

High School World History Maternity Leave Sub Plans, 6 Weeks

Six complete week binders of high school world history, grades 9 to 12. One topic a day on paper, solo work and a team task, a "say this" script for every task.

PREVIEW

What is included

- Six week binders (67, 65, 64, 64, 64, 65 pages): 389 pages
- 78 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 60 solo blocks (30 world history sets, 30 calm blocks) and 30 team tasks for groups of four
- A "say this to the class" script for all 126 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every world history set and team task
- Every world history set lists the C3 Framework or Common Core standards it practices
- 30 optional games, each on that day's lessons (Day 30: on all six weeks)
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the six binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's world history set in every period. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: paper and pencil, print and go.

The 30 days: a world history set, a team task and a game

- **Week 1, days 1 to 5. World history:** River Valley Civilizations; Classical Empires; Belief Systems and Trade Routes; Empires, Exchange and Revolutions; Industry, Empire and the World Wars. **Team:** Built to Last, The Museum Mix-Up, Trade or Conquest, The Machinery Hall, 1851, The 1869 Front Page.
- **Week 2, days 6 to 10. World history:** The Neolithic Revolution and the First Villages; Ancient Greece: Athens, Sparta and Democracy; Rome from Republic to Empire; Persia and the Empire of Alexander; Sources from the Ancient World. **Team:** The Harvest Ledger, Drawn by Lot, The Republic on Trial, Plot the Campaign, Herodotus on Trial.
- **Week 3, days 11 to 15. World history:** The Byzantine Empire; The Spread of Islamic Civilization; West African Empires: Ghana, Mali and Songhai; The Mongol Empire; Reading Historical Maps: Trade Networks. **Team:** The Law Commission, The Paper Trail, Gold Floods Cairo, The Khan's Four Heirs, Trading Day at Kilwa.
- **Week 4, days 16 to 20. World history:** Medieval Europe: Feudalism, the Crusades and the Black Death; The Maya, Aztec and Inca; The Age of Exploration and the Atlantic World; The Ottoman, Safavid and Mughal Empires; Weighing Explanations: Historians Disagree. **Team:** The Manor Council, 1352, The Quipu Count, Eight Who Pushed Back, The Envoy's Choice, 1600, Grade the Historians in Training.
- **Week 5, days 21 to 25. World history:** The Haitian and Latin American Revolutions; The Industrial Revolution: Work and Reform; Nationalism and the Unification of Italy and Germany; Imperialism in Africa and Asia; Reading Historical Data: Graphs and Tables. **Team:** Did Independence Bring Freedom?, The Wage Packet, 1835, Redrawing Italy, 1859 to 1870, From Colony to Customer, Steam Overtakes Sail.
- **Week 6, days 26 to 30. World history:** World War I; Revolution and Dictatorship Between the Wars; World War II and the Holocaust; The Cold War and Decolonization to 1991; Big Review of Six Weeks. **Team:** The Peace Table, 1919, The Censor's Desk, 1934, Breaking the Code, The Crisis Room, October 1962, Echoes Across Time.

Optional game every day, on that day's lessons (Day 30, the big review day: its game reviews all six weeks): Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full world history set with its key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 389 pages.
What the sub gets: a note that explains the routine, a "say this" script for every task (126 in all), a sub script for every Monday opener, a "Read this out" box on most games, and every answer in the key.



Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you. I fill in the important information page and the class list before you arrive; if anything there is still blank, please fill in what you can. After the binder pages come the five days in order, Monday to Friday. Monday starts with a short opener (about 15 minutes), then each day has its work sets: **World History 1** is Monday's set, **World History 2** is Tuesday's, and so on to **World History 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every world history and team page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it.

Each day's work set is followed by that day's calm block, team task and game. The **calm block** is always allowed: for time left at the end, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script; items marked (calm) or (team) can be skipped if the class did not do that part.

Every world history set lists the standards it practices on a small line under its title (for you, not the students): the grades 9 to 12 indicators of the C3 Framework for Social Studies State Standards, and for work that is mainly reading sources, the Common Core Literacy in History/Social Studies standards (RH.9-10 and RH.11-12). A sub plan set practices part of a standard; it is review and practice, not a full assessment of it.

Each day has

- One World History set (one period, core task + ☆ challenge on every page)
- A calm and quiet block: learn 8 terms from the day's topic, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

For the teacher who bought this kit: 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!

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This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	**World History 1** River Valley Civilizations p. 14	**World History 2** Classical Empires p. 23	**World History 3** Belief Systems and Trade Routes p. 32	**World History 4** Empires, Exchange and Revolutions p. 41	**World History 5** Industry, Empire and the World Wars p. 50
Early finishers or a loud moment	**Learn and Test: River Valley Terms** p. 17	**Learn and Test: Classical Era Terms** p. 26	**Learn and Test: Trade and Belief Terms** p. 35	**Learn and Test: Early Modern Era Terms** p. 44	**Learn and Test: Industry and War Terms** p. 54
Block period or extra time	**Built to Last** p. 19	**The Museum Mix-Up** p. 28	**Trade or Conquest** p. 37	**The Machinery Hall, 1851** p. 46	**The 1869 Front Page** p. 56
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 21	**Paper Password** p. 30	**Class Feud** p. 39	**Classroom Millionaire** p. 48	**Mystery Box** p. 58

How to use this plan

- Page numbers point to the first page of each set. Copy work sets and calm blocks one per student. Team tasks: one copy per group, plus any extra copies, cards or sheets the pages ask for. Copy any page that gets torn apart (role cards, game cards) one-sided, on its own sheet, so the page on its back stays whole. Game scripts are for you only (do not copy them). Game boards: copy the board page one-sided and tape up the copy, never the binder page (the page on its back is still needed).
- The calm block is always allowed: time left at the end, a loud class, or anyone who finishes early.
- On Monday the opener takes the first 15 minutes, so stop the set where the bell falls; finish page 3 as early-finisher work on Tuesday or leave it for another day.
- The game is optional: a fun way to end the class, or something for extra time.

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HS WORLD HISTORY SUB PLANS WEEK 1

High School World History, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one World History set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



Important Information

The page the sub reads first. Fill it in once and keep it current.

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 _____

Weekly Schedule (Blank)

Your own order: write the set for each period (Monday: World History 1, Tuesday: World History 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 ____ – ____ Class: _____					
Period 2 ____ – ____ Class: _____					
Period 3 ____ – ____ Class: _____					
Period 4 ____ – ____ Class: _____					
Period 5 ____ – ____ Class: _____					
Period 6 ____ – ____ Class: _____					
Period 7 ____ – ____ Class: _____					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a period runs longer, the ☆ challenges fill a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last 15 minutes of any period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **World History 1** is Monday's set, **World History 2** is Tuesday's, and so on to **World History 5** on Friday. The set index lists every set with its minutes and page.

Set Index (1 of 3)

Every set in the binder with its length and page. Day = the weekday it is written for. Any world history set works on any day; each game reviews its own day's set.

DAY	SET	WHAT IT IS	MINUTES	PAGE
WORLD HISTORY, DAYS 1 TO 5				
1	**World History 1: River Valley Civilizations**	**Reviews:** Mesopotamia, Egypt, the Indus Valley and Shang China, how each river shaped its time and place, BCE date math, map skills on an invented valley. Mesopotamia, Egypt, the Indus and Shang China: a compare table, an achievements sort, BCE date math and an invented valley map. Key included.	50	p. 14
2	**World History 2: Classical Empires**	**Reviews:** Greece, Rome, Han China and India: government and legacy, BCE to CE timeline math and sourcing a journal. Greece, Rome, Han China and Maurya and Gupta India: a legacy sort, a BCE to CE timeline and a made-up Roman travel journal to source. Key included.	50	p. 23
3	**World History 3: Belief Systems and Trade Routes**	**Reviews:** origins, founders and core ideas of five religions and two Chinese philosophies, how beliefs spread, Silk Road trade math. Seven world religions and philosophies matched by origin, founder and core idea, then an invented Silk Road ledger to total. Key included.	50	p. 32
4	**World History 4: Empires, Exchange and Revolutions**	**Reviews:** the Renaissance, Reformation, Scientific Revolution and Enlightenment, the Columbian Exchange, and the causes and events of the French Revolution. 1300 to 1850: a Renaissance to Enlightenment ideas sort, a Columbian Exchange table, the French Revolution in order, a star challenge on every page. Key included.	50	p. 41
5	**World History 5: Industry, Empire and the World Wars**	**Reviews:** the Industrial Revolution, motives and tools of imperialism, the chain of causes into 1945, export data. Factories, empires and the road to 1945: a reading, a keyed motive sort, a cause and effect chain and an invented colony's export table. Key included.	50	p. 50
MONDAY OPENER				
1	**Meet Your Sub**	Fifteen minutes at the start of every period on Monday: sub sheet, three questions, the agreement and voice levels. Spare: a keyed BCE or CE?	15	p. 11

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

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

☆ in the notes: a student who finds the core task easy may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

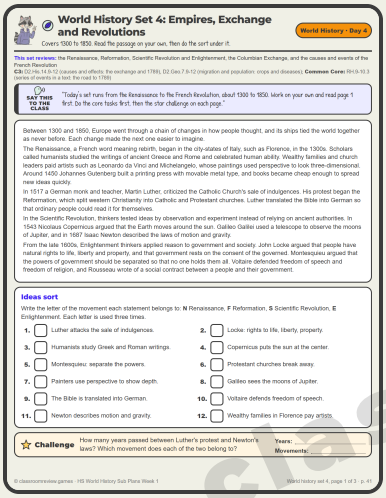
Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

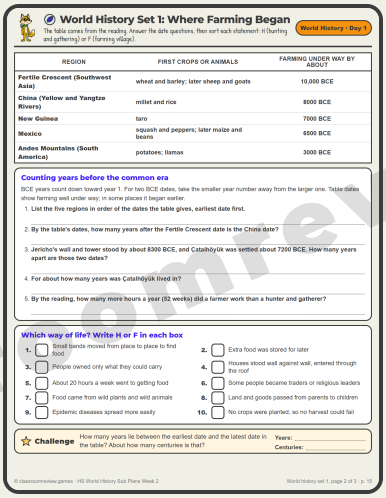
Notes / stars of the day: _____

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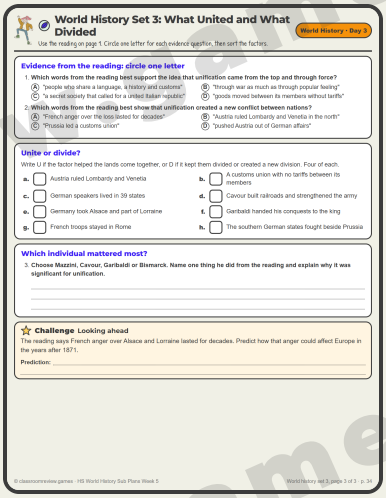
ONE PAGE OF EVERY DAILY PART



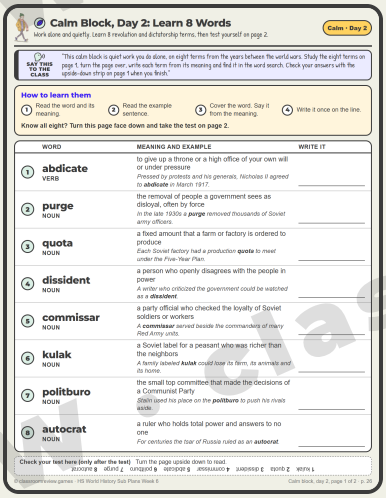
World history set: the lesson, Week 1 (solo)



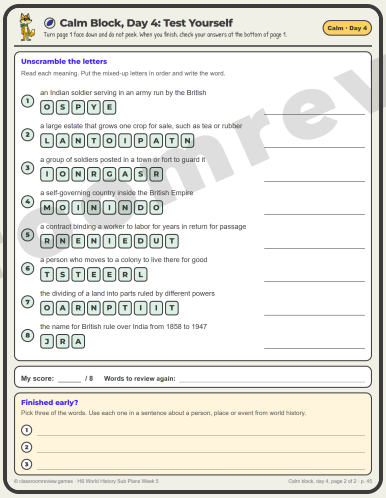
World history set: practice, Week 2 (solo)



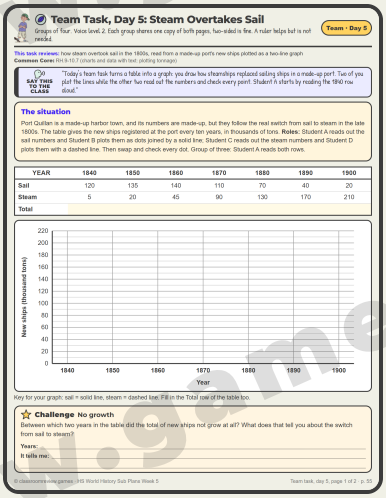
World history set: the third page (solo)



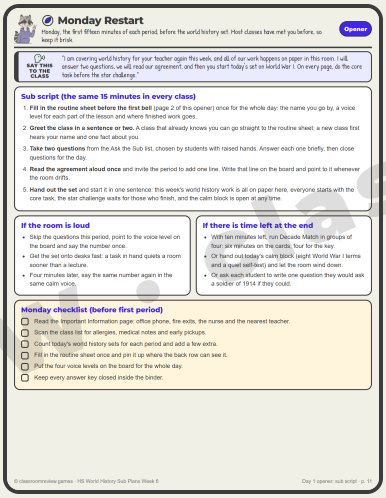
Calm block: learn 8 words (solo)



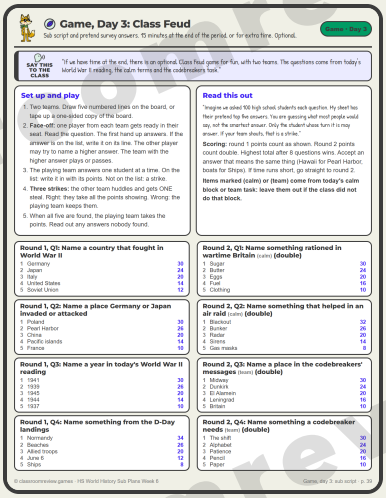
Calm block: test yourself (solo)



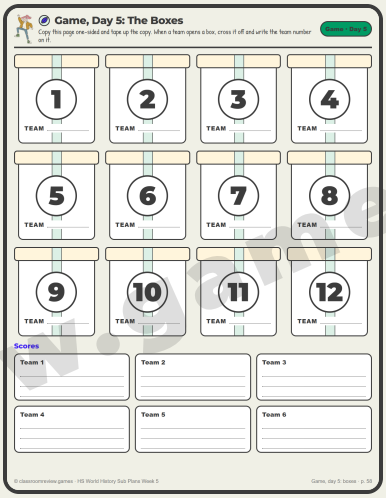
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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Every day: a world history set, a calm block, a team task and an optional game



World History Set 1: Revolutions in Haiti and Latin America

World History · Day 1

Read the passage on your own, then fill in the empty boxes of the table from it. Pages 2 and 3 use the same reading.

This set reviews: Haiti's revolution and independence, the colonial ranking of Spanish America, Mexico and South America to 1824, a timeline of events
C3: D2.His.1.9-12 (events in broader context: Napoleon and the colonies), D2.Civ.14.9-12 (changing societies, common good: independence); **Common Core:** RH.9-10.3 (series of events in a text)

SAY THIS TO THE CLASS

"Today we study how Haiti and most of Latin America won independence between 1791 and 1824. Read the passage on page 1 first, because pages 2 and 3 use it too. Finish the core task on each page before you try its star challenge."

In 1789 Saint-Domingue, the western part of the island of Hispaniola, was the richest colony in the Americas. Almost half a million enslaved Africans and their descendants worked on its sugar, coffee, indigo and cotton plantations. They far outnumbered the white colonists and the free people of color, who were denied the full rights of French citizens. In late August 1791 enslaved people in the north rose up and burned hundreds of plantations.

Toussaint Louverture, a formerly enslaved man, became the revolution's most skilled general. In 1793 a French official, losing control of the colony, declared slavery ended there. By 1801 Toussaint controlled the whole island and issued a constitution that banned slavery and named him governor for life. Napoleon Bonaparte sent a large army under Charles Leclerc to retake the colony. Toussaint was arrested, shipped to France, and died in prison there in 1803. His officer Jean-Jacques Dessalines led the final fight, and on January 1, 1804, he declared the independence of Haiti, the second nation in the Americas to free itself from colonial rule.

In Spanish America, peninsulares, people born in Spain, held the highest offices. Creoles, people of Spanish descent born in the Americas, owned land and businesses but were kept out of the top posts. Below them came mestizos, people of mixed Spanish and Indigenous descent, and at the bottom Indigenous peoples and enslaved Africans. In 1808 Napoleon forced the king of Spain to give up his throne to Joseph Bonaparte, Napoleon's brother. Creole leaders in many cities set up local councils, called juntas, to govern in the king's name, and soon some of them demanded independence.

In Mexico, on September 16, 1810, Miguel Hidalgo, a priest in the town of Dolores, called on Indigenous and mestizo farmers to rise against Spanish rule. He was captured the next year. In 1821 Agustín de Iturbide, a creole army officer, joined the rebels, and in September 1821 he proclaimed Mexico's independence.

In South America, Simón Bolívar, born to a wealthy creole family in Venezuela in 1783, led the armies that freed what are now Venezuela, Colombia, Ecuador, Peru and Bolivia, a country named for him. José de San Martín led an army across the Andes Mountains in January 1817 and helped free Chile. Antonio José de Sucre, Bolívar's general, defeated the last large Spanish army at Ayacucho, in Peru, on December 9, 1824. In Brazil, the son of the king of Portugal declared independence on September 7, 1822, and ruled as Emperor Pedro I. Independence did not change everything: in most of the new nations, creole landowners kept power.

LEADER	WHERE	WHAT HE DID
Toussaint Louverture	Saint-Domingue	
Jean-Jacques Dessalines		Declared Haiti independent on January 1, 1804
Miguel Hidalgo		A priest who called on farmers in Dolores to rise in 1810
Agustín de Iturbide	Mexico	
Simón Bolívar	Venezuela to Bolivia	
José de San Martín		Led an army across the Andes and helped free Chile
Antonio José de Sucre	Peru	

Challenge Simón Bolívar was born in 1783. How old did he turn in the year of the battle of Ayacucho? **Age:** .....

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World History Set 1: Evidence and the Colonial Ladder

World History · Day 1

Use the reading on page 1. Circle one letter for each evidence question, then complete the ladder.

Evidence from the reading: circle one letter

1. **Which words from the reading best show why creoles were unhappy with Spanish rule?**

   (A) "owned land and businesses but were kept out of the top posts"

   (B) "set up local councils, called juntas"

   (C) "the richest colony in the Americas"

   (D) "creole landowners kept power"

2. **Which words from the reading best show that Haiti's revolution was led by people who had been enslaved?**

   (A) "sent a large army under Charles Leclerc"

   (B) "a formerly enslaved man, became the revolution's most skilled general"

   (C) "to govern in the king's name"

   (D) "the free people of color, who were denied the full rights of French citizens"

The colonial ladder of Spanish America

Fill in the empty rungs from the top (most power) to the bottom (least power), as the third paragraph of the reading ranks the groups.

1 _____

2 _____

3 Mestizos

4 _____

3. **Which group held the highest offices?**

   _____

4. **Which group led most of the juntas and independence movements in the reading?**

   _____

Think it through

5. **The reading ends: independence did not change everything. Use the ladder to explain what stayed the same in most new nations.**

   _____

   _____

★ Challenge Read between the lines

Toussaint's constitution of 1801 still called Saint-Domingue a French colony. Use the reading to explain why Napoleon would see it as a threat anyway.

Reason: _____

_____

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World History Set 1: Putting the Revolutions in Order

World History · Day 1

Find each event's year in the reading and write it on the line, then answer the questions below the table.

LETTER	EVENT	YEAR
A	Napoleon forces the king of Spain to give up his throne.	.....
B	Enslaved people in northern Saint-Domingue rise up.	.....
C	Sucre wins the battle of Ayacucho in Peru.	.....
D	Hidalgo calls on the farmers of Dolores to rise.	.....
E	Dessalines declares the independence of Haiti.	.....
F	San Martín leads an army across the Andes.	.....
G	Toussaint issues a constitution that bans slavery.	.....
H	Brazil declares independence from Portugal.	.....
I	A French official declares slavery ended in Saint-Domingue.	.....
J	Iturbide proclaims the independence of Mexico.	.....

Order and count

Write the ten letters in order, from the oldest event to the newest.

1	2	3	4	5	6	7	8	9	10

1. **How many years passed from the uprising in Saint-Domingue to the independence of Haiti?** .....
2. **How many years after Haiti's independence did Mexico proclaim its own?** .....
3. **How many years passed from Napoleon's move against the Spanish king to the battle of Ayacucho?** .....

☆ Challenge Mind the gap

Look at your finished order. Which two events next to each other on it have the longest gap between them, and how many years is that gap? Then use the reading to say how Toussaint's power changed during that gap.

Events (letters): .....

Gap in years: .....

His power: .....

.....

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Answer Keys (1 of 6)

Day 1. Teacher copy. Keep these pages out of the student sets.

Day 1 opener: Which Continent?, answers

1. Africa (Ethiopia; the rock-hewn churches of Lalibela); **2. South America** (Peru; the Chimú capital, older than the Inca Empire); **3. Asia** (Indonesia; the temple compound of Borobudur); **4. North America** (United States, USA; the cliff dwellings of Mesa Verde); **5. Oceania** (New Zealand; Aotearoa, the Maori name of New Zealand; Oceania is also called Australia and the Pacific); **6. Europe** (France; in Paris); **7. Oceania** (Chile; Rapa Nui, also called Easter Island, lies in Polynesia, far out in the Pacific; accept South America too, with a note that the island belongs to Chile); **8. Europe** (Spain; a Moorish palace above the city).

One point for each right continent, one more for each right country today. Score: 16 points at most.

World History Set 1: The Haitian and Latin American Revolutions

Leaders table: Toussaint Louverture, what he did: Led the revolution's armies; his 1801 constitution banned slavery; Jean-Jacques Dessalines, where: Haiti; Miguel Hidalgo, where: Mexico; Agustín de Iturbide, what he did: A creole officer who proclaimed independence in 1821; Simón Bolívar, what he did: Led the armies that freed five of today's countries; José de San Martín, where: Argentina and Chile; Antonio José de Sucre, what he did: Defeated the last large Spanish army at Ayacucho in 1824. Accept the same idea in the student's words (Dessalines: Haiti or Saint-Domingue; San Martín: across the Andes, Chile, or Argentina and Chile). **Page 1 star challenge:** 41 (1824 minus 1783).

Evidence: 1. A ("owned land and businesses but were kept out of the top posts"); 2. B ("a formerly enslaved man, became the revolution's most skilled general"). **Ladder, top to bottom:** 1. Peninsulares (born in Spain); 2. Creoles; 3. Mestizos; 4. Indigenous peoples and enslaved Africans (rung 3 is printed). **3.** Peninsulares, people born in Spain **4.** Creoles (accept creole leaders such as Bolívar or Iturbide) **5.** Creoles replaced the peninsulares at the top, but creole landowners kept power; mestizos, Indigenous peoples and enslaved Africans stayed at the bottom. Accept any answer that says the top group changed but the ladder below it stayed. **Page 2 star challenge:** the constitution named Toussaint governor for life, so France no longer chose who ruled the colony (accept: it banned slavery, which France could no longer bring back there; or Toussaint already controlled the whole island).

Years: A 1808, B 1791, C 1824, D 1810, E 1804, F 1817, G 1801, H 1822, I 1793, J 1821. **Order:** B, I, G, E, A, D, F, J, H, C. **Spans:** 1. 13 years; 2. 17 years; 3. 16 years. **Page 3 star challenge:** I and G (1793 to 1801), 8 years. His power: he went from a general of the revolution to controlling the whole island by 1801, with a constitution naming him governor for life (accept either part).

Calm block, Day 1: Learn and Test: Independence Era Terms

Match: 1. royalist; 2. guerrilla; 3. caudillo; 4. hacienda; 5. insurgent; 6. viceroy; 7. maroon; 8. cabildo.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Finished early sentences: answers vary; accept any sentence about a person, place or event from world history that uses the word with its page 1 meaning.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 independence era terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS "This quiet block is eight words from the age of Latin American independence, and you work alone and in silence. Study page 1, turn it face down, then match each meaning on page 2 to its term. Check yourself last with the upside down answers on page 1."

How to learn them

1. Read the word and its meaning.
2. Read the example sentence.
3. Cover the word. Say it from the meaning.
4. Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**viceroy** NOUN	an official who governs a large colony in the name of a king or queen *The **viceroy** in Mexico City ruled New Spain for the Spanish king.*	
2	**royalist** NOUN	a person who stays loyal to the king during a revolt *Each **royalist** in Lima hoped that Spain would send more ships and soldiers.*	
3	**insurgent** NOUN	a person who takes up arms against the government in power *Every **insurgent** in the hills knew the roads better than the Spanish troops did.*	
4	**guerrilla** ADJECTIVE	fought by small, fast-moving bands that strike and then disappear *Small **guerrilla** bands cut the supply roads between the Spanish forts.*	
5	**maroon** NOUN	a person who escaped slavery and lived free in a hidden community *A **maroon** village grew up deep in the mountains, far from any plantation.*	
6	**hacienda** NOUN	a large farming estate in Spanish America, owned by one wealthy family *The family's **hacienda** stretched for miles of cattle land and wheat fields.*	
7	**cabildo** NOUN	the town council of a city in Spanish America *The **cabildo** of Buenos Aires met in an open session in May 1810.*	
8	**caudillo** NOUN	a strong leader, often a general, who rules through personal power and an army *After the wars, a **caudillo** with a loyal army could take over a whole province.*	

Check your test here (only after the test) Turn the page upside down to read.

1 royalist 2 guerrilla 3 caudillo 4 hacienda 5 insurgent 6 viceroy 7 maroon 8 cabildo

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Team Task, Day 2: The Wage Packet, 1835

Groups of four. Voice level 2. Each group shares one copy of both pages, two-sided is fine. Scrap paper is fine for the sums.

Team · Day 2

This task reviews: how the Factory Act and a trade slump changed a mill family's weekly budget, worked out in shillings and pence
C3: D2.Eco.1.9-12 (incentives, costs and benefits: a family budget)

SAY THIS TO THE CLASS "Today's team task is The Wage Packet, a family budget from the 1830s, in groups of four. Work in pence: twelve pence make one shilling, and every answer starts from the two tables on page 1. Student A reads the situation aloud first."

The situation

The Pellow family is made-up, and so are its numbers, simplified from the kind of budgets reformers collected. All four Pellows work in the same cotton mill. From March 1835 the new Factory Act limits Pip, who is 11, to 48 hours a week and sends him to school for two hours a day; his pay drops to 2 shillings, and the family pays 2 pence a week for the school. **Old British money:** 12 pence make 1 shilling. **Roles:** Student A reads and keeps time, B and C do the sums (each checks the other), D writes the answers. Group of three: Student A also writes the answers.

WORKER	JOB, AGE	WEEK 1	WEEK 2	WEEK 3
Rolf	spinner, 38	20s	20s	10s
Olive	weaver, 35	8s	8s	4s
Nola	piecer, 15	5s	5s	5s
Pip	scavenger, 11	3s	2s	2s

"s" means shillings. Wages in the table are for a full week.

EACH WEEK THE FAMILY PAYS	PENCE
Rent for two rooms	42
Bread and flour	144
Potatoes and oatmeal	36
Meat, cheese and milk	48
Coal and candles	30
Soap, clothes and shoes	30
Burial club (a small weekly payment)	6
School for Pip (weeks 2 and 3 only)	2

	INCOME IN PENCE	COSTS IN PENCE	LEFT OVER (OR SHORT) IN PENCE
Week 1: before the Factory Act			
Week 2: after the Factory Act			

Challenge Before the Act, Pip worked 69 hours for 3 shillings. After it, he works 48 hours for 2 shillings. In pence, did his pay for each hour go up or down?

Up or down: .....

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Game, Day 1: The Board

Copy this page one-sided and tape the copy to the whiteboard (or draw the grid). Cross squares off as they are played.

Game · Day 1

CAUSES	DATES	FRONTS	TERMS	PEACE
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	Team 2	Team 3
Team 4	Team 5	Team 6

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Game, Day 2: Paper Password

Sub script and world history word list. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 2

SAY THIS TO THE CLASS

"With time left, we can play an optional word game in pairs: one partner gives one-word clues and the other guesses. The secret words come from today's reading, the factory terms and the wage packet, and a quick guess scores more."

Set up (2 minutes)

1. Before class, copy the card page one-sided and fold and tear it into four cards, one card per round. Hand each pair only the current round's card; pairs keep each used card and add the four round totals at the end.
2. Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Rounds last 2 minutes, with 30 seconds between them to swap roles. One-word clue, then ONE guess; wrong means another clue.
4. After five clues without a right guess, the word scores 0. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. If the word is snowman, you cannot say snow or man. No gestures, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their round totals. Highest total wins.

Words marked (calm) or (team), here and on the cards, come from today's calm block or team task. If the class skipped that block, pairs leave them out (and any round left empty).

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real word. No plurals or "-ing" forms of the secret word. If a pair disagrees about a clue, the word scores zero. Each example clue below is allowed, and a good first clue.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

MILL	example clue: cotton
LUDDITES	example clue: smash
CHARTISTS	example clue: petition
INSPECTOR	example clue: visit
SADLER	example clue: Parliament

Round 2: Partner B gives clues

CAPITAL	example clue: money
TRAPDOOR	example clue: tunnel
COAL	example clue: black
FINES	example clue: lateness
BALLOT	example clue: secret

Round 3: Partner A gives clues

PIECEWORK (calm)	example clue: items
FOREMAN (calm)	example clue: boss
STRIKE (calm)	example clue: walkout
SLUM (calm)	example clue: crowded
BLACKLIST (calm)	example clue: employers

Round 4: Partner B gives clues

SHILLING (team)	example clue: pence
LODGER (team)	example clue: boarder
SLUMP (team)	example clue: downturn
BUDGET (team)	example clue: spending
SCHOOL (team)	example clue: lessons

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Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 4

SAY THIS TO THE CLASS

"If there is time left, we can play an optional Classroom Millionaire game for fun as one class. A new student takes the hot seat for each question from today's Cold War reading, terms and crisis room task."

How it works

1. Tape up a one-sided copy of the ladder page. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

Ask the class: everyone shows 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong options listed under the question. Cross them off.

Phone a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer and the class loses a lifeline."

Items marked (calm) or (team) come from today's calm block or team task: leave them out if the class did not do that block.

Rungs 1 to 4, rung 4 is safe

1. $100 Which country built the Berlin Wall?
A. Austria B. East Germany C. Poland D. Britain
Answer: B. East Germany (50/50 removes C and D)

2. $250 What is a group of allied countries called? (calm)
A. Bloc B. Summit C. Airlift D. Satellite
Answer: A. Bloc (50/50 removes B and D)

3. $500 Which Western alliance was formed in 1949?
A. Warsaw Pact B. NATO C. Axis D. Comecon
Answer: B. NATO (50/50 removes C and D)

4. $1,000 Where were Soviet missiles found in 1962?
A. Turkey B. Korea C. Cuba D. Berlin
Answer: C. Cuba (50/50 removes B and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Which option did Kennedy announce first? (team)
A. Quarantine B. Bombing C. Invasion D. Waiting
Answer: A. Quarantine (50/50 removes C and D)

6. $5,000 Who won independence from France in 1962?
A. Tunisia B. Algeria C. Ghana D. Kenya
Answer: B. Algeria (50/50 removes C and D)

7. $10,000 When did India and Pakistan become free?
A. 1945 B. 1947 C. 1957 D. 1962
Answer: B. 1947 (50/50 removes C and D)

8. $25,000 Which word means an easing of tension? (calm)
A. Proxy B. Summit C. Warhead D. Detente
Answer: D. Detente (50/50 removes B and C)

Rungs 9 to 12

9. $50,000 Where did nonaligned nations meet in 1955?
A. Bandung B. Belgrade C. Geneva D. Yalta
Answer: A. Bandung (50/50 removes C and D)

10. $100,000 The Soviet Union split into how many countries?
A. 12 B. 15 C. 17 D. 20
Answer: B. 15 (50/50 removes A and D)

11. $500,000 How many days from the U-2 photos to October 28? (team)
A. 6 B. 10 C. 14 D. 21
Answer: C. 14 (50/50 removes A and D)

12. $1 MILLION How many full years did the Berlin Wall stand?
A. 24 B. 26 C. 30 D. 28
Answer: D. 28 (50/50 removes A and B)

If the class misses

Wrong on rung 1 to 4	**class keeps $0**
Wrong on rung 5 to 8	**class keeps $1,000**
Wrong on rung 9 to 12	**class keeps $25,000**
Walk away before a question	**class keeps the amount of the last rung it climbed**

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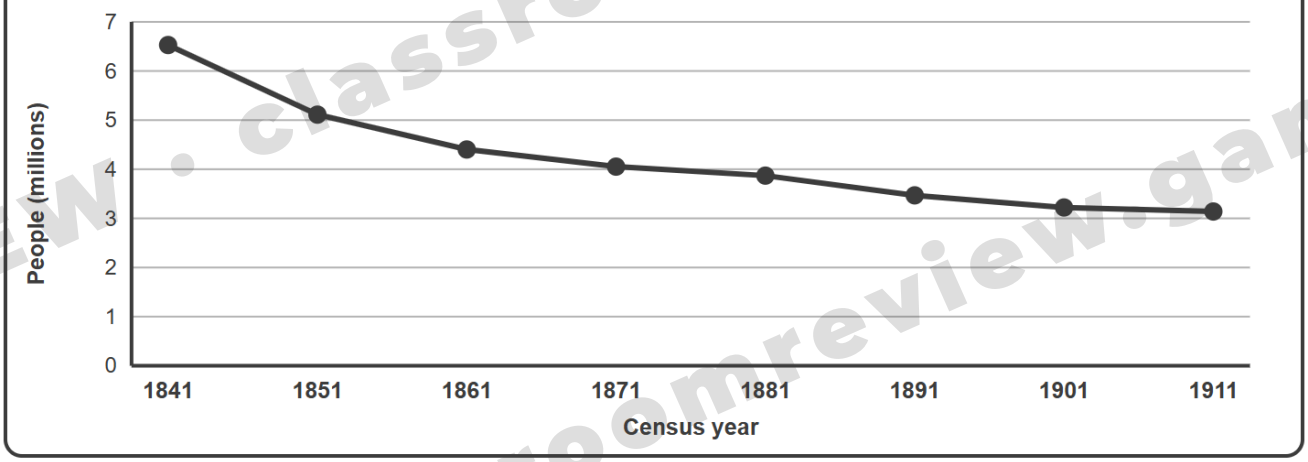


World History Set 5: Ireland in the Census, 1841 to 1911

World History · Day 5

Real census totals for the area that is now the Republic of Ireland only (the whole island counted about 8.2 million in 1841). Source: Central Statistics Office, Ireland.

CENSUS YEAR	1841	1851	1861	1871	1881	1891	1901	1911
People	6,528,799	5,111,557	4,402,111	4,053,187	3,870,020	3,468,694	3,221,823	3,139,688



1. **Between which two census years did the population fall the most, and by how many people?**
   Years: _____ **People:** _____
2. **By what percent did the population fall from 1841 to 1851? Round to a whole number.**
   Percent: _____
3. **Between which two census years did it fall the least?**
   Years: _____
4. **The fall slowed down after 1851, then sped up once more for one decade. Which decade?**
   Decade: _____
5. **The 1911 population was what percent of the 1841 population? Round to a whole number.**
   Percent: _____

☆ **Challenge** Suppose the population had kept falling by the same number of people as from 1901 to 1911 every ten years. In which census year would it first be below 3 million?

Census year: _____

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Thank you! If this works for your class, a quick review helps other teachers find it and gives you TpT credits.



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