

Women Who Ruled TEACHER'S GUIDE



EXPLORE THE AGES



ABOUT THE AUTHOR

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Acknowledgments

Special thanks to Linda Naccarato, Linda Sasser, and Dr. Connie Williams, whose ideas inspired many activities; and the Ballard & Tighe editorial staff, whose talents and dedication helped make this a wonderful resource. This guide is dedicated to Courtney Belsher, a fearless woman of compassion and strength.



An IDEA® Resource from Ballard & Tighe, Publishers
P.O. Box 219, Brea CA 92822-0219

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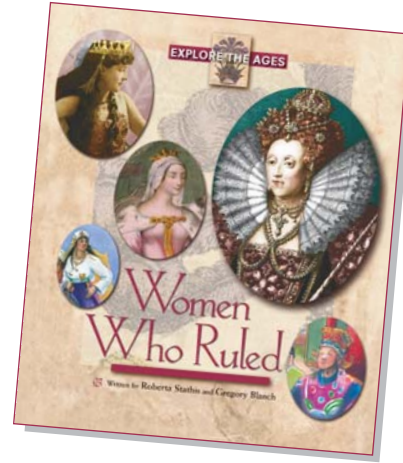
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INTRODUCTION

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 *Women Who Ruled* 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 students 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)

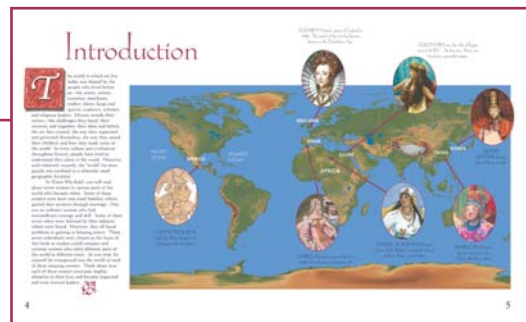
PRE-READING

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: ***Women Who Ruled* tells the stories of seven women from different time periods and regions of the world who ruled and led their people. These women's stories are special because most rulers throughout history were men.**

Ask students who the authors of the book are. Point out the authors' names on the front cover or on the title page. Tell students a little about the authors: ***Women Who Ruled* was written by Drs. Roberta Stathis and Gregory Blanch who have coauthored a number of different 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 women associated with the map. Ask questions: **On what continent did Lady Kanal-Ikal live? [North America] On what continent do you live? When did Empress Wu rule China? [690–705] How many years ago was that? What are some of the names we use for women rulers? [queen, empress, monarch] Have you heard of any of these rulers? What do you know about them?**



Read the introduction aloud or have student volunteers read it. Ask comprehension questions: **Why is it amazing that these women became rulers? [because rulers at this time were usually men] Do all rulers try to make life better? [no] Do all rulers have an effect on the people around them? [yes] Name some kinds of rulers. [kings, queens, emperors, monarchs] What time span will we be reading about in this book? [100 B.C.–A.D. 1600]**

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? [100 B.C.–A.D. 1600] What is the earliest event? [Cleopatra becomes Queen of Egypt] The latest? [Elizabeth becomes queen of England] What two events occurred at the same time? [Damia al-Kahina becomes a military general in northern Africa and Empress Wu declares herself ruler of China] When did Sonduk become queen of Korea? [634] How many years are between the time Empress Wu became ruler of China and Isabella became queen of Spain? [784]**

2. Introduce the Subject of Women Rulers

Choose one of the activities below to introduce the subject of women rulers.

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 "rulers":

- 3: Describe three qualities a ruler should have.
- 2: Describe two opinions you have about rulers.
- 1: Identify one problem a woman ruler may face. GO!

Think/Pair/Share

Organize students into pairs or small groups. Ask groups to come up with creative responses to open-ended questions related to the new content. **What is a ruler? What's the difference between a ruler and a president? Is your country ruled by a woman? Do you look at male rulers differently than female rulers? If so, why? Would you model your behavior after a ruler? How would a ruler affect you? What challenges do women face as rulers?**

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 new content. For example, you might say something like the following:

- Find someone who ate cereal for breakfast and then discuss a woman living today who is a ruler.
- Find someone who plays soccer then discuss a past woman ruler.
- Find someone who speaks more than one language and describe the characteristics a woman ruler should have.
- Find someone wearing red and discuss one problem a woman ruler may face.

Students must document with whom they discussed each question. The only 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 women:

- "If women are expected to do the same work as men, we must teach them the same things." —Plato
- "Well-behaved women rarely make history." —Laurel Thatcher Ulrich
- "Women are not inherently passive or peaceful. We're not inherently anything but human." —Robin Morgan
- "Women have been called queens for a long time, but the kingdom given them isn't worth ruling." —Louisa May Alcott

These quotations 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? Do you agree with the statement?** Then have students research other quotations or come up with quotations of their own!

3. Introduce Each Chapter

Choose one of the following activities in this section.

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 form a 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 Isabella I?** You will 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 queens?** The only ground rule is that they 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=KNOW** about the topic? **W=WANT** to know? **L=What did you LEARN?** The **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 Isabella I:

- Discuss and write down (in the “K” column) the names of three women rulers (past or present). Ask students to tell what characteristics women rulers have in common.
- Discuss and write down (in the “W” column) a few questions students have about Queen Isabella. For example: “What problems did Isabella face?” “Where did Isabella live?” “How did Isabella’s decisions change the world?”

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 they are going to read about. Introduce the chapter by telling students about the time period. Give students some historical background. For example, when reading the chapter on Queen Elizabeth, 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. They did not use electricity.** Ask students what they think life was like during that time. Ask them about the people, what language they spoke, where they lived, and what they ate.

Set the Geographical Scene

Talk about the different regions students will learn about. Ask students questions such as: **What do you think these regions are like? What languages do the people speak? What do they eat? Have you ever been to a different country? Near what countries is it located? On which continent?** Have students locate the countries on a map.

Develop Vocabulary: Mingle and Match

Do a mingle and match activity with the vocabulary words from the book (see Resource Sheet 1). Make a transparency or distribute copies to students, and ask student pairs to match the words and definitions. Students can check the book glossary for the correct answers. Help students with pronunciation as needed.

Women Who Ruled
Teacher's Guide Resource Sheet 1A

Mingle and Match Vocabulary

abbey	A place where monks or nuns live and pray.	banish	To send someone away from a place.
administration	The way a government or organization is run.	Christian	A follower of the religion of Christianity.
abdicate	To give up a position of power, such as a king or queen.	civil war	Fighting between different groups in a country.
ally	To become a partner or friend.	conquer	To win a battle, city, or country.
assassinate	A secret murder, often of a political leader.	Confession	A statement made to a priest or a judge about a crime.
Anglican Church	A branch of the Christian church that is based in England.	convert	To change a religion.
assassinate	To kill someone, often a political leader.	convert	To change a religion or a way of life.
Barbery Coast	A region in West Africa.	convoke	To call a meeting or a group of people together.

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.

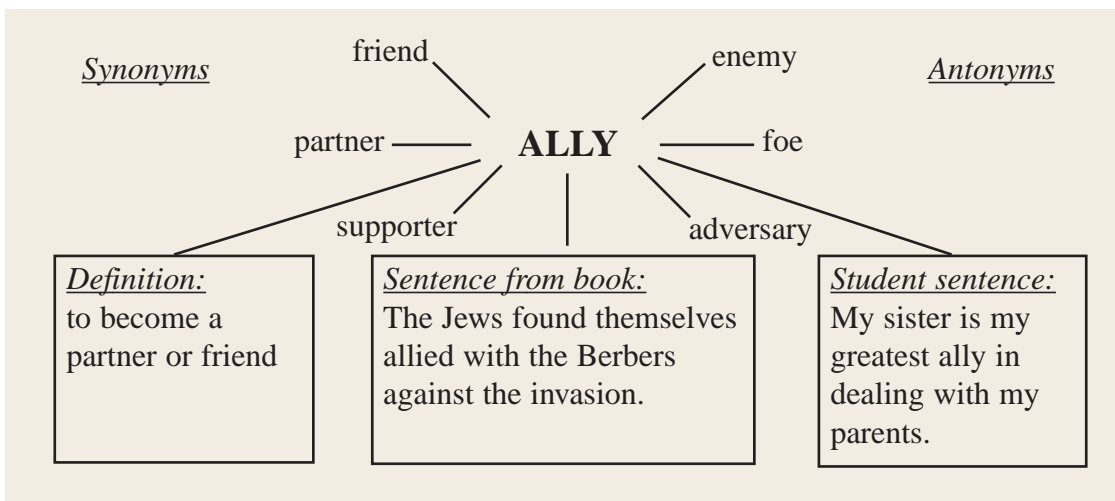
Take Notes

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 “ally” (p. 55):



Example of a semantic map:

What is the word? <i>ally</i>	What is it like? <i>friend</i>	
What is the definition? <i>to become a partner or friend</i>	What are other forms of the word? <i>allied</i> <i>allies</i>	What are similar words? <i>friend</i> <i>partner</i> <i>supporter</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:

- Empress Wu banned Buddhism during her rule of China.
- When she was young, Empress Wu became the emperor's favorite concubine.
- Empress Wu eliminated anyone that stood in her way.
- Empress Wu lowered the taxes peasants had to pay.

Rewritten false statement:

Empress Wu strongly believed in Buddhism during her rule of China.

Mini-Drama

After reading the chapter one time, organize students into groups of three or four. 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 artist, another student might be a discussion facilitator, and one student might illustrate major events in the artist'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, be certain to 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.

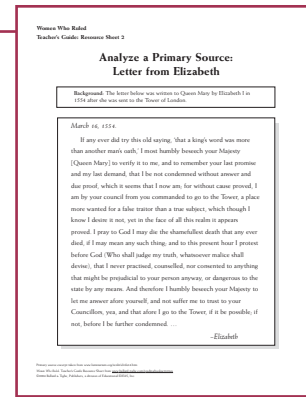
Have students open their books to one of the Look to the Source entries in *Women Who Ruled*. For example, show them the journal entry Christopher Columbus wrote after Ferdinand and Isabella conquered Granada (page 69). Tell students this is an excerpt from a primary source. Ask basic comprehension questions about the source: **What type of writing is this?** [*a journal entry*] **Who wrote it?** [*Christopher Columbus*] **What is it about?** [*the surrender of a Muslim army*] **What clues tell you when it was written?** [*it refers to Columbus' voyage to "India," which took place in 1492*] **Who is the audience?** [*he was writing for himself*] Ask students critical thinking questions: **What was the author's purpose in writing the source? Was it meant to be read by many people? 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 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 person write the document? How do you think the person 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 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 *Women Who Ruled* and other sources as an aid in answering the questions. You can use the primary source in Resource Sheet 2 (“Letter from Elizabeth”), choose one of your own, or have students find their own source.



■ Geography

Name that Place!

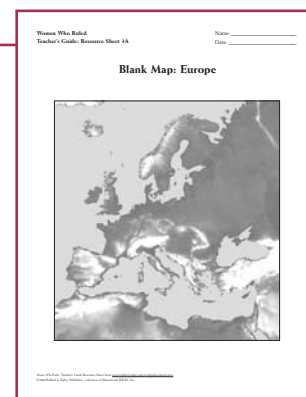
Have students look at one of the maps in the book (such as the map of Europe on page 54). Group students in partners. One student should choose a place on the map (e.g., Spain) and then create a list of 4-5 facts about the place (e.g., it is bordered by France, its coast touches the Atlantic Ocean and the Mediterranean Sea, it is on the European continent, it is on a peninsula). The other student should look at the book's maps, 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 the blank maps of regions in the book (see Resource Sheet 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 create their own time line by taping seven horizontal pieces of paper together and drawing 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.

■ 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 Women Rulers

Have students choose one of the women rulers they read about in the book. Then have students choose another woman ruler not included in the book. For example, a student may choose to compare Queen Elizabeth and Marie Antoinette. Have students conduct research on this new historical figure. Then have students compare and contrast the lives of the two rulers.

Market Research

Have students choose three rulers they read about in the book. Have them summarize these people or list the women's character traits. Have students interview friends and family members and/or other classmates to determine who people would want to be their ruler. Have students compare their findings and create a class bar graph (or line graph, pie chart, etc.) to see who are the most and least popular women rulers.

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

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.

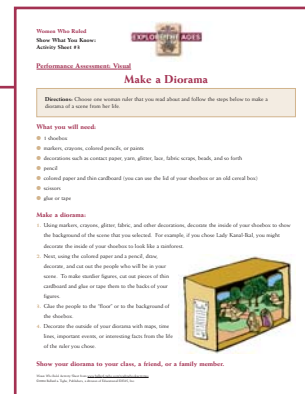
Arts and Humanities

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 other paintings or other artwork related to any of the events, people, or places in *Women Who Ruled*. Have students analyze the artwork using the questions above. Student also can draw their own illustrations and have classmates' analyze their artwork.

Art: Make a Diorama

Using the Show What You Know: Activity Sheet #3 ("Make a Diorama") as a guide, have students choose one of the women rulers they read about in the book and create a diorama of a scene from that person's life. Encourage students to be creative!



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.

Art: Crowning Report

As students read a chapter in *Women Who Ruled*, have them note the people, places, and events in the chapter. Students will create and decorate a crown depicting the pertinent information about each ruler. Have students make the base of the crown with construction paper (see Resource Sheet 4 "Crown Template"). Students should decorate the crown and include the name of the ruler and information in the "Fast Facts" box in the chapter. Next, have students cut out "jewels" to adorn the crown. On each jewel, students write the following: the main people involved in the ruler's life, the places the ruler lived and visited, the ruler's character traits, the events of the ruler's life, the ruler's important accomplishments, and the obstacles and challenges the ruler faced. Affix each jewel to the top of the crown. Students can add glitter, beads, and other craft materials to complete their crown. Students can wear their crowns as they give oral reports about their ruler.

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 rulers they read about in the book. As students read the chapter, have them note details about the ruler: physical characteristics (if given), personality, outlook on life, how the ruler treated others, the ruler's goals, what the ruler was like as a child, and what the ruler'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 ruler or have them make a Venn diagram comparing themselves with the ruler.

Dear Diary

Have each student create a diary for one of the artists 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 rulers, the time period, the places, or the subjects.

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 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): Stathis, Roberta and Gregory Blanch

TITLE: Women Who Ruled/
Roberta Stathis and Gregory Blanch

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

Summary: Tells the exciting stories of some of history's important women rulers, including Cleopatra, Lady Kanal-Ikal, Damia al-Kahina, Empress Wu, Queen Sonduk, Elizabeth I, and Isabella I.

SUBJECT(S): world history—rulers—women—nonfiction

LOCATION: Main

CALL NO: 428.35 STAT

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 date, 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 read this book.

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

■ Writing

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 Sonduk first entered the new observatory” 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, have students 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 Historical Poem

Have students choose a person, place, or event they read about in the book. Then have them create a cinquain 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
- Line 4: Sentence about the person/thing
- Line 5: Name of person/thing

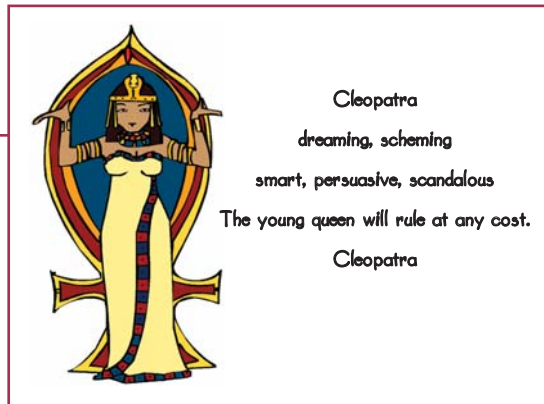
For example, a poem about Cleopatra might look like this:

Cleopatra
dreaming, scheming
smart, persuasive, scandalous
The young queen will rule at any cost.
Cleopatra

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

Write a Persuasive Essay

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



ASSESSMENT

In addition to the performance assessments incorporated into the lesson 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: True or False,” “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

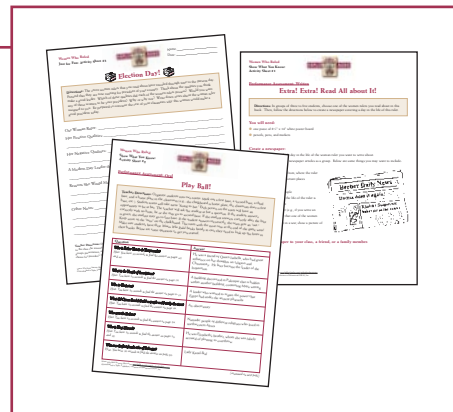
As an **oral** assessment, have students retell the story of one of the people they

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 person. 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:

- **Election Day:** Organize students into seven groups and pass out copies of the Just for Fun: Activity Sheet #3 (“Election Day!”) Tell students they are going to hold an election to see which woman ruler would be elected president today. Each group will campaign for one of the women rulers. Student should use the activity sheet to aid in preparing their campaign. Have students create posters and advertisements, give speeches, and hold debates as they try to get their woman ruler “elected.”
- **Create a Newspaper:** Pass out copies of the Show What You Know: Activity Sheet #1 (“Extra! Extra! Read All about It!”). Organize students into groups and have them choose one of the women rulers they read about. Using the



activity sheet as a guide, each group will create a newspaper front page covering a day in the life of the woman ruler they chose. Students can use newsprint or poster board as their paper, and should write articles, include photos and captions, a masthead, index, and other newspaper front page components.

- **Board Game:** Have students create a *Women Who Ruled* board game. Students should create and decorate a game board, decide on rules and points, and create trivia cards. Students can create their own trivia cards or use the questions in the Show What You Know: Activity Sheet #2 (“Play Ball!”). Another option is to incorporate the Just for Fun: Activity Sheet #2 (“Concentration”). Students can cut apart the boxes and place them in two piles. When a player gets his/her turn the player picks up a card from each category. If the cards match, the player moves ahead three spaces; if the card don’t match a player moves ahead only one space; if the cards don’t match but the player can name the word associated with the description on the other card, the player moves ahead two spaces.

Portfolio Evaluation

Encourage students to choose samples (art projects, book reports, response journals, drawings, and so forth) of their best work from the lesson to include in a portfolio. 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 can also 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 such as: **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.
- Visit www.fordham.edu/halsall/sbook1x.html for links to primary source documents. The National Archives and Records Administration (www.nara.gov) and the Library of Congress (www.loc.gov) are both great sites for finding other primary source documents.

APPENDIX I: Lesson Planning Guide

Women Who Ruled: 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.

Activities to Introduce the Book, Subject & Chapter		Materials Needed	Standards Covered
Book	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
- Portfolio Evaluation
- Comprehension Checks: _____
- Self-Evaluation
- Performance Assessment: _____
- Journal Reviews

APPENDIX II: Resource Sheets

Mingle and Match Vocabulary

abbey	A place where a community of nuns or monks lives.	bestow	To present as a gift or honor.
administrative	Management.	Christian	A believer in the religion of Christianity.
adultery	A romantic relationship between a married person and a person other than his or her spouse.	civil war	Fighting between different groups in a country.
ally	To become a partner or friend.	concubine	A woman who lives with and is supported by a man, but who is not his wife.
ancestor	A family member who lived a long time ago.	Confucianism	A belief system that taught the importance of self-discipline, proper behavior, and education.
Anglican Church	Founded in 1534 when Henry VIII broke away from the Roman Catholic Church.	convert	To adopt a new religion.
assassinate	To kill a person, usually a political leader.	crown	The power, position, or empire of a king or queen.
Barbary Coast	An area along the southwest coast of the Mediterranean Sea.	crusade	Military expedition by Christians in the Middle Ages to regain Holy Land from Muslims.

Mingle and Match Vocabulary

(continued)

decipher	To interpret or make sense of something.	lunar	Based on the moon.
determined	Having a firm purpose.	Muslim	A believer in the religion of Islam.
elite	A group within a society enjoying higher status than others.	nomad	A person who does not live in the same place all year round.
hereditary succession	Passing something from a parent or other ancestor to a child.	peasant	A worker on or an owner of a small farm.
hoard	To gather; to keep hidden.	peninsula	A piece of land surrounded by water on three sides.
house arrest	Being confined to one's house, instead of in jail.	prophecy	A prediction about the future.
inscription	Something carved into stone or other material.	province	A part of an empire or country outside the main city.
Jew	A believer in the religion of Judaism.	rampaging	Acting or behaving violently.

Mingle and Match Vocabulary

(continued)

relentless	Persistent.	suicide	The act of killing oneself.
Roman Catholic Church	The Christian Church in the western part of the Roman Empire.	territory	An area of land; region.
ruins	The remains of something that has been destroyed.	tolerate	To put up with; to allow.
ruthless	Having no compassion or pity; merciless.	virtue	Goodness.
senator	A man who made laws and helped govern.	zeal	Strong eagerness.
shrine	A place where holy objects are kept.		

Analyze a Primary Source: Letter from Elizabeth

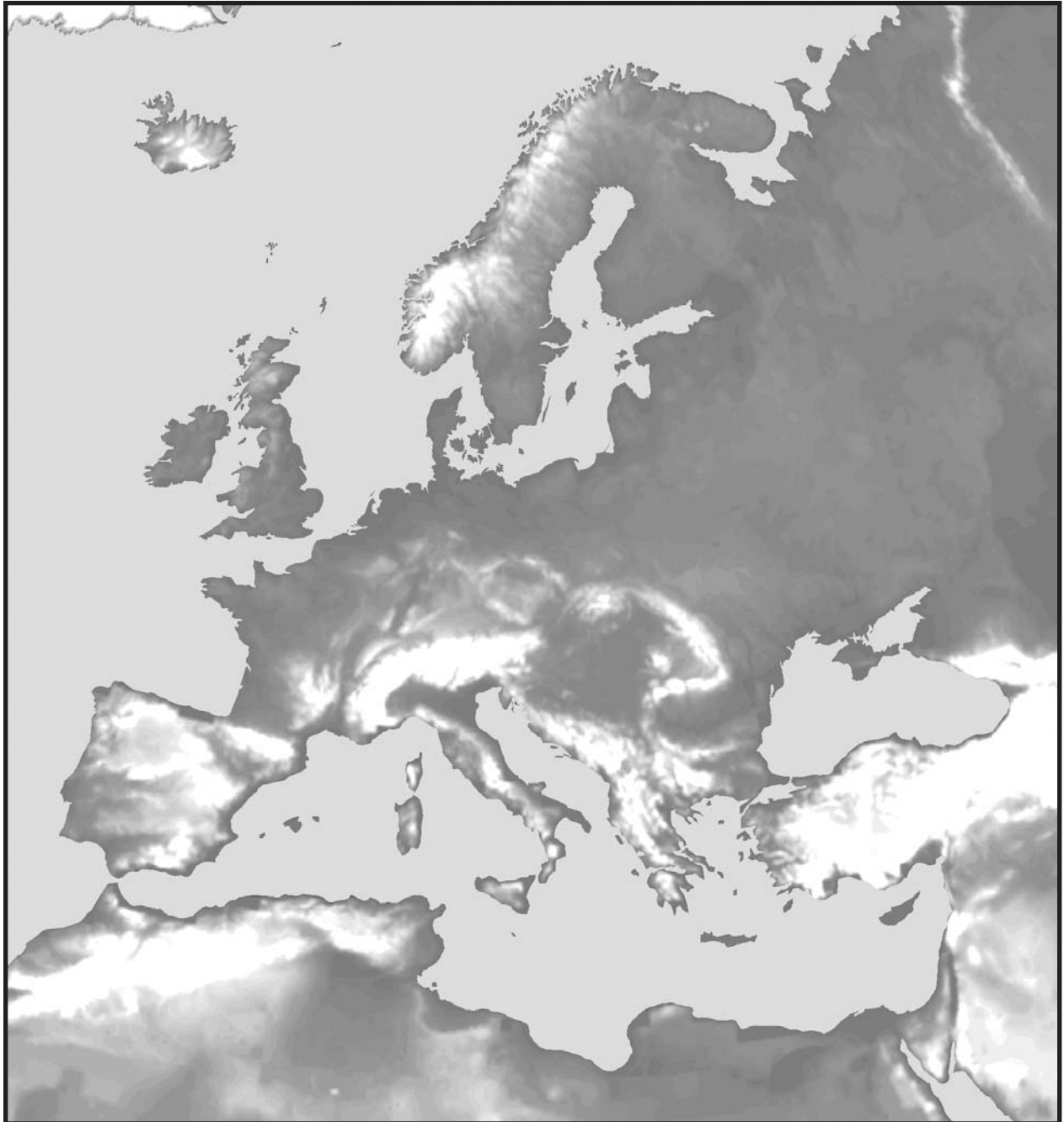
Background: The letter below was written to Queen Mary by Elizabeth I in 1554 after she was sent to the Tower of London.

March 16, 1554.

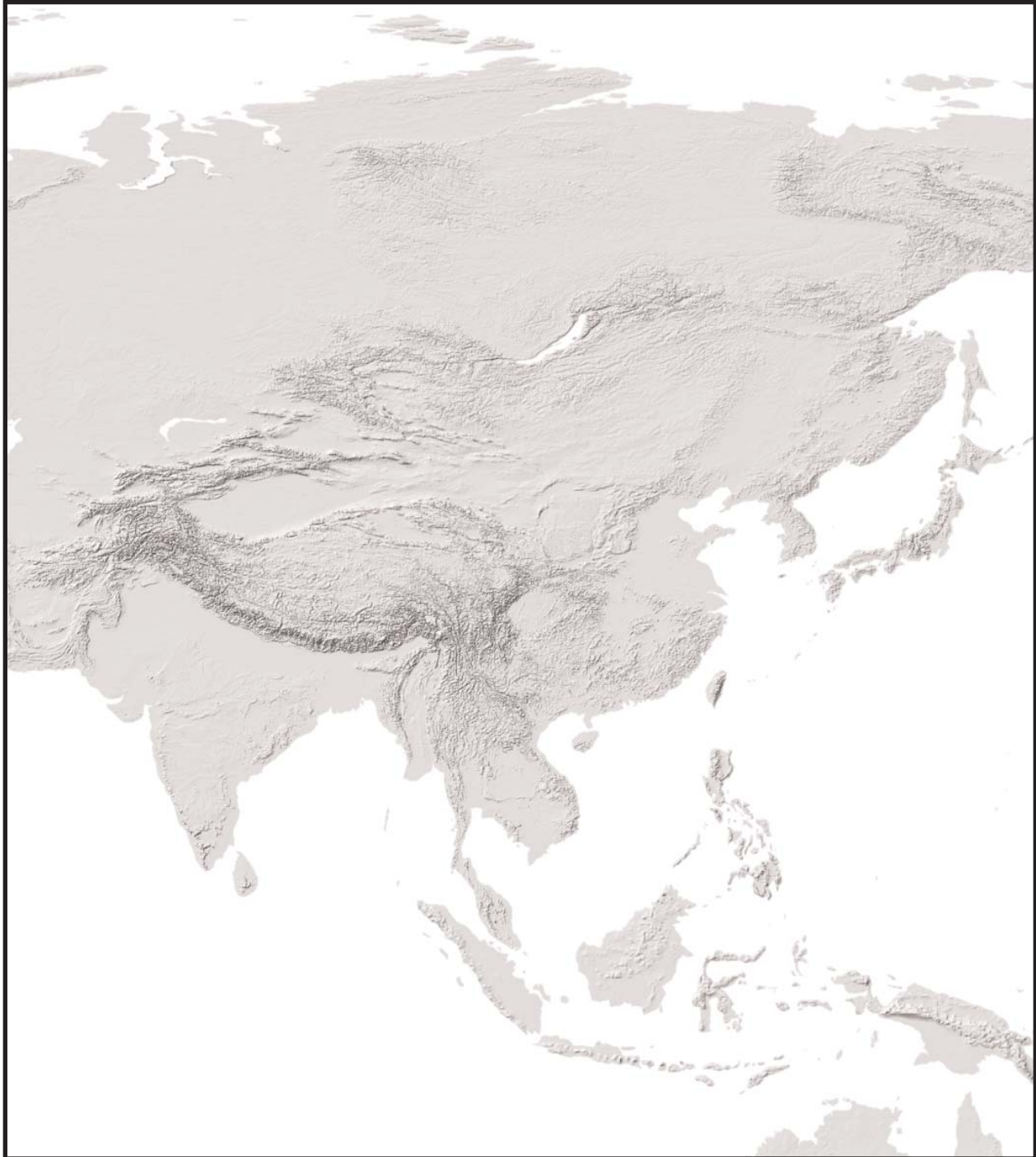
If any ever did try this old saying, 'that a king's word was more than another man's oath,' I most humbly beseech your Majesty [Queen Mary] to verify it to me, and to remember your last promise and my last demand, that I be not condemned without answer and due proof, which it seems that I now am; for 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

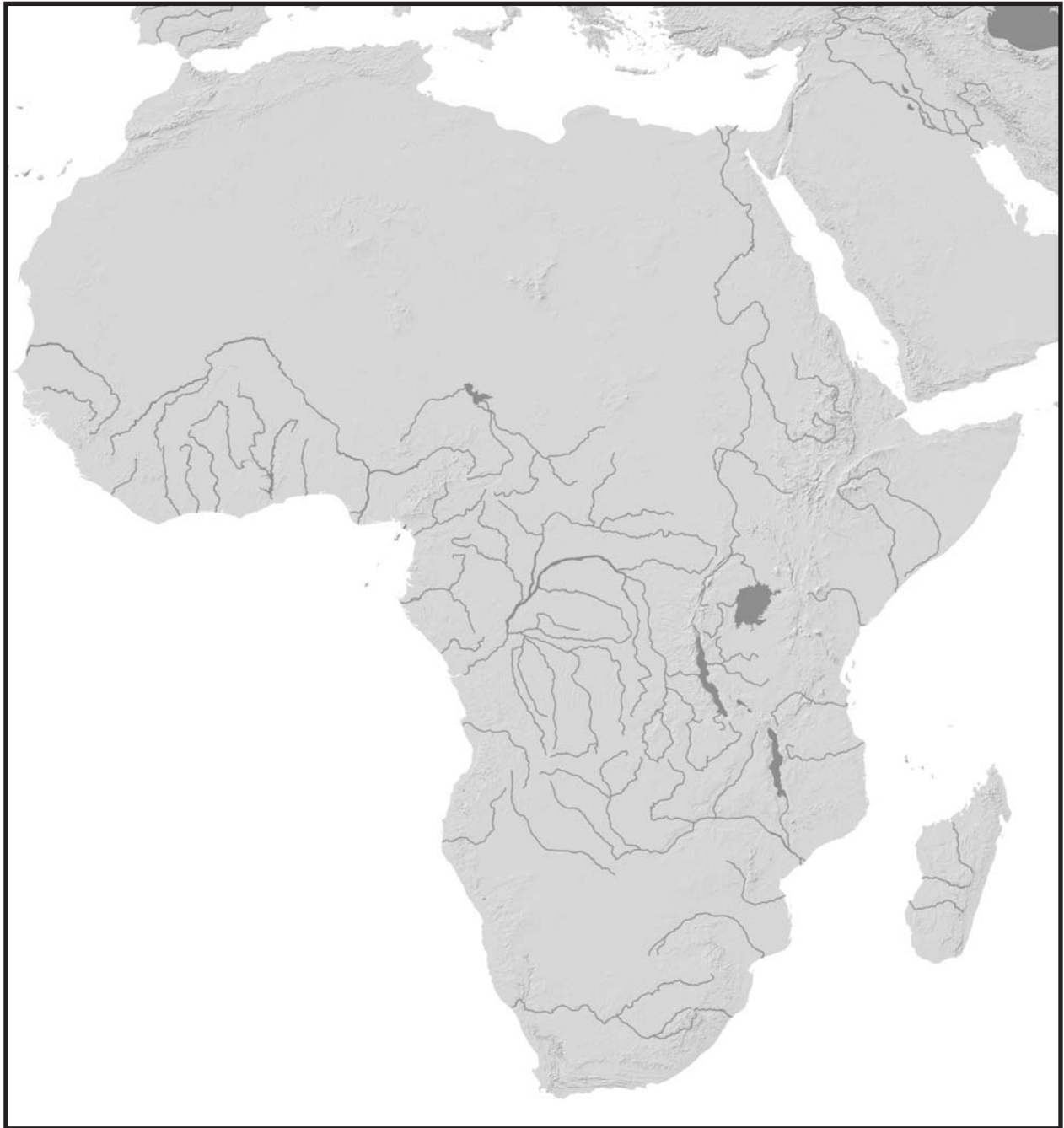
Blank Map: Europe



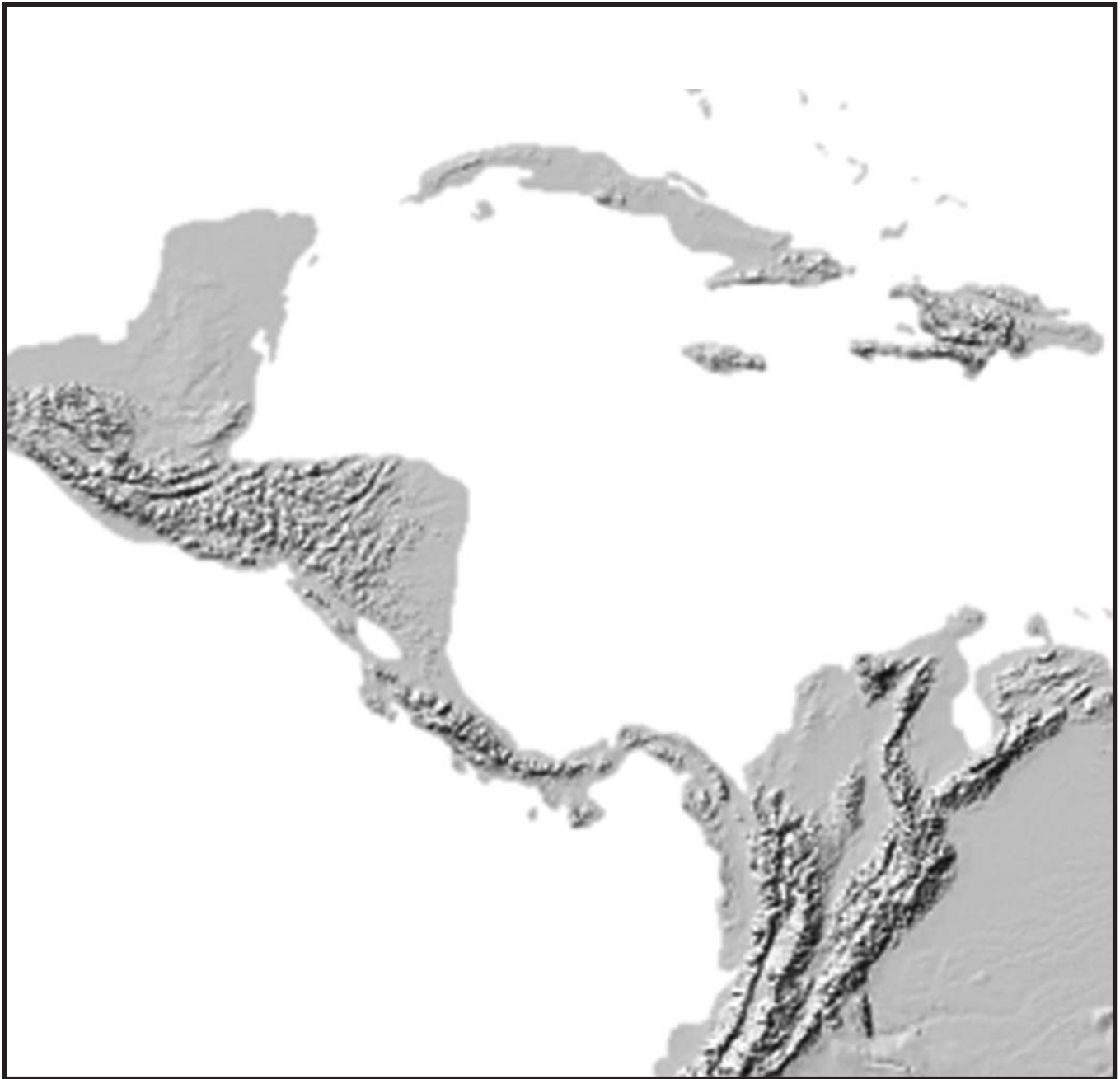
Blank Map: Asia



Blank Map: Africa



Blank Map: Central America



Name: _____

Date: _____

Blank Map: The World

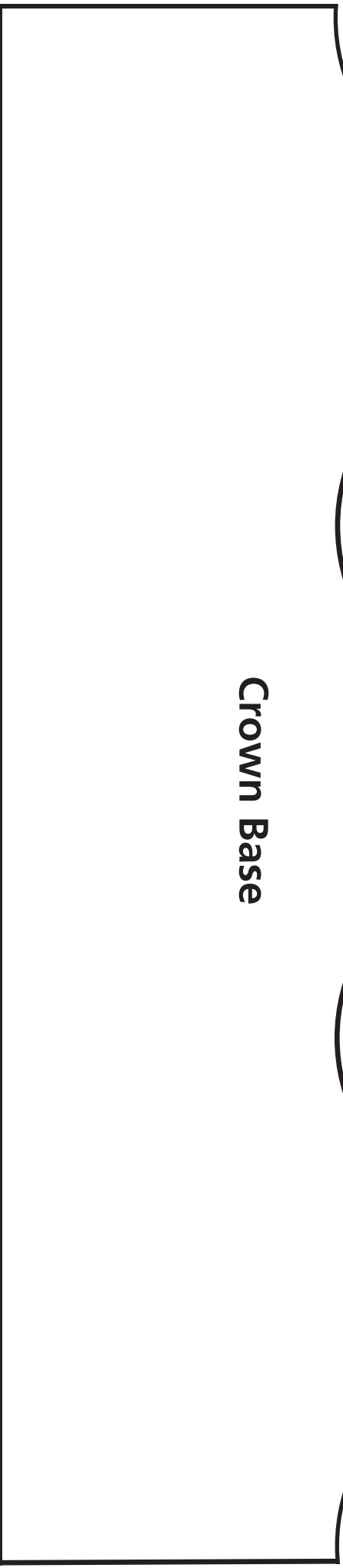


Crown Template

Directions: To make the base of the crown, trace and cut out two pieces of the Crown Base template. Tape or staple each end together in a circle, adjusting width as necessary to fit. To make the jewels, trace and cut out six pieces of the Jewel template.

Jewel

Crown Base



APPENDIX III: Additional Comprehension and Critical Thinking Questions

Cleopatra

- With which Roman general did Cleopatra have a love relationship after she became Queen of Egypt? [*Julius Caesar*]
- What was Cleopatra's main goal as queen of Egypt? [*making Egypt a world power*]
- Why did some Roman senators kill Julius Caesar? [*they were afraid he would declare himself king*]
- How old was Cleopatra when she became queen of Egypt? [*18*]
- How was Cleopatra finally defeated? [*she and Marc Antony lost the battle of Actium and she killed herself*]
- Why do you think Cleopatra committed suicide? [*answers will vary; possible answers may include: Cleopatra's goal in life was to see Egypt become a world power, and being defeated in the battle guaranteed that would not happen; Cleopatra felt that there was no longer a point in living for a goal that would not be attained; Cleopatra thought she would be forced to go back to Rome and would be subjected to ridicule and death*]
- Most of what we know about Cleopatra is from Roman sources. Most of what Romans had to say about Cleopatra was not very flattering. Why do you think they had a negative image of her? [*answers will vary; possible answers may include: Cleopatra was determined to defeat Rome in battle and make Egypt an independent kingdom from Rome; many Romans considered her a foreigner and didn't trust her motives*]
- Why might the Egyptian advisors have not wanted Cleopatra's help in governing Egypt when her brother was king? [*answers will vary; possible answers may include: they wanted all the control in ruling Egypt; they thought that Cleopatra, as a woman, would not have good ideas about ruling Egypt*]
- Plutarch said of Cleopatra: "The contact of her presence, if you lived with her, was irresistible; the attraction of her person, joining with the charm of her conversation and the character that attended all she said or did, was something bewitching." Explain what this mean in your own words. Is this a positive description of Cleopatra? [*answers will vary; possible answers may include: when a person was around her and talking with her, it was hard not to like Cleopatra; yes, this is a positive description*]

Lady Kanal-Ikal

- Why was Palenque hidden for over a thousand years? [*after the Spaniards destroyed the land, the rain forests took over the land and the cities were covered and hidden by vegetation*]
- Why was it so unusual for Lady Kanal-Ikal to rule the kingdom? [*when a Maya ruler died, his son was next in line to be king; Lady Kanal-Ikal's father didn't have a son; she was the first female ruler of the Maya*]
- For how long did Lady Kanal-Ikal rule? Who became ruler after her? [*20 years; her son*]

- What is one way we learn about the Maya? [*through clues found by archaeologists, such as the Temple of Inscriptions*]
- Being the first person to do something is usually difficult. Do you think that being the first woman to rule Palenque was easy? What do you think the special challenges were that Lady Kanal-Ikal had to overcome? [*answers will vary; possible answers may include: she had to overcome doubts about her ability to rule and expectations about what a woman's role should be; people might have made an effort to keep her from being successful in order to show that males were better rulers*]
- What does the excerpt from the *Popul Vuh* tell you about the Maya people and their oral traditions? [*answers will vary; possible answers may include: their oral tradition was rich, descriptive, and vibrant; their stories were strongly held beliefs; it was important that these stories were shared and passed down to generations so that they would know the history of the Maya people and their traditions*]
- Lady Kanal-Ikal was an exception to the rule of Maya succession. Why do people make exceptions to rules? What are examples of this today? [*answers will vary; possible answers may include: decisions are not always obvious; it is important to take people's feelings and circumstances into consideration*]
- Why do you think the Maya royal families believed they were close to the gods? [*answers will vary*]
- What is a shrine? Why do you think people create them? Do people today create shrines? Give an example. [*a place where holy objects are kept; answers will vary; yes, people today create shrines; examples will vary*]

Damia al-Kahina

- Name the qualities people admired in Damia al-Kahina. [*courage and strength*]
- Why did Arabic become the most important language in the region? Why did most people in the region convert to Islam? [*because these were the language and religion of the ruling group*]
- What did Damia al-Kahina do after she was defeated in 701? [*she sent her sons to join the Arab army and killed herself*]
- What did the Arabs do after they conquered a new land? [*gave conquered people a chance to convert to Islam*]
- Read the Look to the Source excerpt again. Why do you think Damia al-Kahina shouted what she did to her soldiers? Do you think what she said is motivating? Explain. [*answers will vary*]
- After her defeat in battle, Damia al-Kahina sent her sons to join the Arab conquerors. Why do you think she did that? [*answers will vary; possible answers may include: she didn't want them to die at the hands of the conquerors; she was showing her conquerors that she was noble and gracious in defeat; she may have had hope that her sons could infiltrate the Arab army and cause a division*]
- Many historians believe the Berbers were defeated because Khalid betrayed Damia al-Kahina to the Arab general. Have you ever been betrayed by someone close to you? How did it make you feel? [*answers will vary*]
- Why do you think the Berbers and Jews joined forces? [*answers will vary; possible answers may include: They each knew they couldn't defeat the Arabs on their own; they were afraid of the Arabs conquering them*]
- Do you consider Damia al-Kahina's story to be tragic or inspiring? Explain. [*answers will vary*]

Empress Wu

- What did Empress Wu do in order to become empress of China? [*she killed her own baby in order to get rid of the emperor's wife; she eliminated anyone who got in her way; she forced one of her son's out of the emperor's position*]
- Why was it remarkable for Empress Wu to rule China? [*China was a male-dominated society that placed people in social classes; Empress Wu began as a lower-class woman and ended up ruling the country*]
- After becoming empress, describe two things Empress Wu did to help the people of China. [*she started a new system for entry into government service based on examinations; she lowered taxes for peasants; she developed more public services; she increased agricultural production*]
- What religion did Empress Wu promote in China? What religion did she discourage? [*she promoted Buddhism and discouraged Confucianism*]
- Read one of the poems from the Look to the Source in the chapter and rewrite the poem in your own words.
- Why do you think Empress Wu became fearful of those around her in her old age? [*answers will vary; possible answers may include: she was afraid that people would try to steal the throne from her; she was afraid people would think that in her old age she was not fit to rule*]
- What personal qualities helped Mei-Niang become empress of China? Do you admire these qualities? Why or why not? [*she was smart, ruthless, desired power, and independent; answers will vary*]
- Some people say “the end justifies the means.” This means that it doesn't matter what you have to do to accomplish something, as long as you accomplish it in the end. Do you think Empress Wu agreed with this statement? Give examples. Do you agree or disagree with this statement. Explain. [*answers will vary; possible answers may include: yes, Empress Wu agreed with the statement; she was willing to be ruthless in order to attain and keep power: she killed her child, eliminated those who got in her way, forced her son out when he became emperor*]
- How do the poems in the Look to the Source excerpt show the authors' influence by Buddhist ideas of a simple life, meditation, and self-discipline? [*answers will vary; possible answers may include: the poems mention meditation and a serene soul; the poems have simple descriptions of various scenes and nature*]
- What do you think was Empress Wu's most important accomplishment? Why? [*answers will vary*]

Queen Sonduk

- Name some characteristics of Sonduk. [*intelligent, observant*]
- Why did Sonduk tell her father that she didn't think peonies smelled sweet? [*if they smelled sweet, the painting would have bees and butterflies flying near the flowers*]
- What things did Sonduk accomplish while she was queen? [*she kept Korea unified; she strengthened Korea's ties with China and started an educational exchange program; she built an observatory*]
- What were Sonduk's three prophecies? [*that peonies weren't fragrant, an enemy army was in hiding at Yongmyo Monastery, and that she would die on a specific day*]

- Who was the second queen to rule Silla? What was her connection to Sonduk? [*Chinduk; she was her cousin*]
- Sonduk was an intelligent and observant young girl. How important are intelligence and the power of observation to a leader? [*answers will vary*]
- Why do you think China had such a strong influence on Korea? How did Sonduk's reign reflect this? [*answers will vary; possible answers may include: they are geographically close; Korean students returned from China and shared their ideas*]
- Compare and contrast the ways in which Empress Wu and Queen Sonduk came to power and the way they ruled their countries. [*answers will vary*]
- Why do you think Sonduk started an exchange program with China? Why do countries have exchange programs today? [*answers will vary; possible answers may include: Sonduk wanted to create an alliance with China; she felt Koreans would benefit from learning Chinese ideas; countries today want to exchange ideas and information as well as learn about each other's society, culture, and values*]

Elizabeth I

- How many times was Elizabeth falsely accused of trying to overthrow the English ruler? Name the incidences. [*two; she was accused of trying to overthrow her brother, King Edward, and her sister, Queen Mary*]
- Name three famous writers who wrote during Elizabeth's reign. [*William Shakespeare, Francis Bacon, and Ben Jonson*]
- 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*]
- How old was Elizabeth when she took the throne of England? [*25*]
- When England was in trouble, what was one way Queen Elizabeth convinced other countries to form alliances with England? [*she offered marriage as a possible alliance*]
- 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, and supported literary pursuits*]
- What events led to the battle between England and the Spanish Armada? [*Elizabeth was afraid that if Catholic Spain became too powerful, it would invade Protestant England*]
- 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 didn't produce a son for him*]
- What advantages did Queen Elizabeth 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*]
- What qualities of Queen Elizabeth do you admire? [*answers will vary*]
- What can you learn from Elizabeth's Golden Speech about how she viewed her reign and the people she ruled? [*answers will vary; possible answers may include: Elizabeth ruled for the good of the people; she cared about her subjects; she appreciated and valued the love people showed her*]
- Based on the excerpt from Alfred, Lord Tennyson's play, how was Elizabeth feeling as she waited to hear if she would be executed? [*answers will vary; possible answers may include: she went through many thoughts; she wanted to be a common person, not having*]

to deal with the situations she did as a royal woman; she was constantly worried about being executed; she thought that death might be good, taking her away from problems]

- What lessons can you learn from Queen Elizabeth's life? [*answers will vary*]
- How does Queen Elizabeth compare with other rulers you have learned about? [*answers will vary*]

Isabella I

- What was one of Queen Isabella's most important goals in her early years as queen? [*to force an army of Portuguese soldiers out of Castile to force Muslims out of Spain*]
- What helped Spain become the richest country in the world during Isabella's reign? [*explorations in the New World*]
- What were some of Isabella's accomplishments as queen? [*explorations of the New World; winning the war against the Portuguese soldiers; Spain became the richest country in the world*]
- How old was Isabella when she was crowned queen? [26]
- What were the Crusades? Why do you think the Crusades lasted so long? [*military expeditions by European Christians in the Middle Ages to regain Jerusalem and the Holy Land from Muslims; answers will vary, but students should understand how the involvement of political and religious leaders encouraged the Crusades to last so long*]
- How did Isabella and Ferdinand's religious beliefs affect their actions? Give examples to support your answer. [*answers will vary; possible answers may include: they were intolerant of religions other than Christianity; they persecuted, killed, and drove out those of other religions in Spain; they felt strengthening the Roman Catholic Church in Spain would help support them as rulers; they set up the Inquisition, which led to the persecution of many Jews*]
- Why do you think so many countries were eager to make a marriage alliance with Castile's young princess, Isabella? [*answers will vary; possible answers may include: Castile was a rich and strong kingdom and other royalty were eager to make an alliance; marriage between rulers of different regions was a way to make an alliance*]
- What are the advantages and disadvantages of arranged marriages? Are there arranged marriages today? [*answers will vary; yes, there are arranged marriages in some cultures today*]
- Why do you think Ferdinand was upset when Isabella was crowned queen in his absence? [*answers will vary; possible answers may include: as Isabella's husband, he wanted to be a part of an important event in her life and to be crowned king at the same time*]
- Read the Look to the Source excerpt from the Royal Council in 1507. Rewrite this excerpt in your own words. Do you think the Royal Council had a favorable view of Isabella? Explain. [*no, the Royal Council did not have a favorable view of Isabella; she was described as tyrannical and robbing and oppressing people*]

APPENDIX IV: Activity Sheets



Concentration

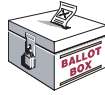
Directions: Cut out the boxes below. Shuffle the cards and lay them face down on a flat surface. Take turns picking up two cards at a time. If the cards match (e.g., a player picks up one card with the person's name and one card with that person's description) then that player keeps the cards and gets another turn. If the cards don't match, the next player takes a turn. Once all the cards are gone, the player with the most "pairs" wins! If you need help with an answer, look up the word in the index of *Women Who Ruled* to find out what page the answer is on!

Cleopatra (69 B.C.–30 B.C.)	queen of Egypt	Julius Caesar (100 B.C.–44 B.C.)	a Roman general
Lady Kanal-Ikal (sixth century)	ruler of the Maya	<i>Popul Vuh</i>	a book of Maya oral tradition
Damia al-Kahina (seventh century)	"queen" of the Berbers	nomad	a person without a permanent home
Empress Wu (seventh century)	empress of China	China	a large country in Asia
Queen Sonduk (seventh century)	queen of Korea	Chinp'yong (sixth century)	king of Silla
Elizabeth I (16th century)	queen of England	Henry VIII (16th century)	Elizabeth's father
Isabella I (15th century)	queen of Spain	Ferdinand II (15th century)	Isabella's husband; king of Spain



Name: _____

Date: _____



Election Day!



Directions: The seven women rulers that you read about have traveled through time to the present day. Pretend that they are now running for president of your country. Think about the qualities you think make a good leader. Which of these qualities did each of the women rulers possess? Would you want any of these women to be your president? Why or why not? Write down notes about the woman ruler assigned to you. Be prepared to convince the rest of your classmates why this woman would make a good president today.

Our Woman Ruler: _____

Her Positive Qualities: _____

Her Negative Qualities: _____

A Modern-Day Leader that Our Woman Ruler is Like: _____

Reasons She Would Make a Good President Today: _____

Other Notes: _____

Teacher Directions: Divide the class into seven groups. Each group will represent one of the women rulers. The groups will present to the class the reasons why the woman ruler they are representing would make a good president. Tell the students that after each group's presentation, other groups will be allowed to state reasons why they think that particular woman ruler would not be a good choice for president. Hold a secret election following the presentations to find out who will become the president.



Performance Assessment: Written

Extra! Extra! Read All about It!

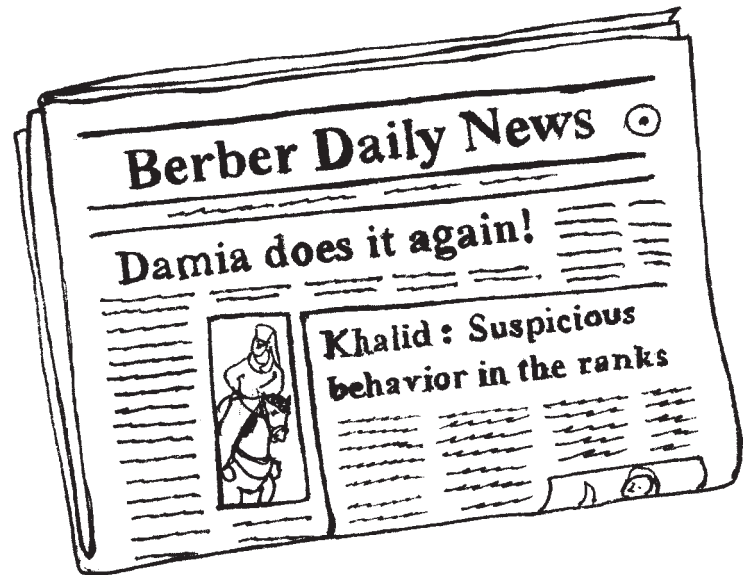
Directions: In groups of three to five students, choose one of the women rulers you read about in this book. Then, follow the directions below to create a newspaper covering a day in the life of this ruler.

You will need:

- one piece of 8½" x 14" white poster board
- pencils, pens, and markers

Create a newspaper:

1. As a group, decide which day in the life of the woman ruler you want to write about.
2. Write and illustrate your newspaper articles as a group. Below are some things you may want to include:
 - The ruler's name
 - Where the ruler was from, where the ruler ruled, and other important places
 - Important dates
 - Other important people
 - Reasons this day in the life of the ruler is special or important
 - Pictures of the ruler (e.g., if you write an article about a day that one of the women declared or fought in a war, show a picture of the battle scenes)



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

Women Who Ruled
Show What You Know:
Activity Sheet #2



Performance Assessment: Oral



Teacher Directions: Organize students into two teams. Mark out a first base, a second base, a third base, and a home plate in the classroom (e.g., the chalkboard is home plate, the classroom door is first base, etc.). Student teams will take turns “going to bat.” Each person on the team will have an opportunity to be at bat. The teacher will ask the student at bat a question. If the student answers correctly with no hints, he or she may go to second base. If the student answers correctly after the hint is given, the student may go to first base. If the student answers incorrectly, the team gets an “out.” Keep score of the “runs” on the chalkboard. The team with the most runs at the end of the game wins! Make sure students have their *Women Who Ruled* books handy in case they need to look up the hints in their books. Below are some questions to get you started.

Question	Answer
<p>Who is Father Tomás de Torquemada? Hint: You have 30 seconds to find the answer on pages 62 and 64.</p>	<p>He was a friend of Queen Isabella, who had great influence on her thoughts on religion and Christianity. He later became the leader of the Inquisition.</p>
<p>What is the Temple of Inscriptions? Hint: You have 30 seconds to find the answer on page 18.</p>	<p>A building discovered in Palenque that is hidden within another building, containing Maya writing</p>
<p>Who is Cleopatra? Hint: You have 30 seconds to find the answer on pages 8-15.</p>	<p>A leader who wanted to regain the power that Egypt had under the ancient pharaohs</p>
<p>What did Queen Sonduk build so people could study the stars? Hint: You have 30 seconds to find the answer on page 46.</p>	<p>An observatory</p>
<p>Who were the Berbers? Hint: You have 30 seconds to find the answer on page 26.</p>	<p>Nomadic people of different religions who lived in northwestern Africa</p>
<p>Who is King Edward? Hint: You have 30 seconds to find the answer on pages 50 and 52.</p>	<p>He was Elizabeth’s brother, whom she was falsely accused of plotting to overthrow.</p>
<p>Who was the first female ruler of Palenque? Hint: You have 30 seconds to find the answer on page 20.</p>	<p>Lady Kanal-Ikal</p>

Women Who Ruled

Show What You Know: Activity Sheet #2 (continued)

EXPLORE THE AGES



Performance Assessment: Oral

Play Ball! (continued)

Question	Answer
<p><i>Why was Queen Isabella upset with Christopher Columbus?</i> Hint: You have 30 seconds to find the answer on page 68.</p>	She did not like that Christopher Columbus was selling the natives of the New World into slavery; she wanted them to be Christian subjects of the Spanish throne.
<p><i>Under whose rule did China enjoy a "golden age"?</i> Hint: You have 30 seconds to find the answer on page 39.</p>	Empress Wu
<p><i>The defeat of what by Queen Elizabeth increased the power of England?</i> Hint: You have 30 seconds to find the answer on page 54.</p>	The Spanish Armada
<p><i>Who is Plutarch?</i> Hint: You have 30 seconds to find the answer on page 14.</p>	A Greek writer who wrote of Cleopatra's charm
<p><i>Why did people believe Queen Sonduk could predict the future?</i> Hint: You have 30 seconds to find the answer on page 47.</p>	People believed that she made three prophecies.
<p><i>What is the Elizabethan Age?</i> Hint: You have 30 seconds to find the answer on page 58.</p>	It is how people refer to the time of Queen Elizabeth's reign.
<p><i>With the help of Empress Wu, what religion became popular in China during the Tang Dynasty?</i> Hint: You have 30 seconds to find the answer on page 39.</p>	Buddhism
<p><i>How did Damia al-Kabina die?</i> Hint: You have 30 seconds to find the answer on page 29.</p>	She killed herself after the Arabs defeated her.



Performance Assessment: Visual

Make a Diorama

Directions: Choose one woman ruler that you read about and follow the steps below to make a diorama of a scene from her life.

What you will need:

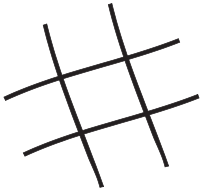
- 1 shoebox
- markers, crayons, colored pencils, or paints
- decorations such as contact paper, yarn, glitter, lace, fabric scraps, beads, and so forth
- pencil
- colored paper and thin cardboard (you can use the lid of your shoebox or an old cereal box)
- scissors
- glue or tape

Make a diorama:

1. Using markers, crayons, glitter, fabric, and other decorations, decorate the inside of your shoebox to show the background of the scene that you selected. For example, if you chose Lady Kanal-Ikal, you might decorate the inside of your shoebox to look like a rainforest.
2. Next, using the colored paper and a pencil, draw, decorate, and cut out the people who will be in your scene. To make sturdier figures, cut out pieces of thin cardboard and glue or tape them to the backs of your figures.
3. Glue the people to the "floor" or to the background of the shoebox.
4. Decorate the outside of your diorama with maps, time lines, important events, or interesting facts from the life of the ruler you chose.

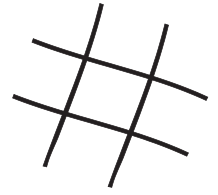


Show your diorama to your class, a friend, or a family member.



TIC • 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. At first, Ferdinand was angry that Isabella was crowned queen in his absence.
- _____ 2. Empress Wu was unpopular with peasants because she increased the taxes that they had to pay.
- _____ 3. Lady Kanal-Ikal wrote the *Popul Vuh*, a Maya book that tells about the Maya way of life.
- _____ 4. Queen Sonduk's daughter, Chinduk, became the second queen to rule the kingdom of Silla.
- _____ 5. Cleopatra and Antony were defeated in the battle of Actium.
- _____ 6. Henry VIII was happy that he had a daughter, Elizabeth, instead of a son.
- _____ 7. King Ferdinand and Queen Isabella wanted to promote religious tolerance in Spain.
- _____ 8. Damia al-Kahina killed her sons after being defeated by the Arabs.
- _____ 9. Empress Wu wanted to advance the position of women.

<p>True = X</p> <p>False = O</p>
--

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

Chinp'yong	Egyptians	Isabella	Palenque
Columbus	Iberian Peninsula	Li Bo	Silla

1. Lady Kanal-Ikal is to Palenque as Queen Sonduk is to _____ .
2. Cleopatra is to the _____ as Damia al-Kahina is to the Berbers.
3. Gaozong is to Mei-Niang as Ferdinand is to _____ .
4. Queen Elizabeth is to Henry VIII as Queen Sonduk is to _____ .
5. Francis Bacon and William Shakespeare are to England as Wang Wei and _____ are to China.
6. The Arabs are to the Arabian Peninsula as the Spanish are to the _____ .

Now, create your own analogy using women rulers, events, and places from *Women Who Ruled*.

_____ is to _____
as _____ is to _____ .



Choose the Best Answer

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

- Why is Queen Elizabeth's speech to Parliament in November 1601 called "The Golden Speech"?
 - It was announcing the discovery of a gold mine.
 - Queen Elizabeth's perfectly phrased speech was beautiful in delivery.
 - It was delivered shortly after the defeat of the Spanish Armada.
 - Queen Elizabeth was reflecting on the golden age enjoyed by the English people under her rule.
- One of Empress Wu's accomplishments was _____.
 - the invention of gunpowder
 - the establishment of Confucianism as the state religion
 - choosing her daughter rather than her son to succeed her
 - building Buddhist temples throughout China
- What is the *Popul Vuh*?
 - It is a long poem that describes ideas and beliefs of the Maya.
 - It is a book of laws that Lady Kanal-Ikal wrote after she became the ruler of Palenque.
 - It is a building containing Maya inscriptions.
 - It means "great queen," which is how the Maya refer to Lady Kanal-Ikal.
- Queen Sonduk's father, King Chinp'yong, was the king of _____.
 - Korea
 - Koguryo
 - Paekche
 - Silla
- Cleopatra became the sole ruler of Egypt _____.
 - after her father died
 - when she married Marc Antony
 - after she and Julius Caesar defeated Ptolemy's army
 - when Julius Caesar was assassinated
- Who did Isabella put in charge of the Inquisition?
 - King Ferdinand II
 - her brother, Henry
 - Father Tomás de Torquemada
 - Christopher Columbus
- When the _____ tried to conquer northwestern Africa, the Berber tribes fought back.
 - Arabs
 - English
 - Spanish
 - Chinese