

High School World History Emergency Sub Binder

Emergency sub plans for high school world history, grades 9 to 12, all on paper. The sub needs no history background: every step is on the page.

PREVIEW

What is included

- 7 front pages: binder cover, important information, note to the sub, the filled-in lesson plan, schedule, class list, how it went
- 9 activities with sub scripts and student pages (31 pages): 3 individual, 6 with a partner, a team or the whole class
- A Say this to the class script for every activity, star challenges for fast finishers, every answer in a key
- 8 of the 9 activities list their C3 Framework or Common Core standards on the sub script (not the optional quiz game)
- Color and ink-saver B&W, US Letter and A4

How it works

1. Leave the binder out. The lesson plan lists every activity with its page and minutes.
2. The sub reads the Say this to the class box word for word.
3. Students work from their own pages, with the steps on the page. The sub needs no history background: every answer is in the key.
4. No prep, no tech: print and go.

The 9 activities, 35 to 45 minutes each

1. **Quiet Reading**, 45 min SOLO: citing evidence and finding the central idea: the Grand Canal of China and the 1948 rights declaration
2. **The Fact-Check Desk**, 40 min SOLO: checking claims against reliable facts: ten world history mix-ups from cave art to 1976
3. **Writing Menu**, 45 min SOLO: writing with evidence: a 1689 document, world population data, or two points of view
4. **Partner Check**, 40 min PAIRS: mixed review: centuries, governments, sources, maps, trade, migration, treaties and strikes
5. **The Town Council Review**, 40 min PAIRS OR THREES: costs and benefits of an 1880s town choice, reading a dot map and a majority vote
6. **Puzzle Tournament**, 41 min TEAMS: world history vocabulary: word parts, terms, analogies, anagrams and other word logic
7. **The History Week Mix-Up**, 40 min TEAMS: placing five exhibit panels in their eras of world history, then solving the week
8. **Which Claim Holds Up? Stand-Off**, 40 min WHOLE CLASS: judging claims: data, sources, sample size, fitting the evidence and causes
9. **Whiteboard Quiz Game**, 35 min WHOLE CLASS: a review of all nine activities: articles, facts, writing, pairs, the town, puzzles, the mystery and evidence

What this preview shows: the note to the substitute, the lesson plan, the other front pages, one page of every activity, a sub script, four more student pages and one ink-saver page. Every product page is watermarked. Answer keys are not shown, only one warm-up answer. The full binder has 38 pages.



Note to the Substitute

High school world history, grades 9 to 12 · 9 one-period activities · no prep, no history background needed

Thank you for covering my class

The front pages are filled in for today. After them come 9 world history activities: the first 3 are individual work, the other 6 are for partners, teams or the whole class. Each one fills most or all of a 40 to 55 minute period, runs from the printout alone and carries its own answer key, so you never teach anything new. They review world history from the ancient world to 1991. Print this binder one-sided, because the keys sit behind student pages when it is two-sided.

History and talk: Everything is paper and pencil. Hard history such as war and empire is told accurately, without graphic detail; religions appear only as neutral historical fact, nothing takes a side in today's politics, and made-up towns and people are labeled made-up. A student with a question writes it down for me; a student who is upset goes to the school counselor or another trusted adult.

Every activity except the review game lists the standards it practices on a small line under its focus line (for you, not the students): grades 9 to 12 indicators of the C3 Framework for Social Studies State Standards, and Common Core RH.9-10 for work with sources. It practices part of a standard; it is review, not a full assessment.

The first page of every activity is your script: read the **Say this to the class** box aloud word for word. Every answer is in a key on the script page or the page after it; keep those and hand out only the student pages. Every student sheet except the quiz board has one **Challenge** box for early finishers.

The 9 activities

- **Quiet Reading** quiet single · 45 min · p. 7
- **The Fact-Check Desk** quiet single · 40 min · p. 13
- **Writing Menu** quiet single, choose · 45 min · p. 16
- **Partner Check** pairs · 40 min · p. 20
- **The Town Council Review** pairs or threes · 40 min · p. 23
- **Puzzle Tournament** teams, puzzles · 41 min · p. 26
- **The History Week Mix-Up** team logic · 40 min · p. 29
- **Which Claim Holds Up? Stand-Off** whole class · 40 min · p. 33
- **Whiteboard Quiz Game** whole class, teams · 35 min · p. 36

If the class is loud

- Switch to a quiet single activity: Quiet Reading, The Fact-Check Desk or Writing Menu. Nobody needs to move.
- In the scored games (Puzzle Tournament, Which Claim Holds Up? Stand-Off and Whiteboard Quiz Game), the scoring keeps the class honest.
- If an activity is not working, stop it and switch. Every activity can start at any point in the period.
- The games are optional: a fun way to end the class or to use extra time.



Which activity when?

- A student says the class never learned this? Let them try the first problem with a partner, and leave me a note.
- The same activity in every period is fine: each class sees it once. The lesson plan (next page) lists all 9.
- A class that needs to settle: start with a quiet single activity. A restless class: a group activity uses the energy.
- Short period? One Quiet Reading article or one Fact-Check sheet (about 20 min) fits. The Quiz Game (35 min) reviews the other activities, so use it after them.

Before you leave

Please fill in the How It Went page at the back. It takes two minutes and I read every word. Thank you!

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Lesson Plan

Filled in for today: 9 activities, 35 to 45 minutes each. Write the time of each period you use.

ACTIVITY	PLAN	PAGE
Quiet Reading Quiet single · about 45 min Time ____ : ____ to ____ : ____	• One article and its question sheet per student; fast finishers take the other • Silent reading and questions, about 20 minutes per article • Read the answers out from the key, or collect for me	p. 7
The Fact-Check Desk Quiet single · about 40 min Time ____ : ____ to ____ : ____	• Hand out both sheets; pencils only • Students find the one wrong sentence in each note, name the fact and fix it • Read the key out at the end, or collect for me	p. 13
Writing Menu Quiet single, choose · about 45 min Time ____ : ____ to ____ : ____	• Three stacks: A: Free Elections in 1689?, B: Billions and Billions, C: Two Views of One Night • Students choose one, write alone in silence, then use the checklist • Compare with the models on the script, or collect for me	p. 16
Partner Check Pairs · about 40 min Time ____ : ____ to ____ : ____	• Pairs: one Partner A sheet and one Partner B sheet • Both do row 1, then compare: the answers must match • Different answers? Talk it through together. The key is on the script	p. 20
The Town Council Review Pairs or threes · about 40 min Time ____ : ____ to ____ : ____	• Pairs or threes, each student with both sheets • Part 1: review three 1885 proposals against the goal and limits (keyed) • Part 2: read the dot map, pick a plan that fits the money and count the council's vote	p. 23
Puzzle Tournament Teams, puzzles · about 41 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one puzzle sheet and one answer sheet per team • One round at a time, 1, 2 or 3 points per puzzle • Every answer is on the key. The key settles arguments	p. 26
The History Week Mix-Up Team logic · about 40 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one case file and one grid sheet per team • Warm-up together on the board, then the case on their own • Teams hand in both sheets; check the slip against the key and reveal	p. 29
Which Claim Holds Up? Stand-Off Whole class · about 40 min Time ____ : ____ to ____ : ____	• Both sheets to every student; everyone stays seated • Read a round, 20-second guess, count hands, then 60 seconds to decide and give a reason • One speaker per side, then read the answer from the key	p. 33
Whiteboard Quiz Game Whole class, teams · about 35 min Time ____ : ____ to ____ : ____	• Draw the 5 by 5 board or use the board page; 3 to 5 teams • Teams take turns picking a category and value; you read the question • Right answer: points on the scoreboard. Optional, for the end of class	p. 36

Fast finishers

Any quiet single activity can follow any other activity: Quiet Reading (p. 7), The Fact-Check Desk (p. 13) and Writing Menu (p. 16).

Collect / leave for me

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SUBSTITUTE BINDER

World History · One Day · Grades 9 to 12

Teacher _____

Room _____

Grade and subject _____

School year _____

Everything a sub needs for today's world history class is in this binder: the schedule, the class list, a filled-in lesson plan, and 9 one-period classroom activities that run from the printout alone, 3 for individual work and 6 for partners, teams or the whole class. Each one has a script, a Say This to the Class box and its own answer key, so the sub needs no history background and no technology. Paper and pencil only.

Individual work

- Quiet Reading
- The Fact-Check Desk
- Writing Menu

Partner, team and whole-class activities

- Partner Check
- The Town Council Review
- Puzzle Tournament
- The History Week Mix-Up
- Which Claim Holds Up? Stand-Off
- Whiteboard Quiz Game



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Important Information

The page the sub reads first. Fill it in once and keep it current. Print this binder one-sided.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Seating and groups

Seating chart is _____

Groups for group work _____

Students who should not sit together _____

Technology and passes

Classroom or other room for today _____

Laptops or tablets: allowed when _____

Computer or board login _____

Students who leave the room (time, why) _____

Anything else today

_____

_____

_____

For the teacher who bought this binder: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!

Schedule of the Day

Write the times in. Cross out or rename any period to match the school's day, then write the activity for each class.

TIME	PERIOD	CLASS / ROOM	ACTIVITY AND PAGE
___ : ___ to ___ : ___	Homeroom / attendance		
___ : ___ to ___ : ___	Period 1		
___ : ___ to ___ : ___	Period 2		
___ : ___ to ___ : ___	*Break*		
___ : ___ to ___ : ___	Period 3		
___ : ___ to ___ : ___	Period 4		
___ : ___ to ___ : ___	*Lunch*		
___ : ___ to ___ : ___	Period 5		
___ : ___ to ___ : ___	Period 6		
___ : ___ to ___ : ___	Period 7		
___ : ___ to ___ : ___	Dismissal		
___ : ___ to ___ : ___			

The activities

ACTIVITY	WHAT IT PRACTICES	STYLE	TIME	PAGE
Quiet Reading	citing evidence and finding the central idea: the Grand Canal of China and the 1948 rights declaration	Quiet single	45 min	p. 7
The Fact-Check Desk	checking claims against reliable facts: ten world history mix-ups from cave art to 1976	Quiet single	40 min	p. 13
Writing Menu	writing with evidence: a 1989 document, world population data, or two points of view	Quiet single, choose	45 min	p. 16
Partner Check	mixed review: centuries, governments, sources, maps, trade, migration, treaties and strikes	Pairs	40 min	p. 20
The Town Council Review	costs and benefits of an 1800s town choice, reading a dot map and a majority vote	Pairs or threes	40 min	p. 23
Puzzle Tournament	world history vocabulary: word parts, terms, analogies, anagrams and other word logic	Teams, puzzles	41 min	p. 26
The History Week Mix-Up	placing five exhibit panels in their eras of world history, then solving the week	Team logic	40 min	p. 29
Which Claim Holds Up? Stand-Off	judging claims: data, sources, sample size, fitting the evidence and causes	Whole class	40 min	p. 33
Whiteboard Quiz Game	a review of all nine activities: articles, facts, writing, pairs, the town, puzzles, the mystery and evidence	Whole class, teams	35 min	p. 36

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Check Here at the start and Gone at the end.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM	HERE	GONE
1					☐	☐
2					☐	☐
3					☐	☐
4					☐	☐
5					☐	☐
6					☐	☐
7					☐	☐
8					☐	☐
9					☐	☐
10					☐	☐
11					☐	☐
12					☐	☐
13					☐	☐
14					☐	☐
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21					☐	☐
22					☐	☐
23					☐	☐
24					☐	☐
25					☐	☐
26					☐	☐
27					☐	☐
28					☐	☐
29					☐	☐
30					☐	☐

How It Went

For you to leave for me. Two minutes: check the boxes and go.

Today

Date _____ Period(s) _____

Activities used _____

Sub name _____

The class

- ☐ Great, no problems
- ☐ Fine, a little loud
- ☐ A difficult day, see notes
- ☐ Finished the activity
- ☐ Stopped early (time)
- ☐ Used a second activity

Stars of the day

Students who helped, led a group well, or were a good sport:

_____

_____

_____

Work collected

_____

_____

Notes

_____

_____

_____

_____

_____

_____

_____

_____

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ONE PAGE OF EVERY ACTIVITY

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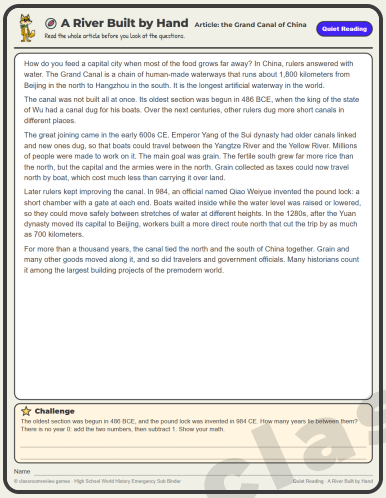
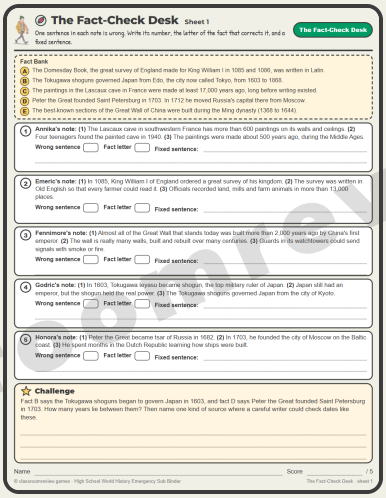
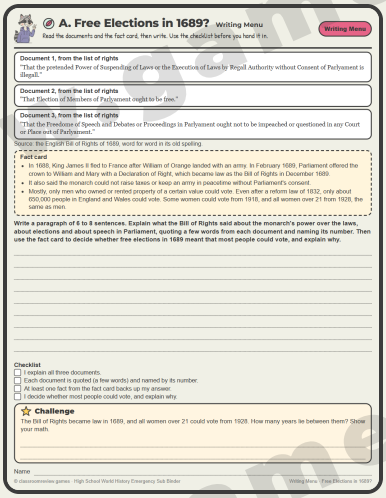


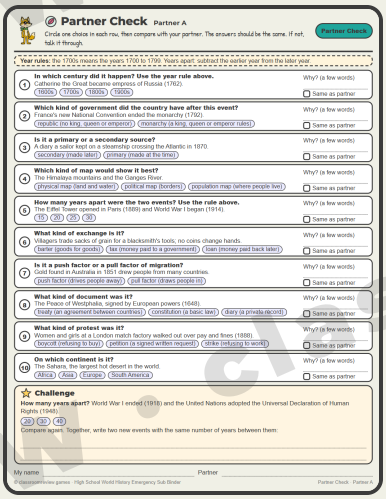
1. Quiet Reading, 45 min (solo)



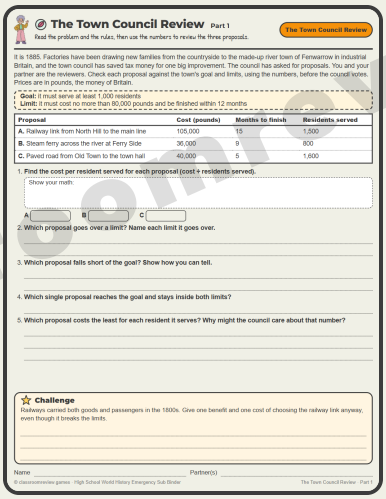
2. The Fact-Check Desk, 40 min (solo)



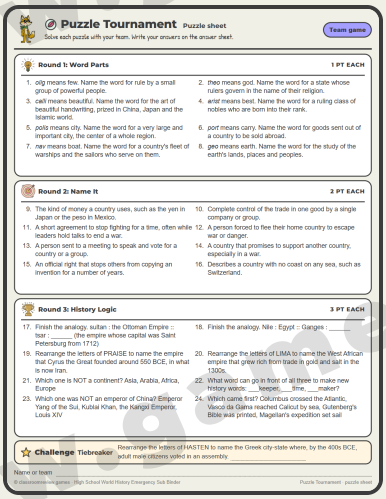
3. Writing Menu, 45 min (solo)



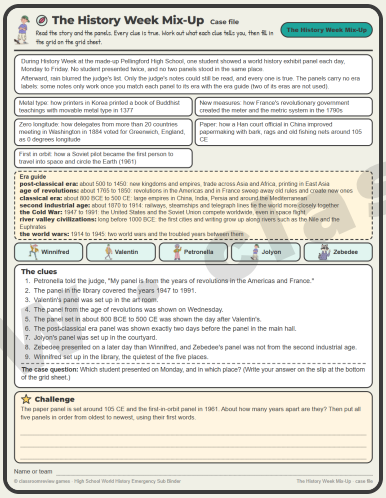
4. Partner Check, 40 min (pairs)



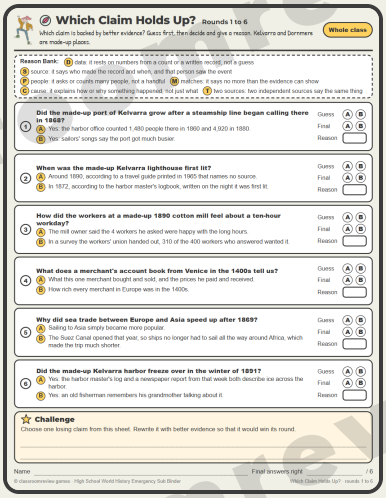
5. The Town Council Review, 40 min (pairs or threes)



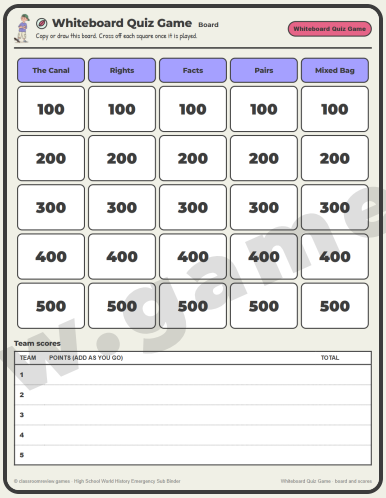
6. Puzzle Tournament, 41 min (teams)



7. The History Week Mix-Up, 40 min (teams)



8. Which Claim Holds Up? Stand-Off, 40 min (whole class)



9. Whiteboard Quiz Game, 35 min (whole class)

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Every activity also has a sub script with a Say this to the class box



The History Week Mix-Up

Sub script: a team logic mystery with world history clues

One period · teams of 3 or 4

This activity practices: placing five exhibit panels in their eras of world history, then solving the week
Standards: C3: D2.His.2.9-12 (change and continuity in eras)
You need: the printed sheets and pencils; optional: the classroom board (for the warm-up; no board, hold up a grid sheet and talk it through)

SAY THIS TO THE CLASS

"The judge's list from History Week got wet, and your team rebuilds it from the judge's notes. Read the five exhibit panels carefully first, because some clues only make sense once you know each panel's era. First I show you a short warm-up."

Materials

- **Copy the case file and the grid sheet one-sided. If they came out two-sided, give each team two copies.** Teams of 3 or 4. Each team gets one case file and one grid sheet (the grid sheet has the answer slip).
- Pencils and the board for the warm-up. No board? Hold up a grid sheet and talk it through.
- Jobs: **reader** (reads the clues out), **era expert** (matches each panel to its era with the era guide), **marker** (the only one who writes in the grid) and **recorder** (fills in the slip). In a team of three, the reader is also the recorder.
- Keep this page and the next one: together they are your key.

Run it (40 minutes)

1. **Set up.** Make the teams, hand out the sheets. 3 min
2. **Read the story and the five panels.** A volunteer reads them out loud. 4 min
3. **Warm-up together** on the board, as shown below. 6 min
4. **Teams solve the case.** Walk around. After about 10 minutes, give a hint from the next page to any team that is stuck. Fast teams do the Challenges. 22 min
5. **Reveal.** Collect both sheets from each team, then read the answer and the full solution from the key. 5 min

The warm-up: teach the grid (6 minutes)

Draw this grid on the board. Students have the same one on their grid sheet. Maxence, Clemency and Hilaria each brought one old object: an abacus, a telegram or a compass. Read the two clues:

1. **Clemency's object is a printed message that first traveled over telegraph wires.**
2. **Maxence's object does not have a needle that points north.**

Then show it step by step:

1. Clue 1 first: the printed message that traveled over telegraph wires is the telegram. Circle Clemency under telegram. A circle means the rest of that row and that column get an X.
2. Clue 2: a compass has a needle that points north, so Maxence did not bring the compass. Only the abacus and the compass are left, so Maxence has the abacus and Hilaria the compass. Circle both.
3. Check it against both clues out loud.

	abacus	telegram	compass
Maxence			
Clemency			
Hilaria			

Answer: Maxence, abacus; Clemency, telegram; Hilaria, compass.

The two rules to say out loud: one circle in every row and every column of each small grid; and in this case, decide what a clue really tells you (which panel, which era, which place) before you mark the grid. An X means no, a circle means yes.

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The Fact-Check Desk Sheet 1

One sentence in each note is wrong. Write its number, the letter of the fact that corrects it, and a fixed sentence.

The Fact-Check Desk

Fact Bank

- **A** The Domesday Book, the great survey of England made for King William I in 1085 and 1086, was written in Latin.
- **B** The Tokugawa shoguns governed Japan from Edo, the city now called Tokyo, from 1603 to 1868.
- **C** The paintings in the Lascaux cave in France were made at least 17,000 years ago, long before writing existed.
- **D** Peter the Great founded Saint Petersburg in 1703. In 1712 he moved Russia's capital there from Moscow.
- **E** The best-known sections of the Great Wall of China were built during the Ming dynasty (1368 to 1644).

1 **Annika's note:** **(1)** The Lascaux cave in southwestern France has more than 600 paintings on its walls and ceilings. **(2)** Four teenagers found the painted cave in 1940. **(3)** The paintings were made about 500 years ago, during the Middle Ages.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

2 **Emeric's note:** **(1)** In 1085, King William I of England ordered a great survey of his kingdom. **(2)** The survey was written in Old English so that every farmer could read it. **(3)** Officials recorded land, mills and farm animals in more than 13,000 places.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

3 **Fennimore's note:** **(1)** Almost all of the Great Wall that stands today was built more than 2,000 years ago by China's first emperor. **(2)** The wall is really many walls, built and rebuilt over many centuries. **(3)** Guards in its watchtowers could send signals with smoke or fire.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

4 **Godric's note:** **(1)** In 1603, Tokugawa Ieyasu became shogun, the top military ruler of Japan. **(2)** Japan still had an emperor, but the shogun held the real power. **(3)** The Tokugawa shoguns governed Japan from the city of Kyoto.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

5 **Honora's note:** **(1)** Peter the Great became tsar of Russia in 1682. **(2)** In 1703, he founded the city of Moscow on the Baltic coast. **(3)** He spent months in the Dutch Republic learning how ships were built.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

Challenge

Fact B says the Tokugawa shoguns began to govern Japan in 1603, and fact D says Peter the Great founded Saint Petersburg in 1703. How many years lie between them? Then name one kind of source where a careful writer could check dates like these.

.....

.....

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Name ..... Score ..... / 5

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A. Free Elections in 1689? Writing Menu

Read the documents and the fact card, then write. Use the checklist before you hand it in.

Writing Menu

Document 1, from the list of rights

"That the pretended Power of Suspending of Laws or the Execution of Laws by Regall Authority without Consent of Parlyament is illegall."

Document 2, from the list of rights

"That Election of Members of Parlyament ought to be free."

Document 3, from the list of rights

"That the Freedome of Speech and Debates or Proceedings in Parlyament ought not to be impeached or questioned in any Court or Place out of Parlyament."

Source: the English Bill of Rights of 1689, word for word in its old spelling.

Fact card

- In 1688, King James II fled to France after William of Orange landed with an army. In February 1689, Parliament offered the crown to William and Mary with a Declaration of Right, which became law as the Bill of Rights in December 1689.
- It also said the monarch could not raise taxes or keep an army in peacetime without Parliament's consent.
- Mostly, only men who owned or rented property of a certain value could vote. Even after a reform law of 1832, only about 650,000 people in England and Wales could vote. Some women could vote from 1918, and all women over 21 from 1928, the same as men.

Write a paragraph of 6 to 8 sentences. Explain what the Bill of Rights said about the monarch's power over the laws, about elections and about speech in Parliament, quoting a few words from each document and naming its number. Then use the fact card to decide whether free elections in 1689 meant that most people could vote, and explain why.

Checklist

- [ ] I explain all three documents.
- [ ] Each document is quoted (a few words) and named by its number.
- [ ] At least one fact from the fact card backs up my answer.
- [ ] I decide whether most people could vote, and explain why.

Challenge

The Bill of Rights became law in 1689, and all women over 21 could vote from 1928. How many years lie between them? Show your math.

Name .....

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Partner Check Partner A

Circle one choice in each row, then compare with your partner. The answers should be the same. If not, talk it through.

Partner Check

Year rules: the 1700s means the years 1700 to 1799. Years apart: subtract the earlier year from the later year.

1 **In which century did it happen? Use the year rule above.**
Catherine the Great became empress of Russia (1762).
1600s · 1700s · 1800s · 1900s
Why? (a few words) ..... ☐ Same as partner

2 **Which kind of government did the country have after this event?**
France's new National Convention ended the monarchy (1792).
republic (no king, queen or emperor) · monarchy (a king, queen or emperor rules)
Why? (a few words) ..... ☐ Same as partner

3 **Is it a primary or a secondary source?**
A diary a sailor kept on a steamship crossing the Atlantic in 1870.
secondary (made later) · primary (made at the time)
Why? (a few words) ..... ☐ Same as partner

4 **Which kind of map would show it best?**
The Himalaya mountains and the Ganges River.
physical map (land and water) · political map (borders) · population map (where people live)
Why? (a few words) ..... ☐ Same as partner

5 **How many years apart were the two events? Use the rule above.**
The Eiffel Tower opened in Paris (1889) and World War I began (1914).
15 · 20 · 25 · 30
Why? (a few words) ..... ☐ Same as partner

6 **What kind of exchange is it?**
Villagers trade sacks of grain for a blacksmith's tools; no coins change hands.
barter (goods for goods) · tax (money paid to a government) · loan (money paid back later)
Why? (a few words) ..... ☐ Same as partner

7 **Is it a push factor or a pull factor of migration?**
Gold found in Australia in 1851 drew people from many countries.
push factor (drives people away) · pull factor (draws people in)
Why? (a few words) ..... ☐ Same as partner

8 **What kind of document was it?**
The Peace of Westphalia, signed by European powers (1648).
treaty (an agreement between countries) · constitution (a basic law) · diary (a private record)
Why? (a few words) ..... ☐ Same as partner

9 **What kind of protest was it?**
Women and girls at a London match factory walked out over pay and fines (1888).
boycott (refusing to buy) · petition (a signed written request) · strike (refusing to work)
Why? (a few words) ..... ☐ Same as partner

10 **On which continent is it?**
The Sahara, the largest hot desert in the world.
Africa · Asia · Europe · South America
Why? (a few words) ..... ☐ Same as partner

Challenge

How many years apart? World War I ended (1918) and the United Nations adopted the Universal Declaration of Human Rights (1948).
20 · 30 · 40
Compare again. Together, write two new events with the same number of years between them:

.....

.....

My name ..... Partner .....

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Puzzle Tournament

Puzzle sheet

Solve each puzzle with your team. Write your answers on the answer sheet.

Team game

Round 1: Word Parts — 1 PT EACH

1. *olig* means few. Name the word for rule by a small group of powerful people.
2. *theo* means god. Name the word for a state whose rulers govern in the name of their religion.
3. *calli* means beautiful. Name the word for the art of beautiful handwriting, prized in China, Japan and the Islamic world.
4. *arist* means best. Name the word for a ruling class of nobles who are born into their rank.
5. *polis* means city. Name the word for a very large and important city, the center of a whole region.
6. *port* means carry. Name the word for goods sent out of a country to be sold abroad.
7. *nav* means boat. Name the word for a country's fleet of warships and the sailors who serve on them.
8. *geo* means earth. Name the word for the study of the earth's lands, places and peoples.

Round 2: Name It — 2 PT EACH

9. The kind of money a country uses, such as the yen in Japan or the peso in Mexico.
10. Complete control of the trade in one good by a single company or group.
11. A short agreement to stop fighting for a time, often while leaders hold talks to end a war.
12. A person forced to flee their home country to escape war or danger.
13. A person sent to a meeting to speak and vote for a country or a group.
14. A country that promises to support another country, especially in a war.
15. An official right that stops others from copying an invention for a number of years.
16. Describes a country with no coast on any sea, such as Switzerland.

Round 3: History Logic — 3 PT EACH

17. Finish the analogy. sultan : the Ottoman Empire :: tsar : _____ (the empire whose capital was Saint Petersburg from 1712)
18. Finish the analogy. Nile : Egypt :: Ganges : _____
19. Rearrange the letters of PRAISE to name the empire that Cyrus the Great founded around 550 BCE, in what is now Iran.
20. Rearrange the letters of LIMA to name the West African empire that grew rich from trade in gold and salt in the 1300s.
21. Which one is NOT a continent? Asia, Arabia, Africa, Europe
22. What word can go in front of all three to make new history words: ___keeper, ___time, ___maker?
23. Which one was NOT an emperor of China? Emperor Yang of the Sui, Kublai Khan, the Kangxi Emperor, Louis XIV
24. Which came first? Columbus crossed the Atlantic, Vasco da Gama reached Calicut by sea, Gutenberg's Bible was printed, Magellan's expedition set sail

Challenge Tiebreaker — Rearrange the letters of HASTEN to name the Greek city-state where, by the 400s BCE, adult male citizens voted in an assembly. _____

Name or team _____

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A River Built by Hand

Article: the Grand Canal of China

Quiet Reading

Read the whole article before you look at the questions.

How do you feed a capital city when most of the food grows far away? In China, rulers answered with water. The Grand Canal is a chain of human-made waterways that runs about 1,800 kilometers from Beijing in the north to Hangzhou in the south. It is the longest artificial waterway in the world.

The canal was not built all at once. Its oldest section was begun in 486 BCE, when the king of the state of Wu had a canal dug for his boats. Over the next centuries, other rulers dug more short canals in different places.

The great joining came in the early 600s CE. Emperor Yang of the Sui dynasty had older canals linked and new ones dug, so that boats could travel between the Yangtze River and the Yellow River. Millions of people were made to work on it. The main goal was grain. The fertile south grew far more rice than the north, but the capital and the armies were in the north. Grain collected as taxes could now travel north by boat, which cost much less than carrying it over land.

Later rulers kept improving the canal. In 984, an official named Qiao Weiyue invented the pound lock: a short chamber with a gate at each end. Boats waited inside while the water level was raised or lowered, so they could move safely between stretches of water at different heights. In the 1280s, after the Yuan dynasty moved its capital to Beijing, workers built a more direct route north that cut the trip by as much as 700 kilometers.

For more than a thousand years, the canal tied the north and the south of China together. Grain and many other goods moved along it, and so did travelers and government officials. Many historians count it among the largest building projects of the premodern world.

☆ Challenge

The oldest section was begun in 486 BCE, and the pound lock was invented in 984 CE. How many years lie between them? There is no year 0: add the two numbers, then subtract 1. Show your math.

Name .....

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9 activities of 35 to 45 minutes, one per class period

7 front pages: note to the sub, lesson plan, schedule, class list

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