**Croatia**	

MAP PROJECT

In this project, you will be responsible to include the following on
each map of Europe

capital city	**mountains**
major cities	**rivers**
population	**natural resources**
Gross National Project	**area**
neighboring countries	**languages**
exports	**imports**
sea ports of countries	**agricultural products**
industries	

OPTION ONE REQUIREMENTS

For option one, the following <u>requirements</u> have to be meant to achieve your goal:

The paper should <u>describe</u> a short period of time in the person's life. The paper should be told as a narrative story of the event. Make sure the above point that is being told has a starting point and a ending <u>DON'T LEAVE THE STORY IN THE MIDDLE</u>. Also, include supportive cast players that are involved in the situation.

Make sure that you include a <u>reference</u> page and bibliography of the materials you use in your research.

OPTION TWO REQUIREMENTS

For option two, the following will be included to <u>achieve</u> your goal:

Map of your country
A brief history of county (one or two pages)
Passport for the country
Brochure
Advertisement to come to your country
Form of government
Natural resources
Major industries
Major cities
Capitals
Exports
Imports
A brief biography of two or three famous individuals of your country, (one to the three pages) a page apiece for each.

- Any other information that is added to your project will be given <u>extra credit</u> and a boost in your grade at the end of the quarter. Good luck!

UNIT THREE ANSWE KEYS

MODERN EUROPE VOCABULARY - P123-124

1. FASCISM
2. DISPLACED PERSON
3. NATIONALISM
4. NAVIGABLE
5. TREATY OF FRANCE

6. GULF
7. BAY
8. TERRORIST
9. TENANT FARMER
10. INLET

EUROPE DURING WWI AND WWII - P125

WWI - CENTRAL POWERS
AUSTRIA-HUNGARY
GERMANY
OTTOMAN EMPIRE

WWII - AXIS POWERS
GERMANY
ITALY
JAPAN

WWI - ALLIED POWERS
FRANCE
GREAT BRITAIN
RUSSIA
SERBIA
BELGIUM
UNITED STATES

WWII - ALLIED POWERS
GREAT BRITAIN
FRANCE
SOVIET UNION
UNITED STATES
REPUBLIC OF CHINA

EUROPEAN QUESTIONS - P126-127

1. 700 MILLION
2. 25
3. COSTWOLD
4. WOOL
5. BARCELONIA

6. ANDALUSA
7. GAUDALGUIVER RIVER
8. HOT
9. FARMS AND CITIES
10. DUSSELDORF
11. CULTURES AND CLIMATES

SKILLS FOR THINKING - P128

1. NEWSPAPERS
2. OBJECTS IN A POLITICAL CARTOON USUALLY STANDS FOR IDEAS, OR EVENTS
3. FLAGS, FAMOUS PEOPLE FROM THE COUNTRIES, PRODUCTS MADE IN THE COUNTRIES, AND PEOPLE DRESSED IN THE TRADITIONAL CLOTHING OF THE COUNTRY
4. SYMBOLS AND FEATURES ARE OFTEN ENHANCED IN SIZE TO HELP EXPRESS A VIEWPOINT IN A DRAMATIC OR FUNNY WAY
5. WORLD WAR II

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this project was to adapt existing social studies program materials for use with students with special needs in selected Washington State middle/junior high schools. To accomplish this purpose, a comprehensive literature review of research related to social studies curricular and students with special needs were conducted. Existing curriculum was adapted, with special attention given to Washington State Essential Academic Learning Requirements (EALR) requirements. This project materials relate to European history from ancient to modern times, and many be a model for adapting other materials by other teachers.

Conclusions

Laws and court decisions make it advisable to provide appropriate, adapted curriculum materials for students with special needs. There is a body of literature related to adapting

curriculum materials of several kinds. The researcher also concluded that social studies print materials were generally written at a level of difficulty which was too advanced for students with special needs.

In the researcher's experience, use of similarly adapted materials produced positive results. Many of the students' ability levels rose academically. Students communicated to the researcher that they enjoyed a subject that was previously disliked.

Adaptations are constantly necessary as the students' ability increases. The same level of difficulty may not be, and probably will not be, appropriate for the entire school year.

<u>Recommendations</u>

The researcher recommends that the materials developed for this project be used, where appropriate, with middle school students with special needs.

Teachers of all subjects should attempt to adapt materials for students with special needs assigned to their classes.

School districts should provide assistance to teachers who wish to develop adapted materials.

Textbook publishers should also become active in providing commercially adapted materials.

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