

Leaders Who Changed the World

TEACHER'S GUIDE



EXPLORE THE AGES



ABOUT THE AUTHOR

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INTRODUCTION

Students in today's information age must be able to access and comprehend voluminous amounts of written material. The vast majority of information they will encounter in school and also in later life comes from nonfiction sources. As part of becoming "information literate,"¹ students must become familiar with sources of information in order to learn to use it well. Textbooks, the traditional means for students to acquire new information, are sometimes difficult for students to comprehend. Conversely, nonfiction reading books—which are usually more condensed, narrative, and visually appealing—offer a rich source of meaningful text to facilitate content knowledge and encourage literacy development. As well, nonfiction literature lends itself to a variety of instructional approaches and comprehension-building strategies.²

The *Explore the Ages* series of nonfiction historical reading books provides rich, engaging, and visually stimulating accounts of historical figures and events. By incorporating a variety of features, these books make content comprehensible and interesting to students at different reading levels, while helping them learn social studies content and develop literacy skills. The special features of the *Explore the Ages* books include:



- Vocabulary words highlighted and defined in the margins.
- Times lines and maps.
- Primary source excerpts.
- Critical thinking and comprehension questions.
- Illustrations and pictures related to the events.
- Classroom and family involvement activities

Designed for both recreational reading and content instruction, the *Explore the Ages* books can be adapted for a variety of classroom lessons. This teacher's guide is guided by the precepts of differentiated instruction, which focuses on meeting the needs and interests of particular students, emphasizing a wide range of instructional approaches, and creating lessons that address state standards. This teacher's guide offers a variety of classroom lesson ideas, from pre-reading activities and ELD strategies, to vocabulary building exercises and cross-curriculum instructional lessons. It is intended to be easily adapted to your specific student group's interests and abilities.

Getting Started

The first section of this guide focuses on specific teaching strategies effective with English language learners and emerging readers. These strategies will help make the text more comprehensible for such students.

The following sections present activity ideas within the context of a classic four-part lesson plan: 1) Pre-Reading; 2) During Reading; 3) Expanding Learning; 4) Assessment. You can pick and choose activities from each of these lesson sections according to student interests, curriculum demands, and time constraints. The separate assessment section offers suggestions for traditional tests and alternative assessment techniques. Assessment also is integrated into many of the activities that incorporate performance evaluation and peer reviews.

Use the Lesson Planning Guide in Appendix I to organize your lesson plan.

¹Benson, Vicki. "Shifting paradigms and pedagogy with nonfiction: A call to arms for survival in the 21st century." *The NERA Journal*. Portland, ME: New England Reading Association, 2002.

²Hadaway, Nancy, Sylvia M. Vardell, and Terrell A. Young. "Highlighting nonfiction literature: Literacy development and English language learners." *The NERA Journal*. Portland, ME: New England Reading Association, 2002.

STRATEGIES for English Language Learners

All students learning new information need comprehensible text, but this is crucial to English language learners (ELLs), who are still mastering the intricacies of the language. These students often are struggling to keep up with their peers and the grade-level content. Presenting new text in understandable ways gives these students access to grade-level content as they develop literacy skills. This section includes strategies to make *Leaders Who Changed the World* comprehensible to ELLs. In addition, “Tips for ELLs” are incorporated throughout the guide to help you adapt certain activities for these students.

Chunking

Present the book in sections. Better yet, present each chapter in sections. Start by reading the complete text aloud to students. On an overhead transparency or on the chalkboard, write a one-sentence summary of each section and have students copy that sentence. As extended learning, have students illustrate an event in that section or, depending on language level, summarize that section in their own words.

Vocabulary

Have students keep a journal of vocabulary words new to them (in addition to those already featured in the book). Have students free-associate the meaning of the words before trying to understand the real definition. This will help you get a better understanding of the language ability of the students, and students will learn to break up the text into what they do and do not understand.

Visuals

Encourage student to use the time lines, captions, and headings to help them access the content in the text. They also should study the photographs, illustrations, and maps in order to aid their comprehension of the narrative.

Picture and Word Cards

Make a set of picture cards for vocabulary words. Take a sheet of paper and divide it into eight squares. Use drawings, photos, or pictures cut from a magazine to illustrate each vocabulary word. Paste one picture onto each square. You can use these cards in a variety of ways to help students access meaning:

- Make copies and have students label each card.
- Give students a word list and have them match pictures and words.
- Make a set of matching word cards and have students match them with the picture cards.

Act It Out!

As you read the text to the class, have groups of students with more advanced levels of language ability act out sections for other students. This will help you assess comprehension of students in the acting group and reinforce meaning for students in the audience.



Word Scavenger Hunt

To develop grammar and phonics skills, have students go on a word scavenger hunt using a chapter from the book. Create a list of scavenger hunt items and then have students search a chapter to find these words.

Sample scavenger hunt items:

- a three-syllable word
- a contraction
- a compound word
- a word with a silent “e” at the end
- one of the longest words in the chapter
- a four-syllable word
- a word that includes a silent letter other than “e”
- an adjective
- a word with a prefix or suffix
- rhyming words (students might write two sentences, highlighting the rhyming words)
- synonyms (students might write two sentences, highlighting the synonyms)

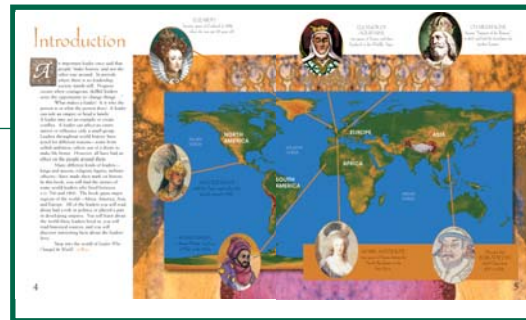
PRE-READING

Before students read the book, it is important to find out what students already know about the content. Effective pre-reading activities generate interest in the content and ultimately increase student comprehension. After introducing the book and introducing the subject, select several pre-reading activities for your student group.

1. Introduce the Book

Focus on the cover, point out the table of contents, the index, glossary, and other back matter. Flip through the pages so students can see the various chapters and some of the images. Tell students about the book: ***Leaders Who Changed the World* tells the story of seven leaders from different time periods and regions of the world. These people were men, women, kings, queens, military leaders, and political leaders.**

Point out the authors' names on the front cover or on the title page. Tell students a little about the authors: **This book was written by Gregory Blanch and Roberta Stathis, who have coauthored a number of history books together.** Explain that different artists and photographers created the images in the book. Open the book to pages 4-5. Ask student volunteers to read the names and descriptions of the leaders associated with the map. Ask questions: **On which continent did Mansa Musa live? [Africa] On which continent do you live? When did Kublai Khan rule China? [1260-1294] How many years ago is that? What are some of the names we use for leaders? [queen, king, emperor, chief, ruler] Have you heard of any of these leaders?**



Read the introduction aloud or have student volunteers read it. Ask comprehension questions: **What did an important leader say happens in periods when there is no leadership? [society stands still] Do all leaders try to make life better? [no] Do all leaders have an effect on the people around them? [yes] Name some kinds of leaders. [kings, queens, religious figures, military leaders] What time span will we be reading about? [700-1800]**

Review the information on pages 6-7. It is critical that students understand and can use a time line. Ask questions: **What time period does the time line show? [700-1800] What is the earliest event? [Charlemagne is crowned "Emperor of the Romans"] The latest? [Marie Antoinette becomes queen of France] What events occurred very close to each other? [Eleanor of Aquitaine becomes queen of France and Eleanor of Aquitaine becomes queen of England] When did Moctezuma II become king? [1502] How many years are between the date Kublai Khan became ruler of China and the date Mansa Musa became king of Mali? [33]**

2. Introduce the Subject of Leaders and Leadership

Choose one of the activities below to introduce the subject of leaders and leadership:

3-2-1-Go!

Organize students into small groups. Ask each group to come up with creative responses to three different open-ended questions. The title of the activity, 3-2-1-Go!, describes the structure for student responses. Here's an example of how to set up the activity using it with the theme "leaders":

- 3: Describe three qualities a leader should have.
- 2: Describe two feelings you have about leaders.
- 1: Identify one problem a leader may face. GO!

Think/Pair/Share

Organize students into pairs or small groups. Ask student groups to come up with creative responses to an open-ended question related to the new content. Ask questions such as: **What is a leader? Who are your leaders? How would you describe your leaders? Do you model your behavior after your leaders? How do leaders affect you? Are you ever a leader? What challenges do people face as leaders?**

People/Data Hunt

Give students a list of open-ended questions and/or discussion topics that consist of 1) a social criterion they need to satisfy and 2) a question related to the topic to be studied. For example, you might say something like the following:

- Find someone who ate cereal for breakfast and then discuss a man living today whom you consider a leader.
- Find someone who ate toast for breakfast and then discuss a woman living today whom you consider a leader.
- Find someone who speaks more than one language and tell the words you would use to describe a leader.
- Find someone wearing blue and discuss one problem a leader may face.
- Find someone who saw the news on television last night and discuss a benefit of being a leader.

Students must document with whom they discussed each question. The only ground rule is that students must interact with a different person for each question.

Famous Quotations

Initiate a discussion using quotations related to the topic of leaders and leadership:

- "A sense of humor is part of the art of leadership, of getting along with people, of getting things done." —Dwight D. Eisenhower
- "Leadership should be born out of the understanding of the needs of those who would be affected by it." —Marian Anderson

- “Leadership has a harder job to do than just choose sides. It must bring sides together.” —Jesse Jackson
- “The only real training for leadership is leadership.” —Anthony Jay

These quotes also are a good springboard for response writing. Ask questions to prompt critical thinking: **What do you think the quotation means? Have you heard of the person who said this statement? Do you agree with the statement?** Have students research other quotations or come up with quotations of their own.

3. Introduce Each Chapter

Choose one of the following activities to introduce each chapter.

Discuss What You Know: Silent Mingle

Tell students they are going to play a few rounds of What Do You Know About ...? Ask students to stand up and walk around the room (i.e., mingle), but remain silent until they hear you say, “stop.” Upon hearing “stop,” they will immediately pair with the person standing closest to them. Tell students to listen to your question and discuss it with their partners. For example, ask students: **What do you know about Charlemagne?** Give them about two minutes for this discussion. When they hear you say, “silence,” they are to stop the discussion and begin mingling silently again. Repeat the process two or three more times posing different questions related to the chapter content. For example: **What do you know about China? What do you know about kings and queens?** The only ground rule is that students cannot pair up with the same person more than once. At the end of the activity, debrief responses with the whole class.

Tip for ELLs: Have students draw their responses to pre-reading questions.

Chart Knowledge: The K-W-L-H Chart

Organize students into pairs to do this activity or have them do it individually. Have students create a chart with four columns and label the columns K, W, L, and H. (**K**=What do you **KNOW** about the topic? **W**=What do you **WANT** to know? **L**=What did you **LEARN**? **H**=**HOW** did you learn it?) Have students begin the chart with the K and W columns. Here’s an example of how to set up the activity using the chapter on Moctezuma II:

- Discuss and write down (in the K column) the names of three people that students consider leaders. Ask students to tell what characteristics leaders have in common.
- Discuss and write down (in the W column) a few questions students have about Moctezuma. For example: What problems did Moctezuma face? Where did Montezuma live? Why was Moctezuma that “last great king”?

Have students fill in the remaining columns of the chart after reading the chapter.

Set a Historical Context

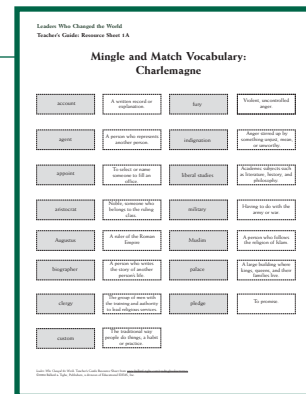
Have students focus on the historical period about which they are going to read. Introduce the chapter by telling students about the time period. Give students some historical background. For example, tell students: **The person you are going to read about was born in 1533 in England. Kings and queens ruled England during this time. People did not have many freedoms. Electricity didn't exist.** Ask students what they think life was like during the time. Ask them about the people, what language they spoke, where they lived, what they ate, and so forth.

Set the Geographical Scene

Talk about the different regions students will learn about. Ask students questions such as: **What do you think these countries are like? What language(s) do people speak? What do they eat? Have you ever been to a different country? Where is this region located? Near what countries? What continent?** Have students locate the countries on a map.

Develop Vocabulary: Mingle and Match

Do a mingle and match activity using the vocabulary words from the chapter (see Resource Sheets 1A-1G “Mingle and Match Vocabulary” in Appendix II). Cut apart the word cards and definition cards and give one card to each student. Then have students mingle to find the person with the match to their card. Help students with pronunciation as needed.



Develop Vocabulary: Brainstorm

Make a list of vocabulary words defined in the chapter; then distribute copies to students or make an overhead transparency. As a class, in pairs, or individually, have students brainstorm or free-associate whatever comes to mind when they see each vocabulary word. Then have students look up the correct definition in the glossary of the book.

DURING READING

During this part of the lesson, students read and interact with the book, experience direct instruction from the teacher, work independently and collaboratively, write in different genres, and participate in discussions and simulations. These activities help students become familiar with the major events, people, geographical context, and chronology of history.

1. General Academic Skills

Choose one activity from the listing below.

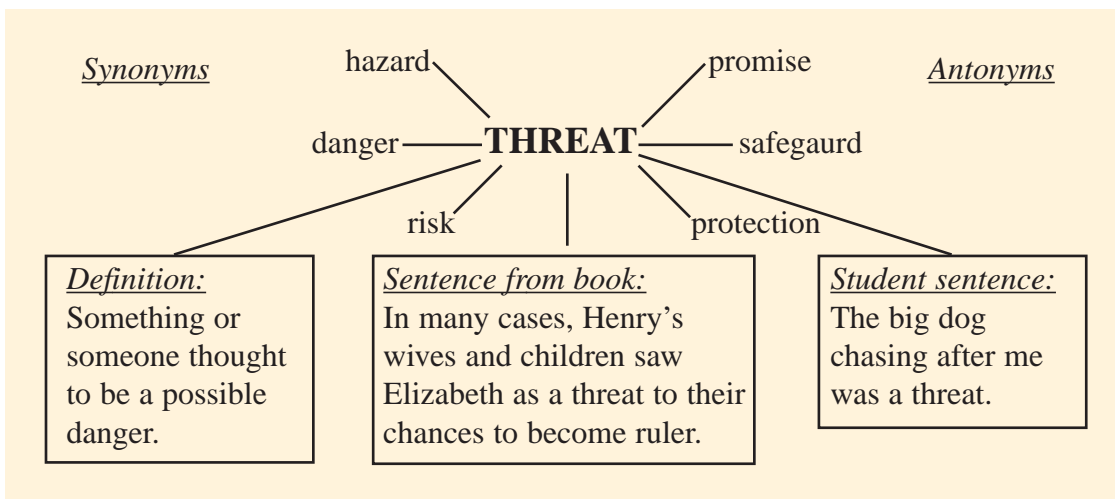
Take Notes

Have students read a chapter once through or read it through as a class. Then have students skim the text looking at features that show general information such as headings, captions, and chapter titles. Have students skim the text again looking for proper nouns—important people, places, and events in the chapter. Then have students skim the text for important dates. Have students link dates with people, places, and events. A way to teach students good note-taking skills is by using a three-column system. One column will include a proper noun, the next will include a date (or century) associated with the proper noun, and the third column will have a brief explanation. Have students use these notes for various classroom activities and to review for a written test.

Make a Word Web or Semantic Map

As students read the chapter, have them keep a learning log of unfamiliar terms. For the terms, students can create word webs or semantic maps to help aid in comprehension.

Example of a word web using the word “threat” (p. 55):



Example of a semantic map:

What is the word? <i>threat</i>	What is it like? <i>danger</i>	
What is the definition? <i>something or someone thought to be a possible danger</i>	What are other forms of the word? <i>threaten threatening</i>	What are similar words? <i>danger risk hazard</i>

Identify Synonyms and Antonyms

Using this same list of unfamiliar vocabulary terms, have students create synonym and antonym lists. Students should start by identifying the definitions of unfamiliar words. Then students should look through the book for synonyms and antonyms of those words. Students can look in a thesaurus to find additional synonyms and antonyms. Students may work in pairs or groups to share ideas.

2. Enhancing Reading Comprehension

Choose one activity from the listing below.

Student Reading Journal

To encourage active reading, as students read the chapters, have them keep a reading journal. They can use this journal to record unfamiliar words, ask questions, remember ideas and facts, and note interesting topics to research.

What's Our Lie?

After students read the chapter, organize them into groups of four or five. Their task is to discuss the chapter content and share information they recall from the reading. Then they are to decide on three true statements about the chapter and one false statement. The students should then write down the four statements in any order on a large sheet of paper. Select a student from each group to read the four statements on behalf of the group. The rest of the class must identify the false statement. Then the class should make it a true statement by rephrasing it.

Example:

- Kublai Khan made paper currency the only legal way to buy and sell goods.
- Kublai Khan, a Confucian scholar, was not tolerant of different religions.
- Marco Polo wrote a book about his experiences in China.
- Kublai Khan's armies were defeated in wars with Japan.

False statement: Kublai Khan, a Confucian scholar, was not tolerant of different religions.

Revised true statement: Kublai Khan, a Buddhist, was tolerant of different religions.

Mini-Drama

After reading the chapter one time, organize students into small groups (three to four students). Divide the chapter into as many sections as there are groups. Assign each group a section of the story. Groups are to read that section and decide how to present it in a skit. Students need access to craft materials (marking pens, colored paper, yarn, rulers, glue, and so forth) to create accompanying props. The skits should be performed for the whole class in chronological sequence.

Literature Circle

Have students read a chapter independently, then organize them into groups of five or six. First, have students summarize the chapter together; each member should have an assigned role for working with the text. One student might outline the reading, one student might look for other books about the leader, another student might be a discussion facilitator, and one student might illustrate major events in the leader's life.

Find the Answers!

Give students a list of comprehension questions (see Appendix III for sample questions) and ask them to find the answers in the book.

EXPANDING LEARNING

During this part of the lesson, students expand their learning and build learner autonomy. Students do research, write essays and reports, develop projects and exhibits, and participate in presentations. The listing below is organized into the following broad categories: Social Studies, Arts and Humanities, and Language Arts. Choose two or more activities from these categories, according to student interests, curriculum demands, and time constraints. In all cases, give students a chance to share their finished work with a larger audience, including their classmates and family.

Social Studies

■ Working with Primary Sources

Introducing Primary Sources

Introduce students to the concept of primary sources. First, explain what a primary source is. [*writings or pictures by people who were at an event and saw or were involved in what happened*] Tell students that letters, diary entries, autobiographies, speeches, government documents, and paintings and drawings are all types of primary sources.

Have students open their books to one of the Look to the Source entries in *Leaders Who Changed the World*. For example, show them the letter Marie Antoinette wrote to her mother (page 69). Tell students this is an excerpt from a primary source. Ask basic comprehension questions about the source:

What type of writing is this? [*a letter*] **Who wrote it?** [*Marie Antoinette*]
What is it about? [*the king's coronation ceremony*] **When was it written?** [*in 1774*]
What clues tell you when it was written? [*it describes the coronation ceremony by someone who was there; the king was crowned in 1774*]
Who is the audience? [*Marie Antoinette's mother*] Ask students critical thinking questions: **What was the author's purpose in writing the document? Was it meant to be read by many people? Is this a biased account of an event? What does this document tell you about the author's feeling, ideas, or character? What questions would you ask the person who created this source? What new information did you learn from this source? What does this source tell you about the people/country/era?**

Understanding Primary Sources: Developing Historical Empathy

To better understand the Look to the Source entries, have students rewrite the source in their own words. Then have students think about the context of the source, using knowledge they have or can gather about the person writing the source or the person about which the source was written. Ask questions: **Why did the writer write the document? How do you think the writer was feeling at the time? What were the circumstances surrounding the writing of the source? Was this intended to be read by many people or one person?**

Analyzing Primary Sources

To help students comprehend the different types of primary sources, have them analyze a primary source on their own using the questions introduced in the previous lesson. Students may use *Leaders Who Changed the World* and other sources as an aid in answering the questions. You can use the primary source in Resource Sheet 2 (“Letter from Queen Elizabeth”), choose one of your own, or have students find their own source.



■ Geography

Name that Place!

Have students look at one of the maps in the book (such as the map of Europe on page 20). Student pairs should choose a place on the map (such as France) and then create a list of 4-5 facts about the place (e.g., it is bordered by Spain, its coast touches the Atlantic Ocean, it is on Europe, it has an area called Aquitaine). The other student should look at the book’s maps, study them, and try to name the place. These questions also can be used later on a written test.

Geography Survey

Have students choose a country or region they read about in the book. They may need to conduct additional research. Have them write about the geography of the area, including natural resources, land features, climate, and so forth. Have students share their findings with the class and do a class survey to find out which place would be the most popular place in which to live.

Labeling Maps

Distribute copies of blank maps of regions discussed in the book (see Resource Sheets 3A-3E). As a pre-reading geography assessment, have students label the areas they are familiar with on the maps. As a note-taking element, during reading have students label the maps with the areas discussed in the book. Have students use an atlas or other research tool to label areas not shown on the maps in the book. After reading, the maps can be used as a geography assessment.



■ Historical Chronology

Time Line: Sequencing Events

Have students tape seven horizontal pieces of paper together and draw a long, horizontal line down the center. Then have students take notes on the dates of each event discussed in the book. Using their notes, have students organize the events in chronological order. Have students locate the dates of the first and last events. They should put one date at the beginning of the time line and the other at the end. Then have students transfer the rest of the dates and events onto the time line they made, being careful to accurately plot each event. Students should demonstrate an understanding of time lines and the

relationships of events (e.g., 1533 and 1583 should be much closer than 1583 and 1705). Have students decorate their time line with illustrations of events or other pictures. Have students compare their time lines to others' in the class to evaluate their use of chronology.

Tip for ELLS: Make copies of illustrations of different events. Have students put them in order without using the book for help. Have students evaluate their understanding of events by checking the book.

■ **Research**

Research Groups

Divide the class into seven groups (one group for each chapter in the book). Each group will conduct research into the historical era of a person they read about in one of the chapters and present that research to the class in an oral report. Have students conduct research independently or as a group. Students will need to research the time period, how people lived, what they ate, what jobs they had, what they wore, and so forth. Students can dress up in costumes, make meals from the period, make posters, or use other means to make the presentation interesting. Encourage students to be creative!

Compare and Contrast Time Periods

Now that students have a better understanding of the historical periods of the book, have them write a report on a topic such as food, technology, or clothing, comparing and contrasting the past and present. Have them conduct additional research as necessary.

Market Research

Have students choose three people they read about in the book. Students should summarize or list the leader's character traits. Have students interview friends and family members and/or other classmates to determine who people would want to be their leader. Students can use Just for Fun: Activity Sheet #2 ("Who Do You Want for a Leader?") to record the answers. Have students compare their findings and create a class chart to see who the most popular and least popular leaders are.

Who Do You Want for a Leader?

Directions: History shows that there were many powerful leaders in the past. But, would anyone today want to be leader of our country? You are going to conduct a survey to find out! Choose three people to interview. Then ask them the questions below. Show your survey results with your class, a friend, or a family member.

Charlemagne—Emperor of the Romans	Elmer of Aquitaine—European Queen
Kublai Khan—A Mongol Ruler of China	Mansa Musa—King of Mali
Mahmoud II—King of the Ottomans	Elizabeth I—Queen of England
Shah Jahan—Queen of France	

People I Interviewed:

Person 1: _____ Person 2: _____ Person 3: _____

Of the leaders listed above, who would you most want to be your leader? Why?

Person 1: _____

Person 2: _____

Person 3: _____

Of the leaders listed above, who would you last want to be your leader? Why?

Person 1: _____

Person 2: _____

Person 3: _____

An Interview with Family

Have students interview family members to find out what their families know about the leaders students have been reading about. Have students create a chart with the names of the seven leaders across the top and the names of the people they interviewed on the side. Students should fill in the boxes with the information that family members know about each leader. Students can share and compare their findings with the class.

Note for research: Students might look on the Internet and in social studies textbooks, encyclopedias, or issues of age appropriate magazines for the information they need.

Arts and Humanities

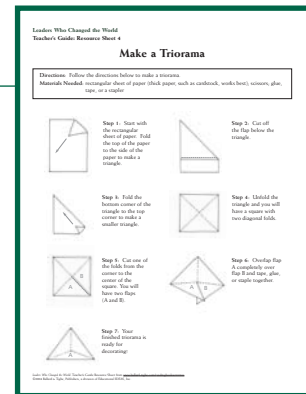
Art History: Analyze Artwork

Choose an image from the book. Discuss this picture with students and ask questions: **What colors does the artist use? Does the picture look historical? Does it look realistic or imaginary?** Ask specific questions about the picture's content: **What is happening in the picture? Are there people in the picture? Who are they? What are they doing? Why? What objects are in the picture? Describe them. What is the setting? What do you see in the picture that you would not see today?** Move on to critical thinking questions about the artwork: **How does the picture make you feel? What is the point of view of the artist? How is the subject feeling? What did you learn from this picture?** You also can have students go online to search for paintings or other artwork related to any of the events, people, or places in *Leaders Who Changed the World*. Have students analyze the artwork using the questions above. Student also can draw their own illustrations and classmates' analyze artwork.

Art: Create a Quadrama

Based on information students have learned about in the book and through additional research, have them create a quadrama, made up of four trioramas. Each triorama should display one of the following:

- Basic information about the leader.
- A major event in the leader's life.
- Information about the country or region in which the leader lived.
- Information about the people/culture the person led.



See Resource Sheet 4 (“Make a Triorama”) for instructions on how to make a triorama. Encourage students to be creative with their trioramas. They can use magazine pictures, fabric, markers, and stickers to display the information. Once students complete all four trioramas, they should glue or tape them together back-to-back to create the finished quadrama. Display the quadramas around the classroom.

Drama: Reader's Theater

Have students choose an event they read about in the book. Then individually, in pairs, or in groups, have them write a short (1-2 pages) script based on that event, using the main characters involved. Have the groups perform their reader's theater for the class or have students exchange scripts with other groups and perform them.

Language Arts

■ Character Studies

Character Trait Chart

As students read the book, have them create a chart with a column for each of the historical figures. As they read, have them fill in the chart with personality/character traits. When finished with the book, have students analyze which people have traits in common. This can be used later for a character comparison essay.

Character Comparison

Have students choose one of the leaders they read about in the book. As students read the chapter, have them note details about the leader: physical characteristics (if given), personality, outlook on life, how the leader treated others, the leader's goals, what the leader was like as a child, and what the leader's adult life was like. Then have students make notes about their own character. Depending on grade level, have students write an essay comparing and contrasting themselves with the leader or have them make a Venn diagram comparing themselves with the leader. Students can use Show What You Know: Activity Sheet #1 ("My Life/____'s Life") as a starting point for the comparison.

Leaders Who Changed the World
Show What You Know
Activity Sheet #1

EXPANDING LEARNING
LANGUAGE ARTS

Name _____
Date _____

Performance Assessment: Writing

My Life / _____'s Life

Directions: Choose one leader you have read about in the book. On the lines below, write one paragraph showing how you and the leader are similar. Write a second paragraph showing how you and the leader are different. Be sure to use descriptive words to show the similarities and differences between your life and the leader's life.

My Name _____ Leader's Name _____

How our lives are similar:

How our lives are different:

Dear Diary

Have each student create a diary for one of the historical figures they read about. Students should write at least five entries that might have been written by the person. Students can bind their entries, create covers using cardboard or fabric, decorate them, and fray the edges of the pages to make the diary look old.

■ Book Reporting

Just the Facts

Have each student create a list of at least 10 facts he or she learned from reading the book. The facts, written in complete sentences, must include details the student didn't know before reading the book. Facts can include information about the leaders, the time period, the places, or the subject.

Understand New Technology and Create a Card Catalog

Explain to students what a card catalog is. *[a set of cards that alphabetically lists the books in a library; catalogs are used to search for books in the library; each card describes one book; the cards and card catalog are divided into author, title, and subject sections; each book has at least three cards in the card catalog—one for title, one for author, and one for subject]*

If possible, bring in a card catalog drawer or a card from a card catalog. Tell students what the catalog includes. *[generally, author, title, publisher, summary, subject, call number]* Ask students why most libraries no longer have card catalogs *[difficult to use; time-consuming; easy to misunderstand]*; how we find information in a library *[electronic catalogs]*; and why this new

system is better. [*electronic catalogs are more accurate; they are easy to search and quicker; they can be accessed outside the library*]

Create a short list of books and have students go to the library and look up the catalog information of each book. Many libraries also have online catalogs that can be accessed from home.

Pass out index cards to students (4"x6" is best for this project) and have them create their own card catalog entries. The front of the card should follow the format of an actual card catalog (see example below) and include a call number and details such as title, author, and date published along with a synopsis of the book. On the back of the card, have students write a paragraph critiquing the book. Students may rate the book using a teacher-created four-star scale (e.g., can't put the book down; recommended; fair; boring). Have students compare and discuss their ratings of the book.

Example:

AUTHOR(S): Blanch, Gregory and Roberta Stathis

TITLE: Leaders Who Changed the World / Gregory Blanch and Roberta Stathis.

PUBLISHER: Ballard & Tighe, Publishers: Brea, California (2004)

Summary: Shares the exciting lives of great political leaders who helped shape their world—Mansa Musa, Moctezuma II, Kublai Khan, Charlemagne, Eleanor of Aquitaine, Queen Elizabeth I, and Marie Antoinette.

SUBJECT(S): world history—leaders—kings and queens—nonfiction

LOCATION: Main

CALL NO: **428.32 BLAN**

Nonfiction Report

After reading the book (independently or as a class) have students create a nonfiction book report. In this report, students should include the following sections:

- Basic information: title, author, copyright, publisher.
- Overview: overview of book contents, major people involved, time period (or span), countries, major events.
- Opinion of book: interest level, ease of use, special features, organization, use of information, illustrations.
- Recommendation: why people should or shouldn't buy or read this book.

Have students compare/discuss their recommendation and opinion of the book.

■ Writing

Write a Historical Poem

Have students choose a person, place, or event they read about in the book. Then have them create a poem using the following pattern:

- Line 1: Name of person/thing
- Line 2: Two verbs that relate to the person/thing
- Line 3: Three adjectives that describe the person/thing
- Lines 4 and 5: Sentence about the person/thing
- Line 6: Name of person/thing

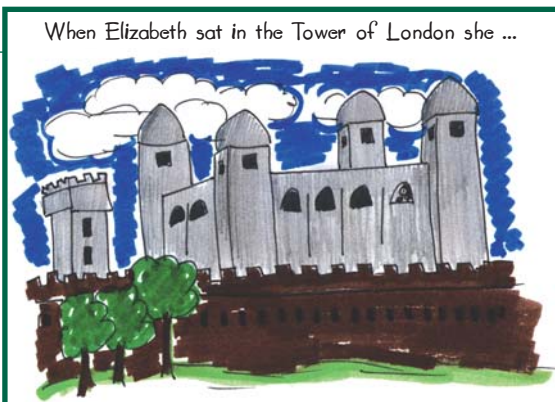
For example, a poem about Charlemagne might look like this:

Charlemagne
fighting, uniting
educated, loyal, strong
The Christian ruler loved his
family and protected them.
Charlemagne

Students can illustrate their poems and put them in their portfolios.

Write a Short Story

Have each student choose an event from the book and create a story starter for that event. For example, a student could write “When Elizabeth sat in the Tower of London she ...” Have students illustrate the story starter and then exchange papers. Each student should finish the story started by another student using details not found in the chapter. These stories can be completely fictional or based on additional research. As an alternative, students can skip the illustrations and just write a story starter for another student to finish. This activity is a good introduction to a discussion on the differences among fiction, historical fiction, and nonfiction.



Write a Persuasive Essay

Have students choose two of the leaders or two of the places they read about in the book. Then have them write an essay persuading other students that (a) one leader would be better than another; or (b) one place would be better to live than another. Have students share their opinions with classmates.

ASSESSMENT

In addition to the performance assessments incorporated into the lessons, activities, below are some ideas for creating traditional written tests and alternative assessments for post-instructional evaluation.

Tip for ELLs: Keep in mind that some traditional assessments and holistic assessments, such as self-evaluation and peer review, may not be appropriate for ELLs. You may need to rely more heavily on performance assessment in evaluating these students' comprehension and content knowledge.

Written Test

Compile the three Take a Test Activity Sheets (“Tic-Tac-Toe,” “Analogies,” and “Choose the Best Answer”) into a complete written test for students. You also may choose from the additional comprehension and critical thinking questions (Appendix III) to create a comprehensive written assessment.

Comprehension Check: Retelling

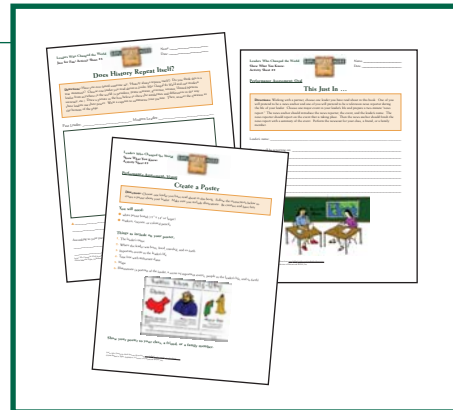
As an **oral** assessment, have students retell the story of one of the people they read about in the book. Make sure

students include the major events, a description of who the person was, what their accomplishments were, what they were like, where they lived, and the time period in which they lived. As a **written** assessment, have students retell a story using the criteria above. Create a rubric for grading that includes the essay's organization, readability, grammar and punctuation, and vocabulary usage. As an additional peer review, have students trade papers with a peer who chose the same historical figure. Students can evaluate essays using the rubric suggested above. Peers can evaluate oral responses by asking questions after the student retells the story.

Performance Assessment

Have students demonstrate the knowledge they have gained using one of the following activities:

- **Oral Report:** Have students choose one of the leaders they read about in the book. Tell them they are going to give an oral presentation about that person. Students should find as much information as they can about the person, using *Leaders Who Changed the World* and other references such as the ones listed on page 78 of the book. Oral reports should include basic information about the person such as fast facts, dates and historical eras, personal information (character traits, likes and dislikes), and important events in the person's life. Encourage visual aids in the presentation and have students complete Show What You Know: Activity Sheet #3 (“Create a Poster”).



- **Analyzing Current Events:** Have students choose one of the leaders they read about in the book or one of the events they read about. Then have them research newspaper articles, news magazines, and/or online sources to choose a similar kind of leader or event. Have students complete Just for Fun: Activity Sheet #3 (“Does History Repeat Itself?”). Older students can analyze the question in an essay based on the information they gathered from current news sources.
- **Live News Report:** Using Show What You Know: Activity Sheet #2 (“This Just In ...”) as a guide, organize students into groups of four or five. Tell students they are going to create their own newscast. Have students gather various events from *Leaders Who Changed the World* and summarize the main points of the events. Students will then assign themselves different roles such as news anchor or reporter. Have news anchors report the facts on different events and have reporters do “live” reports from the field, reporting on events as if they are happening now. Have other reporters “interview” students posing as the leaders.

Portfolio Evaluation

Encourage students to choose samples of their best work from the lesson to include in a portfolio (art projects, book reports, response journals, drawings, and so forth). These portfolios can be used as a review of their performance and for student evaluation. Ask students to explain why they chose certain works, what they learned from that project, how the work could be improved, and what their future goals are in the class. Students also can prepare an overall written evaluation of their portfolio.

Student Self-Evaluation

Ask students to evaluate their own participation and the “products” of their learning. Have students give written or oral responses to questions like: **What was the most difficult part of this project for you? What do you think you should do next? If you could do this task again, what would you do differently? What did you learn from this project?**

Journal Reviews

Have students turn in their journals after each entry, at the end of a chapter, or at the end of the book. Review the journals (which may include free-writes, responses, notes, and vocabulary lists) to assess how well students understood the content, grew in their writing ability, developed new vocabulary, and the like.

TEACHING RESOURCES

- A good place to look online for quotations is www.quotationspage.com/ or www.famous-quotations.com.
- The National Archives and Records Administration (www.nara.gov) and the Library of Congress (www.loc.gov) are both great sites for finding primary source documents.

APPENDIX I: Lesson Planning Guide

Leaders Who Changed the World: Lesson Planning Guide

Subject/Lesson: _____ Number of Days/Periods: _____ Dates of Instruction: _____

PRE-READING: Before students read the book, find out what students know about the new content, give them a preview of what they will learn, and spark their interest! Choose several activities to introduce the book. Choose one activity to introduce the subject and one to introduce each chapter.

Book		Activities to Introduce the Book, Subject, & Chapter	Materials Needed	Standards Covered
1.				
2.				
Subject				
Chapter(s)				

DURING READING: Choose activities that give students opportunities to read and re-read the book with purpose. Choose one “general academic skills” activity and one “reading comprehension” activity to help students learn the historical content and develop academic skills.

	Activities	Materials Needed	Standards Covered
General Academic Skills			
Reading Comprehension			

EXPANDING LEARNING: In this section, choose activities that relate to the lesson/content area you are teaching. Choose two or more activities from one of the categories under each content area depending on student interest, curriculum demands, and class time.

	Activities	Materials Needed	Standards Covered
1.			
2.			

ASSESSMENT: Determine your assessment strategies and choose activities from this section as appropriate.

- Written Test
- Comprehension Checks: _____
- Performance Assessment: _____
- Portfolio Evaluation
- Self-Evaluation
- Journal Reviews

APPENDIX II: Resource Sheets

Mingle and Match Vocabulary: Charlemagne

account	A written record or explanation.	fury	Violent, uncontrolled anger.
agent	A person who represents another person.	indignation	Anger stirred up by something unjust, mean, or unworthy.
appoint	To select or name someone to fill an office.	liberal studies	Academic subjects such as literature, history, and philosophy.
aristocrat	Noble; someone who belongs to the ruling class.	military	Having to do with the army or war.
Augustus	A ruler of the Roman Empire	Muslim	A person who follows the religion of Islam.
biographer	A person who writes the story of another person's life.	palace	A large building where kings, queens, and their families live.
clergy	The group of men with the training and authority to lead religious services.	pledge	To promise.
custom	The traditional way people do things; a habit or practice.		

Mingle and Match Vocabulary: Eleanor of Aquitaine

armor	A special covering worn over the body to protect against weapons.	province	A part of an empire or country outside the main city.
baron	A nobleman.	reunite	To join together again.
chivalry	The way a knight must act.	standard	An agreed upon measure of comparison.
duke	The highest-ranking nobleman.	summon	To send for; to request to appear.
pilgrimage	A journey to a holy place.	wrought	To form.

Mingle and Match Vocabulary: Kublai Khan

commerce	The buying and selling of goods; business	policy	A plan or course of action adopted by a government.
economic	Having to do with producing, developing, and managing wealth.	realm	Kingdom.
gilt	Gold.	sway	Influence.
peasant	A worker on or an owner of a small farm.	unify	To bring together into a whole.

Mingle and Match Vocabulary: Mansa Musa

abhor

To hate.

financial

Having to do with money.

confiscate

To take.

hostage

A person captured and held until money is paid or other demands are met.

devout

Deeply religious.

mosque

A Muslim place of worship.

elegant

Made of fine materials and of good design.

relative

A family member.

Mingle and Match Vocabulary: Moctezuma II

calculate

To figure out something,
often by using numbers
or mathematics.

legend

A story handed down
from earlier times.

colony

A group of people
who settle in a land
far away.

reverence

Honor or respect.

dominate

To control or rule
by power.

sovereign

Ruler or king.

inherit

To receive from someone
who has died.

Mingle and Match Vocabulary: Elizabeth I

abbey	A place where a community of nuns or monks lives.	raid	To attack suddenly or by surprise.
adultery	An affair between a married person and someone other than the person's spouse.	Roman Catholic Church	The Christian Church in the western part of the Roman Empire.
Anglican Church	Founded when Henry VIII broke away from the Roman Catholic Church.	strained	Tense; difficult.
armada	A group of ships; fleet.	threat	Something or someone thought to be a possible danger.
New World	The Western Hemisphere	witchcraft	Magic or sorcery.

Mingle and Match Vocabulary: Marie Antoinette

coronation

The crowning of a king or queen.

Prussia

A former state in what is now northern Germany and Poland.

frivolous

Not serious; silly.

republic

A form of government where people choose their leaders.

Holy Roman Empire

An empire, consisting largely of Germanic states in central and western Europe.

treason

Disloyalty to one's country.

interfere

To get involved with someone else's business.

tyranny

A form of government in which the ruler uses power in a harsh, cruel way.

monarchy

A government ruled by kings or queens

Analyze a Primary Source: Letter from Queen Elizabeth

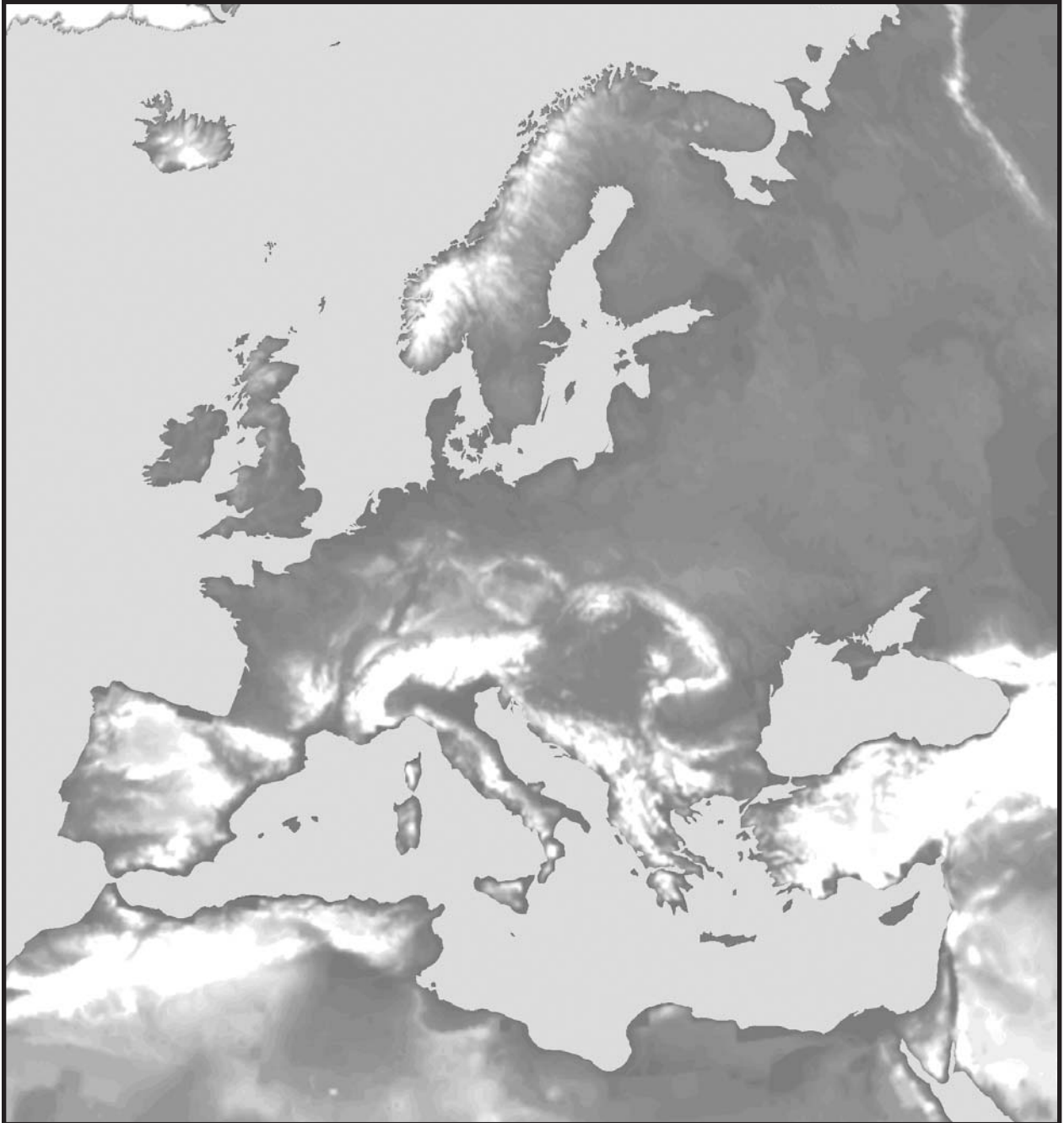
Background: The letter below was written to Queen Mary by Queen Elizabeth in 1554 after she was sent to the Tower of London.

March 16, 1554.

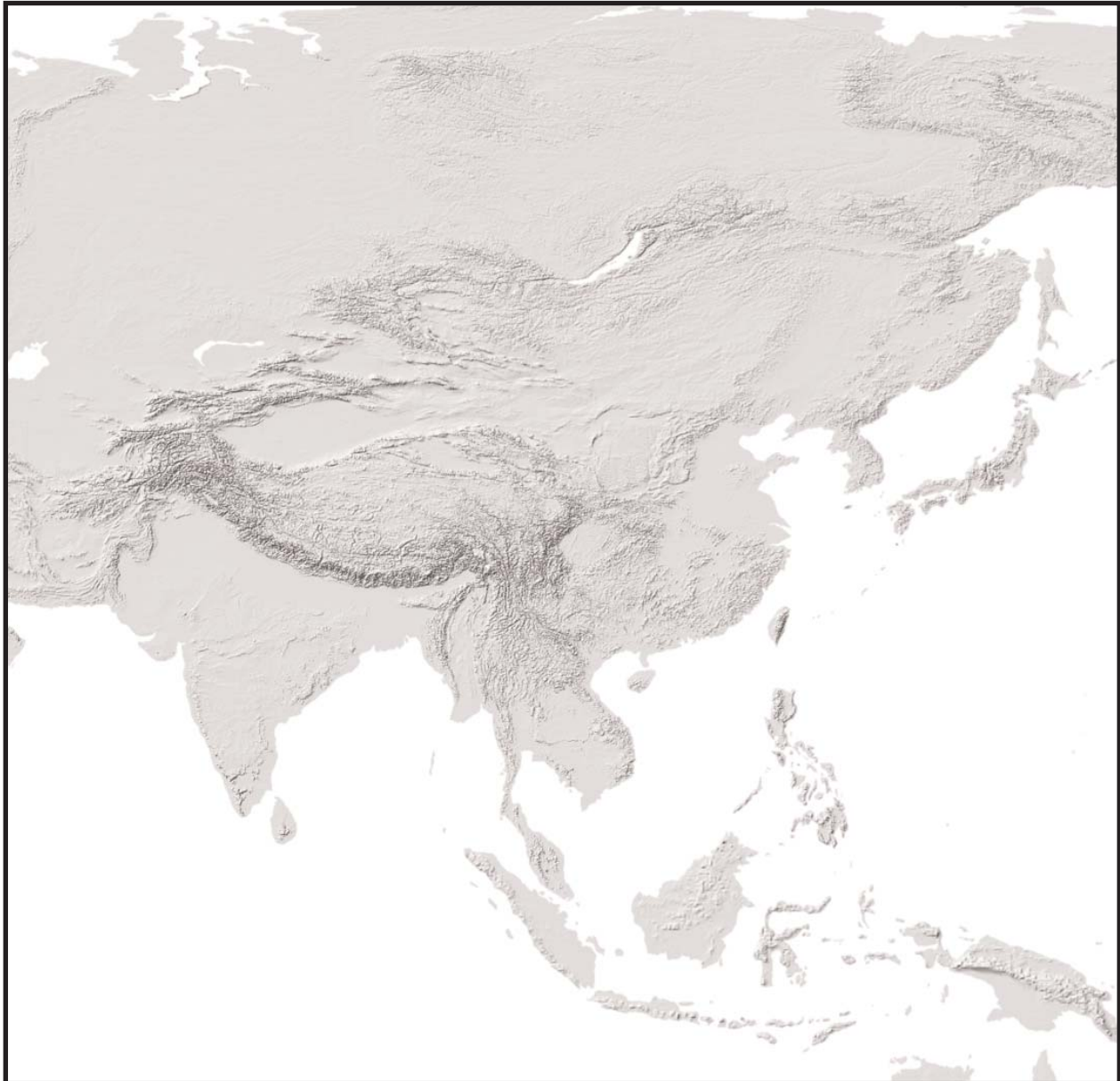
If any ever did try this old saying, 'that a king's word was more than another man's oath,' I most humbly beseech your Majesty [Queen Mary] to verify it to me, and to remember your last promise and my last demand, that I be not condemned without answer and due proof, which it seems that I now am; for without cause proved, I am by your council from you commanded to go to the Tower, a place more wanted for a false traitor than a true subject, which though I know I desire it not, yet in the face of all this realm it appears proved. I pray to God I may die the shamefullest death that any ever died, if I may mean any such thing; and to this present hour I protest before God (Who shall judge my truth, whatsoever malice shall devise), that I never practised, counselled, nor consented to anything that might be prejudicial to your person anyway, or dangerous to the state by any means. And therefore I humbly beseech your Majesty to let me answer afore yourself, and not suffer me to trust to your Councillors, yea, and that afore I go to the Tower, if it be possible; if not, before I be further condemned. ...

~Elizabeth

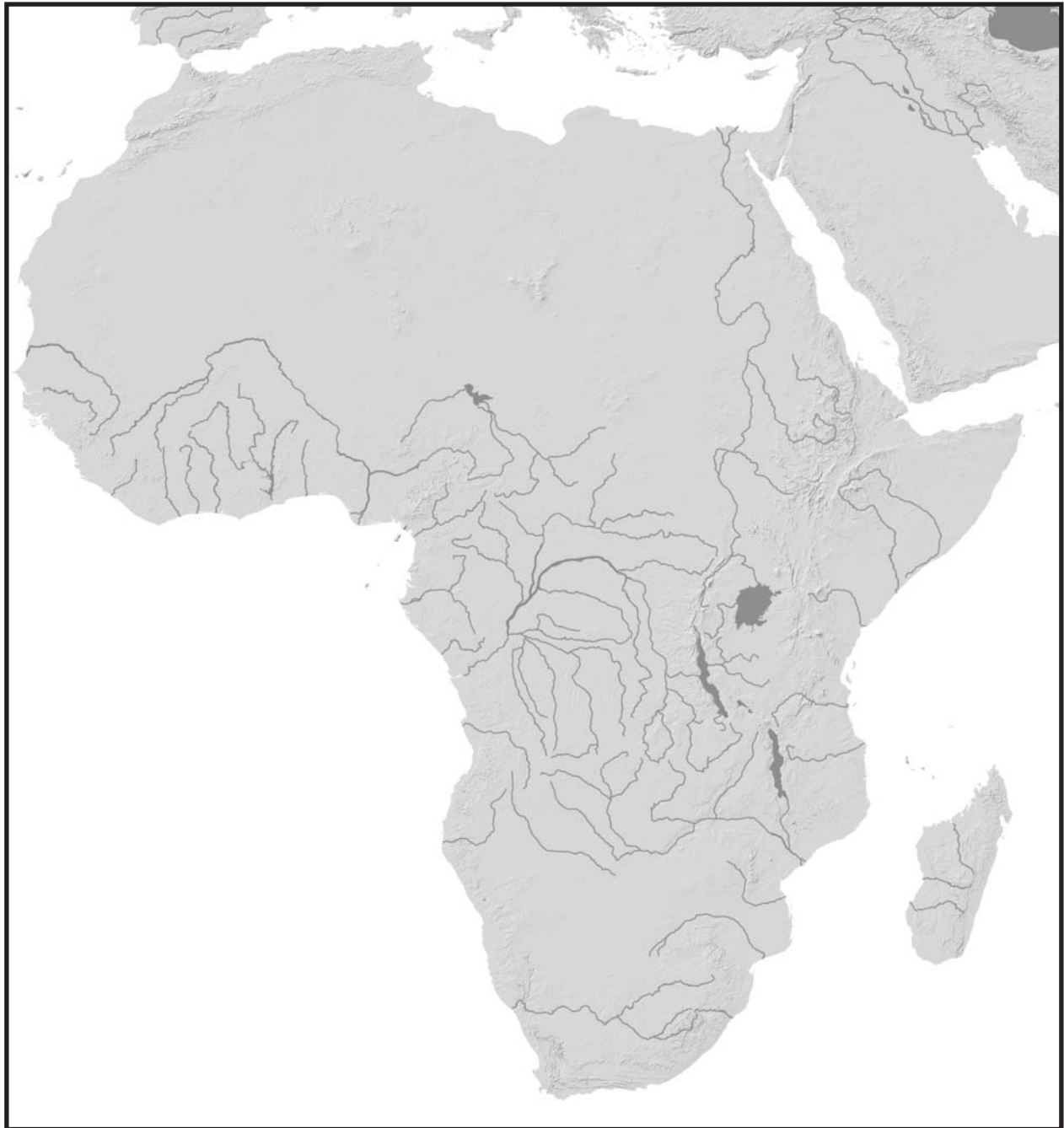
Blank Map: Europe



Blank Map: Asia



Blank Map: Africa



Blank Map: Mexico



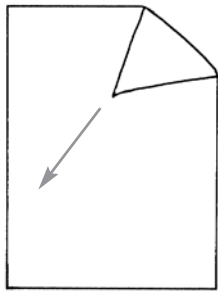
Blank Map: World



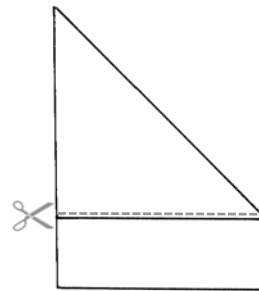
Make a Triorama

Directions: Follow the directions below to make a triorama.

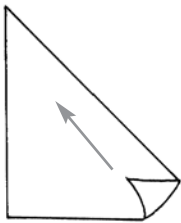
Materials Needed: rectangular sheet of paper (thick paper, such as cardstock, works best); scissors; glue, tape, or a stapler



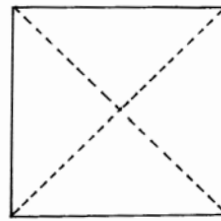
Step 1: Start with the rectangular sheet of paper. Fold the top of the paper to the side of the paper to make a triangle.



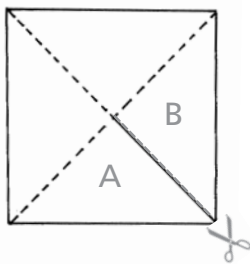
Step 2: Cut off the flap below the triangle.



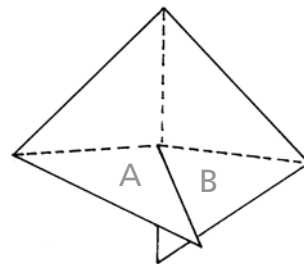
Step 3: Fold the bottom corner of the triangle to the top corner to make a smaller triangle.



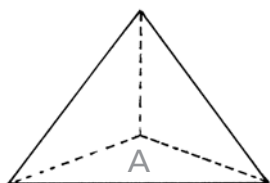
Step 4: Unfold the triangle and you will have a square with two diagonal folds.



Step 5: Cut one of the folds from the corner to the center of the square. You will have two flaps (A and B).



Step 6: Overlap flap A completely over flap B and tape, glue, or staple together.



Step 7: Your finished triorama is ready for decorating!

APPENDIX III: Additional Comprehension and Critical Thinking Questions

Charlemagne: Emperor of the Romans

- Who was Charlemagne's father and what was his position in the kingdom? (*Pepin the Short; he was king of the Franks*)
- What do historians call the empire Charlemagne ruled? (*Carolingian empire*)
- Like his father, Charlemagne developed a relationship of mutual support with what powerful leader? (*the pope*)
- Who did Charlemagne appoint to govern local areas in the empire? (*men called counts*)
- What were the responsibilities of the *missi dominici*? (*to make certain that Charlemagne's rules and wishes were being carried out by the counts*)
- Who did Charlemagne put in charge of his education program? (*Alcuin of York*)
- Who was Einhard? (*Charlemagne's biographer*)
- *The Song of Roland* tells the story of Charlemagne's war against the Muslims in Spain and about his nephew Roland, a heroic knight. Why do people write stories about heroic individuals? If you were asked to write a story about a heroic individual who would you choose? (*answers will vary*)
- Does the *Song of Roland* excerpt help you understand that religion influenced the people of Europe during this time? Why or why not? (*answers will vary*)
- Why do you think leaders at this time were expected to have strong military skills? Do we expect leaders today to have these skills? (*answers will vary*)
- Why do you think Charlemagne sent officials to check on the counts? Who are government officials responsible to in our government today? (*answers will vary*)
- Do you agree or disagree with Charlemagne's ideas about how children should be educated? Explain your answer. (*answers will vary*)
- Why do the writings of Einhard show that Charlemagne was a man who deeply loved his family? Explain your answer. (*answers will vary; possible answers may include: some people think that a leader must first know how to "lead" his family before being able to lead a large group of people; the biographer may have wanted to show a softer, more sensitive side of Charlemagne*)
- Why do you think it was important for Charlemagne (and other rulers during this time) to have support of the pope? (*answers will vary; possible answers may include: the pope was a highly respected person who was thought to be Christ's representative on earth; the pope had great influence over people throughout Europe, most of whom were Christians*)

Eleanor of Aquitaine: A European Queen

- How old was Eleanor when she became the duchess of Aquitaine? (*15*)
- How was Eleanor different from most royal women of the time? (*she was active in ruling the country*)
- How many children did Eleanor have? How many went on to become rulers? (*10; two were kings of England*)

- What was the goal of the Second Crusade? Did the crusaders achieve this goal? (*to capture the Holy Land from the Muslims and to reach Jerusalem; no*)
- In 1173, Eleanor supported a rebellion against whom? (*her husband, the English king, Henry II*)
- Eleanor was very close with which two of her sons? (*Richard and John*)
- How did Eleanor play a public role? (*she advised in political matters; she joined the Second Crusade*)
- Why do you think the king of France arranged for his son Louis to marry Eleanor? (*answers will vary; possible answers may include: because the king wanted control of Aquitaine*)
- Do you think Eleanor married Henry II for love? Why or why not? (*answers will vary*)
- Given the words in her letter to her son, what was Eleanor of Aquitaine's attitude toward the baron Amaury of Poitou? Explain your answer. (*answers will vary*)
- Do you think Eleanor of Aquitaine was happy when she wrote the letter to her son? Why or why not? (*answers will vary*)
- How does Eleanor of Aquitaine compare with other rulers you have learned about? (*answers will vary*)
- How is Eleanor of Aquitaine like modern women? How is she different? (*answers will vary*)
- What contributions did Eleanor of Aquitaine make to France? To England? (*answers will vary*)

Kublai Khan: A Mongol Chief Rules China

- Name some of the dramatic changes that Kublai Khan made in China. (*moved capital to Beijing; defeated the Song Dynasty; reunited northern and southern China; created an office to oversee the production of grain; had storage areas built to store surplus food; organized a system of tax collection; adopted use of paper money*)
- Who did Kublai Khan defeat in order to become emperor of China? (*Song Dynasty*)
- How did Kublai Khan show his tolerance of different religions? (*debated religion in royal court; gave economic benefits to all religious groups*)
- How did Kublai Khan show his distrust of the Chinese government officials? (*replaced them with Mongol and non-Chinese officials*)
- What were some of the problems Kublai Khan faced during his rule? (*he was defeated twice when attempting to conquer Japan; he increased taxes to pay for his wars and peasant farmers rebelled; the Chinese saw Mongols as outsiders and did not want to help with problems*)
- Why didn't the Chinese eagerly help Kublai Khan and the Mongols solve problems? (*because they saw them as outsiders*)
- What are the advantages and disadvantages of having a set of formal rules about how leaders are chosen? (*answers will vary*)
- How do you think the Confucian scholars felt about Kublai Khan? Explain your answer. (*answers will vary*)
- What do Marco Polo's descriptions of Kublai Khan reveal about Marco Polo? (*answers will vary; possible answers may include: Marco Polo was in awe of Kublai Khan and Chinese culture; Marco Polo placed much emphasis and importance on material wealth*)
- What do Marco Polo's descriptions reveal about Kublai Khan? (*answers will vary; possible answers may include: people brought Kublai Khan gifts because they respected him; Kublai Khan loved treasures and fine architecture; Kublai Khan was a powerful leader*)

- Do you think Marco Polo was impressed with Kublai Khan? Why or why not? (*answers will vary*)
- How does Kublai Khan compare with other rulers you have learned about? (*answers will vary*)

Mansa Musa: King of Mali

- During his pilgrimage to Mecca, Mansa Musa met the sultan in what city? (*Cairo, Egypt*)
- Who created a map of West Africa showing Mansa Musa? (*Abraham Cresques*)
- While in Gao, who did Mansa Musa take hostage? (*two Songhai princes*)
- How was Mansa Musa able to keep the peace in his kingdom? (*he made Mali a powerful kingdom; he had a large army and enforced strict laws*)
- Who and what accompanied Mansa Musa on his journey to Mecca? (*60,000 people—slaves, friends, relatives, cooks, soldiers, teachers, servants, blacksmiths; animals—camels, horses, cattle; gold*)
- What legacy did Mansa Musa leave? (*he made Mali a powerful and famous kingdom*)
- Mansa Musa's pilgrimage to Mecca brought great attention to Mali's wealth. In what ways was this attention positive? In what ways was it negative? (*answers will vary; possible answers may include: positive because Mali became powerful and famous; negative because Mali became a target for other countries to conquer*)
- How would taking Songhai princes as hostages ensure that Gao would remain loyal to Mansa Musa? (*answers will vary*)
- Why did Ibn Battuta describe the people of Mansa Musa's kingdom as "those who most abhor injustice"? (*answers will vary; possible answers may include: it was very safe; laws against crimes were strict; the people are honest*)
- Did Ibn Battuta have a positive or negative impression of Mali? Explain your answer. (*answers will vary*)
- How does Mansa Musa compare with other rulers you have learned about? (*answers will vary*)

Moctezuma II: Last Great King of the Aztecs

- Who ruled the Aztec empire before Moctezuma? (*Ahuitzotl*)
- In what ways was Moctezuma prepared to lead the Aztec empire? (*he was well-versed in the arts and he was an experienced military leader*)
- Why did the Aztecs consult the calendars to help them make good decisions? (*they believed that the calendars would show them the lucky and unlucky times to do things*)
- Moctezuma decided that military and government positions should go to whom? (*nobles*)
- Who arrived in Tenochtitlan in 1519? What was this timing significant? (*Hernando Cortés; a legend promised that Quetzalcoatl would return in 1519 as a bearded fair-skinned man; Cortés was a bearded fair-skinned man*)
- Why did the Aztecs decide to rid themselves of the Spaniards? Were they successful? (*the Spaniards were killing their people; they were temporarily successful in getting rid of the Spanish; eventually the Spanish conquered the Aztecs*)
- How did the Spaniards take advantage of the Aztecs' poor relationship with the people they conquered? (*they recruited them to help conquer the Aztecs*)
- Put yourself in Moctezuma's place. You believe a legend that one of your gods is going to return as a bearded, fair-skinned man. You hear reports about the arrival of a bearded, fair-skinned man. How would you deal with this situation? (*answers will vary*)

- What other cultures do you know about that have legends and myths about their gods? Did their beliefs about these legends and myths influence the decisions they made? (*answers will vary*)
- What does Bernal Díaz del Castillo tell you about Aztec life and culture? What does it reveal about the Spaniard's impression of the Aztecs? (*answers will vary; possible answers may include: they were civilized, wealthy, and had a thriving commerce; he seemed to be in awe of the Aztecs*)
- Based on Diego Durán's account, how did Moctezuma treat Cortés when he arrived in Tenochtitlan? What does this reveal about Moctezuma's character? (*answers will vary; possible answers may include: politely; with honor and respect; hospitably; Moctezuma's character—welcoming, unbiased, trusting*)
- How does Moctezuma compare with other rulers you have learned about? (*answers will vary*)

Queen Elizabeth I: An English Queen

- Why was Anne Boleyn, Elizabeth's mother, executed? (*she was accused of adultery and witchcraft, but it likely had something to do with the fact that Henry wanted a male heir*)
- Why was Elizabeth arrested and taken to the Tower of London? (*she was accused of trying to overthrow her half-sister, Queen Mary*)
- How old was Elizabeth when she became queen of England? (25)
- What did Elizabeth do when England needed help from another country? (*offered the possibility of marriage*)
- What did England defeat in 1588? (*the Spanish Armada*)
- Who did some people think Queen Elizabeth would marry? (*Sir Walter Raleigh*)
- What are some reasons why Queen Elizabeth's reign is considered "extraordinary"? (*she developed a strong navy; made England a world power; defeated the Spanish Armada*)
- What advantages did Queen Elizabeth I have in life? What obstacles did she face? (*answers will vary; possible answers may include: she was born into royalty and wealth; she received a wonderful education; she was a woman; she was seen as a threat by her siblings*)
- Why do you think King Henry VIII was upset that Elizabeth was a girl? (*answers will vary; possible answers may include: he wanted a male heir; he had destroyed many relationships to marry Anne Boleyn and she couldn't produce a son for him*)
- How might obstacles Elizabeth faced earlier in life have prepared her for becoming queen? (*answers will vary*)
- Explain in your own words what the excerpt from Sir Walter Raleigh's poem on love means. What is Raleigh's opinion of love? Do you agree or disagree with him? (*answers will vary*)
- How did the French ambassador to England describe Queen Elizabeth in his description of her? Was it a positive description? What does this tell you about Queen Elizabeth during the end of her life? (*answers will vary; possible answers may include: unattractive, impatient, graceful, old; not a very positive description; perhaps the queen was tired of being ruler*)
- What qualities of Queen Elizabeth do you admire? (*answers will vary*)
- What lessons can you draw from Queen Elizabeth's life? (*answers will vary*)
- How does Queen Elizabeth compare with others rulers you have learned about? (*answers will vary*)

Marie Antoinette: Queen of France

- Marie Antoinette's family ruled what empire? (*Holy Roman Empire*)
- Marie Antoinette's marriage to Louis XVI helped strengthen the relationship between what countries? (*France and Austria*)
- Who declared war on France in 1791? (*Austria and Prussia*)
- Why was Marie Antoinette unpopular in France? (*she tried to interfere with France's foreign policy; she lived a frivolous lifestyle*)
- In 1792, the royal family of France was accused of what crime? (*treason*)
- Why is Marie Antoinette reported to have said, "Let them eat cake"? (*because the people of France did not have enough bread to eat; the statement shows a complete lack of understanding of how average people lived—if they didn't have bread to eat, they certainly would not have had cake; people thought Marie Antoinette did not care about them*)
- How was the political situation in France changing during Marie Antoinette's time? (*the Enlightenment thinkers reasoned that the people had natural rights to life, liberty, and owning property, as well as the right to choose and overthrow their leaders; many people were supportive of these new ideas*)
- What does the letter Marie Antoinette wrote to her mother after the king's coronation ceremony tell you about Marie Antoinette's feelings toward the French people? (*answers will vary; possible answers may include: she appreciated their enthusiasm and kindness; she saw that they were essentially good*)
- In the letter to her mother after the king's coronation ceremony, Marie Antoinette writes, "It is a remarkable trait in the French character that it lets itself be carried away by evil suggestions and then returns to the good right way" Explain this statement in your own words. What did Marie Antoinette mean when she wrote these words? (*answers will vary*)
- What is your opinion of Marie Antoinette? Do you think she understood the problems facing the French citizens? Do you think she realized she was unpopular? Explain your answer. (*answers will vary*)
- What lessons can you draw from Marie Antoinette's life? (*answers will vary*)
- How does Marie Antoinette compare with other rulers you have learned about? (*answers will vary*)

APPENDIX IV: Activity Sheets



Who Do You Want for a Leader?

Directions: History shows that there were many powerful leaders in the past. But, would anyone today want to be ruled by any of those leaders? You are going to conduct a survey to find out! Choose three people to interview. Then ask them the questions below. Share your survey results with your class, a friend, or a family member.

Charlemagne—Emperor of the Romans

Kublai Khan—A Mongol Ruler of China

Moctezuma II—King of the Aztecs

Marie Antoinette—Queen of France

Eleanor of Aquitaine—European Queen

Mansa Musa—King of Mali

Elizabeth I—Queen of England

People I Interviewed:

Person 1: _____ Person 2: _____ Person 3: _____

Of the leaders listed above, who would you *most* want to be your leader? Why?

Person 1: _____

Person 2: _____

Person 3: _____

Of the leaders listed above, who would you *least* want to be your leader? Why?

Person 1: _____

Person 2: _____

Person 3: _____



Does History Repeat Itself?

Directions: Have you ever heard someone say, "History always repeats itself"? Do you think this is a true statement? Choose one leader you read about in *Leaders Who Changed the World* and one modern leader from anywhere in the world (a president, prime minister, governor, senator, United Nations secretary, etc.) Draw a picture in the box below to show the similarities and differences in the way these leaders use their power. Write a caption to summarize your picture. Then, answer the question at the bottom of the page.

Past Leader: _____ Modern Leader: _____

According to your picture, does history repeat itself when it comes to these two leaders? Explain your answer.



Performance Assessment: Oral

This Just In ...

Directions: Working with a partner, choose one leader you have read about in this book. One of you will pretend to be a news anchor and one of you will pretend to be a television news reporter during the life of your leader. Choose one major event in your leader's life and prepare a two-minute "news report." The news anchor should introduce the news reporter, the event, and the leader's name. The news reporter should report on the event that is taking place. Then the news anchor should finish the news report with a summary of the event. Perform the newscast for your class, a friend, or a family member.

Leader's name: _____

Event we will be reporting on: _____



Performance Assessment: Visual

Create a Poster

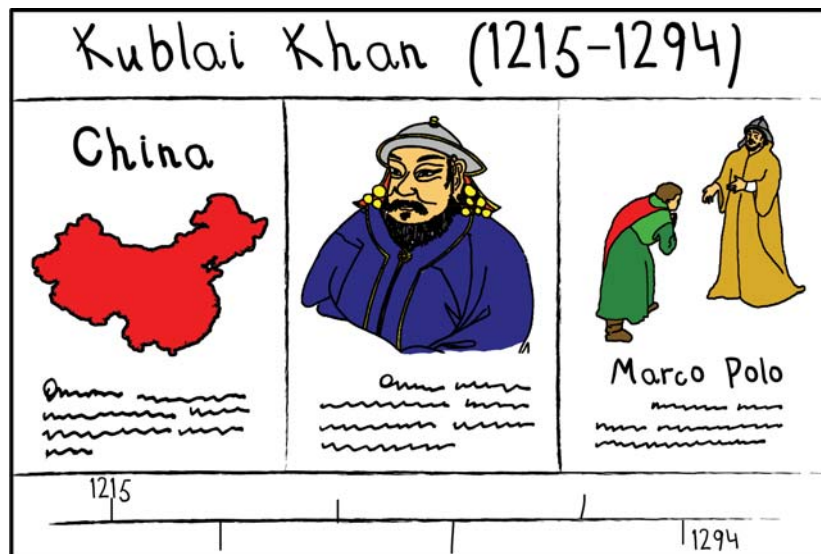
Directions: Choose one leader you have read about in this book. Follow the instructions below to create a poster about your leader. Make sure you include illustrations. Be creative and have fun!

You will need:

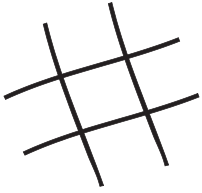
- white poster board (11" x 14" or larger)
- markers, crayons, or colored pencils

Things to include on your poster:

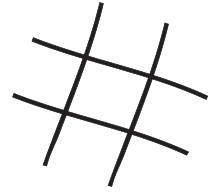
1. The leader's name
2. Where the leader was born, lived, traveled, and so forth
3. Important events in the leader's life
4. Time line with important dates
5. Maps
6. Illustrations (a portrait of the leader, a scene of important events, people in the leader's life, and so forth)



Show your poster to your class, a friend, or a family member.



TIC O TAC X TOE: True or False?



Directions: Read the sentences below and decide if they are true or false. If the sentence is true, put an "X" in the numbered box that corresponds with the sentence. If the sentence is false, put an "O" in the numbered box. If you are correct in determining which sentences are true and which sentences are false, the "X"s will win this game of Tic-Tac-Toe!

Sentences

- _____ 1. The pope did not get along well with Charlemagne.
- _____ 2. Mansa Musa is remembered for his pilgrimage to Mecca.
- _____ 3. The writer, Sir Walter Raleigh, was married to Queen Elizabeth for many years.
- _____ 4. Marie Antoinette was popular with the French people because of her foreign policy.
- _____ 5. Eleanor of Aquitaine knew what she wanted and did what she needed to get it.
- _____ 6. Moctezuma was kind to the Spanish visitors, even though he was suspicious of them.
- _____ 7. *The Song of Roland* was written after Charlemagne lost a battle to the Muslims.
- _____ 8. Kublai Khan defeated the Song Dynasty in China.
- _____ 9. Marie Antoinette was executed for stealing jewels.

True = X
False = O

1.	2.	3.
4.	5.	6.
7.	8.	9.



Analogies

Directions: Analogies show the relationship between two words or phrases. Sometimes analogies show how things are similar. Other times, they show how things are different. Read the example below. Then complete the analogies using the words in the word list. Use each word only once.

Example: A baker is to bread as a carpenter is to furniture.
(A baker *makes* bread. A carpenter *makes* furniture.)

Word List

Asia

Franks

literature

Crusades

Henry VIII

Mecca

1. Charlemagne is to the _____ as Marie Antoinette is to the French.
2. Kublai Khan is to paper currency as Elizabeth I is to _____.
3. The Aztecs are to the continent of North America as the Chinese are to the continent of _____.
4. Eleanor of Aquitaine is to the _____ as Cortés is to the conquest of the Aztecs.
5. Mansa Musa is to pilgrimage to _____ as Charlemagne is to uniting the Frankish kingdom.

Now, create your own analogy using leaders, events, and places from *Leaders Who Changed the World*.

_____ is to _____

as _____ is to _____.



Choose the Best Answer

Directions: Read each question and circle the best possible answer.

- Who did Charlemagne put in charge of his education program?
 - Pepin the Short
 - Pope Adrian I
 - Alcuin of York
 - Carloman
- In 1173, Eleanor of Aquitaine supported a rebellion against _____.
 - Henry II
 - William X
 - Louis VII
 - the Muslims
- Kublai Khan was responsible for many changes in China, including _____.
 - moving the capital city to Mongolia
 - organizing a system to collect taxes
 - making gold coins the only legal money in China
 - adopting Chinese customs
- Who created a map of West Africa showing Mansa Musa?
 - Marco Polo
 - Abraham Cresques
 - Ibn Battuta
 - Hernando Cortés
- Moctezuma decided that military and government positions should go to whom?
 - the Spaniards
 - brave Aztec soldiers
 - the people conquered by the Aztecs
 - Aztec nobles
- When England needed help from another country, Queen Elizabeth _____.
 - sunk that country's ships
 - offered the country a large sum of money
 - offered the possibility of marriage to create an alliance
 - a and b
- In 1792, the royal family of France was accused of what crime?
 - starving the French citizens
 - murder
 - revolting
 - treason