



Program Components

Introduction

The myWorld History program is a blend of technology, hands-on activities, and student books that take students on a journey around the globe and through time. The program allows students to connect to the world's history, experience it, and then understand and transfer what they learn. Students develop a deeper understanding of the program content by making connections to the people, places, and events they learn about.

This guide provides a brief background on the program authors and describes the program components available in myWorld History.

Program Authors

The myWorld History program was created by the following authorship team:



Grant Wiggins, Program Consultant

Grant Wiggins serves as the president of Authentic Education in Hopewell, New Jersey. He earned his Ed.D. degree from Harvard University and his B.A. from St. John's College in Annapolis, Maryland. Wiggins consults with schools, districts, and state education departments on a variety of reform matters; organizes conferences and workshops; and develops print materials and Web resources on curricular change. Over the past 20 years, Wiggins has worked on some of the most influential reform initiatives in the country, including Vermont's portfolio system and Ted

Sizer's Coalition of Essential Schools. He is the coauthor, with Jay McTighe, of *Understanding by Design* and *The Understanding by Design Handbook*, the award-winning and highly successful materials on curriculum published by ASCD. He is also the author of *Educative Assessment* and *Assessing Student Performance*, both published by Jossey-Bass.



Frank Karpel, Program Author

Frank Karpel teaches at the Citadel Military College in South Carolina and earned his Ph.D degree in history from the University of Hawaii. His focus of study is world history and how cross-cultural interactions shape present-day human society. In addition to writing articles on a variety of historical topics for academic journals, newspapers, and magazines, he has helped develop Web sites focusing on comparative cultural history/geography.



Kathleen Krull, Program Author

Kathleen Krull received a B.A. in English from Lawrence University in Appleton, Wisconsin. Today she is well known for her innovative approach to biographies for young readers. Her recent books include *Lincoln Tells a Joke: How Laughter Saved the President (and the Country)* (Harcourt); *Lives of the Pirates: Swashbucklers, Scoundrels (Neighbors Beware!)* (Harcourt); *The Brothers Kennedy: John, Robert, Edward* (Simon & Schuster); *The Boy Who Invented TV: The Story of Philo Farnsworth* (Knopf); and more as featured at www.kathleenkrull.com. Forthcoming books include *Charles Darwin*, next in her "Giants of Science" series (Viking) and *Kubla Khan: The Emperor of Everything*

(Viking). Kathleen lives in San Diego, California, with her husband, children's book writer and illustrator Paul Brewer, and travels frequently to speak about the craft and pleasures of writing biographies.

Master Teacher Authors



George F. Sabato

Past President,
California Council for the Social Studies
Placerville Union School District
Placerville, California



Michael Yell

Past President
National Council for the Social Studies
Hudson Middle School
Hudson, Wisconsin

Print Student Components

myWorld History engages twenty-first century learners with a student edition and the Student Journal. The goal is to help students connect, experience, and understand the world and its history.

Student Editions

The program provides a choice of two different curriculums to fit the academic needs of each classroom. These curriculums, Survey and Early Ages, help students expand their understanding of the world and its history. The following is a summary of the organization of the student edition.

Core Concepts Handbook

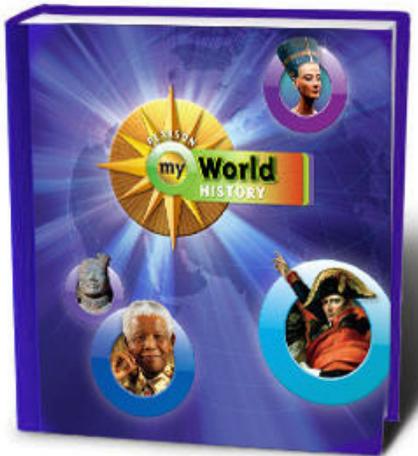
A Core Concepts Handbook is integrated at the beginning of each student edition and provides lessons that help students acquire critical foundations for learning history and social studies. The lessons can be used as introductory units in the myWorld History course or as individual lessons throughout the year to support instruction.

Units of Study

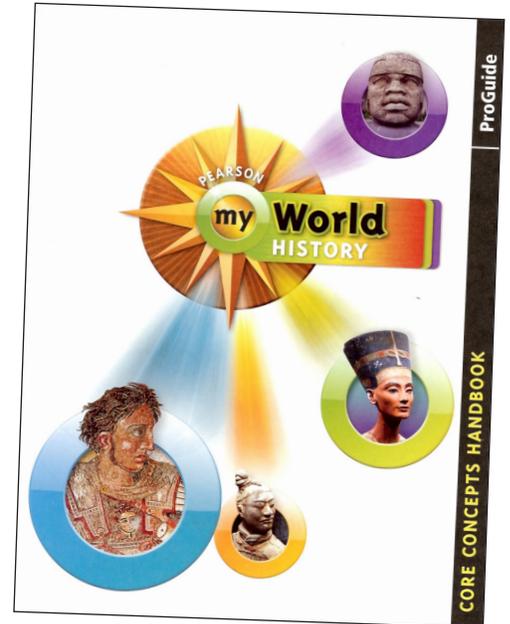
Each of the student editions—Survey and Early Ages—contains a specific number of units based on the content of the curriculum.

Survey Student Edition

The Survey Student Edition incorporates the Early Ages units. It includes the following twelve units of study:



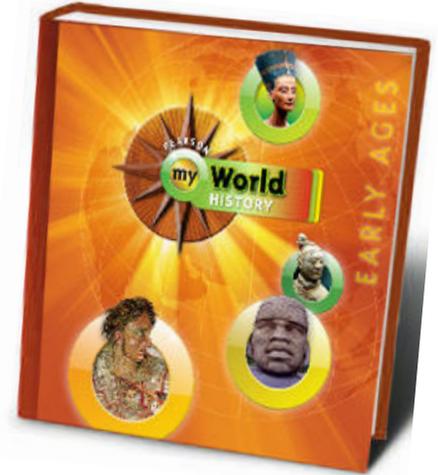
- Unit 1: Origins
- Unit 2: The Ancient Near East
- Unit 3: Ancient India and China
- Unit 4: Ancient Greece
- Unit 5: Ancient Rome
- Unit 6: The Byzantine Empire and Islamic Civilization
- Unit 7: African and Asian Civilizations
- Unit 8: Civilizations of the Americas
- Unit 9: Europe in the Middle Ages
- Unit 10: The Rise of Europe
- Unit 11: The Early Modern World
- Unit 12: The Modern World



Early Ages Student Edition

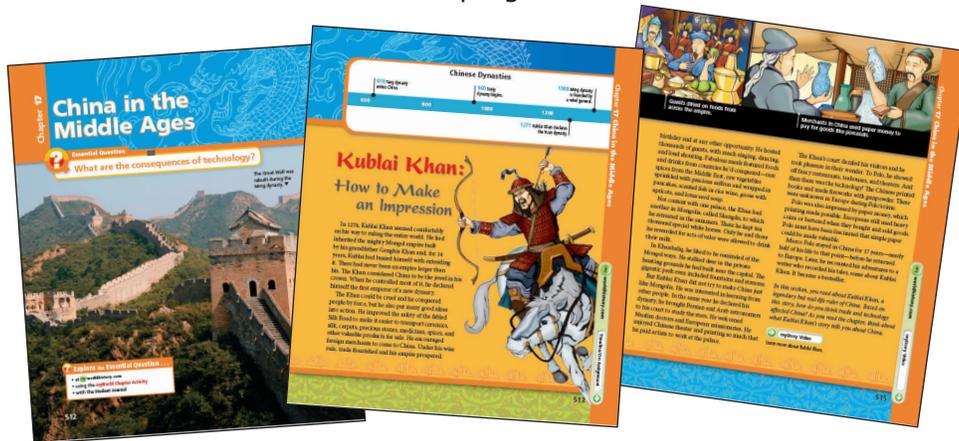
The Early Ages Student Edition includes the following ten units of study:

- Unit 1: Origins
- Unit 2: The Ancient Near East
- Unit 3: Ancient India and China
- Unit 4: Ancient Greece
- Unit 5: Ancient Rome
- Unit 6: The Byzantine Empire and Islamic Civilization
- Unit 7: African and Asian Civilizations
- Unit 8: Civilizations of the Americas
- Unit 9: Europe in the Middle Ages
- Unit 10: The Rise of Europe



Chapter Organization

The chapters in the student editions are framed around an Essential Question, which connects the content to the students' lives. Each chapter begins with a myStory feature. These richly illustrated stories and videos present some of the most compelling and eventful times in the history of our world. The myStory feature provides students a way to make emotional connections to the content in the program.



The student edition is organized into sections. Primary sources are integrated in each unit of the student edition. They are also available online at myworldhistory.com.

Section 2
The Mongol Empire

Key Ideas

- The Mongols established the largest empire the world had ever seen.
- The Yuan rulers adopted many Chinese customs, but did not treat Chinese officials.
- The Mongol empire allowed trade to flourish along the Silk Road.

Key Terms - nomad - Mongol - steppe - Khan

Visual Literacy

Reading Skill: Sequence Take notes using the graphic organizer in your journal.

Throughout its history, China has had to protect its borders from tribal nomads, or people who move from place to place at different times of the year. These nomads sometimes raided Chinese cities or even formed armies to invade China. In the 1200s, one of those people, the Mongols, conquered China and many other lands.

The Mongol Conquests
The Mongols were nomads who came from the steppes northwest of China. A **steppe** is a large, dry, grass-covered plain. Life on the steppes was difficult. The climate was harsh, and resources were limited. There, the Mongols herded sheep and became great horsemen.

Genghis Khan Mongols lived in clans led by a **khan**, or ruler. In 1206, a warrior had united the Mongol clans under his rule. He was known as Genghis Khan (pronounced "jenghis," "ruler of the universe").

After uniting the Mongols, Genghis turned to foreign conquest. He led his armies east into China. The Mongols broke through the Great Wall and destroyed many cities. By 1215, they had conquered most of the Jin kingdom that ruled northern China. Later, they swept across Central Asia and into Russia.

Military Victories Genghis was a highly effective military leader. He organized his troops in groups of 10, 100, 1,000, and 10,000 men. An officer chosen by his soldiers led each group of fewer warriors. These fighters were expert horsemen who could fire arrows at a full gallop.

Section 3
The Ming Dynasty

Key Ideas

- The Ming sought to wipe out Mongol influence and restore Chinese rule.
- Ming rulers treated nearby lands as tributary states.
- After sponsoring a series of voyages, the Ming government chose to isolate itself with the outside world.

Key Terms - deposit - tribute - eunuciger

Visual Literacy

Reading Skill: Summarize Take notes using the graphic organizer in your journal.

Mongol rule weakened after the death of Kublai Khan in 1294. In the mid-1300s, China suffered through floods, disease, and famine. These hardships led to rebellion against the Mongols. In 1368, Chinese rule was restored under a new dynasty called the Ming.

The Ming Restore Chinese Power
Ming emperors tried to eliminate all traces of Mongol rule in China because they viewed the Mongols as foreigners. The founder of the Ming dynasty set the pattern for Ming government, which lasted until 1644.

Absolute Rule Zhu Yuan Zhan (see you zhen zhang) joined the rebellion against the Mongols as a young man and became a leader. In 1368, he moved himself emperor and took the name Hongwu, which means "vast redness."

During his reign, Hongwu took several important steps. He moved the capital to Nanjing. He reversed Mongol trade policies. He also reversed the civil service system and Confucian values.

Under Hongwu, China returned to strong, centralized rule. At first, Hongwu tried to rule in the interests of his people. Over time, however, he became a cruel despot. A **despot** is a tyrant or dictator. He treated no one and made all decisions, large and small, himself.

Hongwu began to suspect others of plotting against him. He learned no one could be trusted and executed for reasons or alleged actions against the state.

Section 4
Chinese Society

Key Ideas

- China's technology and trade had a worldwide impact.
- Daoism, Buddhism, and Confucianism were influential belief systems in China.
- Some features of Chinese culture were important from the Song dynasty through the Ming dynasty.

Key Terms - compass - block printing - Daoism - Buddhism

Visual Literacy

Reading Skill: Identify Main Ideas and Details Take notes using the graphic organizer in your journal.

During the Tang and Song dynasties, China developed the most advanced civilization in the world. Chinese technology and culture spread to other regions. Through the Silk Road, trade and tribute promoted the flow of goods, technology, and ideas.

Technological Advances
The Chinese possessed a number of key inventions during the Tang and Song dynasties. These inventions continued to be important to the Ming dynasty and, eventually, to the rest of Asia and Europe.

Shipsbuilding and Navigation Chinese shipsbuilding technologies were the most advanced in the world through the Ming dynasty. Huge ships, known as "junks," could hold as many as 500 people. These ships had multiple decks and masts (tall, vertical posts that carry sails on sailing ships). Builders on large boards at the back of the ships, made them easy to steer.

Chinese ships also had watertight compartments. If a leak occurred in one place, a section could be sealed off to prevent the ship from sinking. Marco Polo explained how this worked.

As the sailors promptly fed out where the breach's cargo is shifted from the damaged compartment into the neighboring ones, the hullboards health can so steady through both that the compartments are water-tight. The damage is thus repaired and the cargo shifted back.

—The Powers of Marco Polo

Additional Teacher Resources

A number of resources support teachers in the back matter of the student edition. These resources include the following:

- Atlas
- Landforms and Water Features graphic
- Glossary (English and Spanish)
- Index

Student Journal

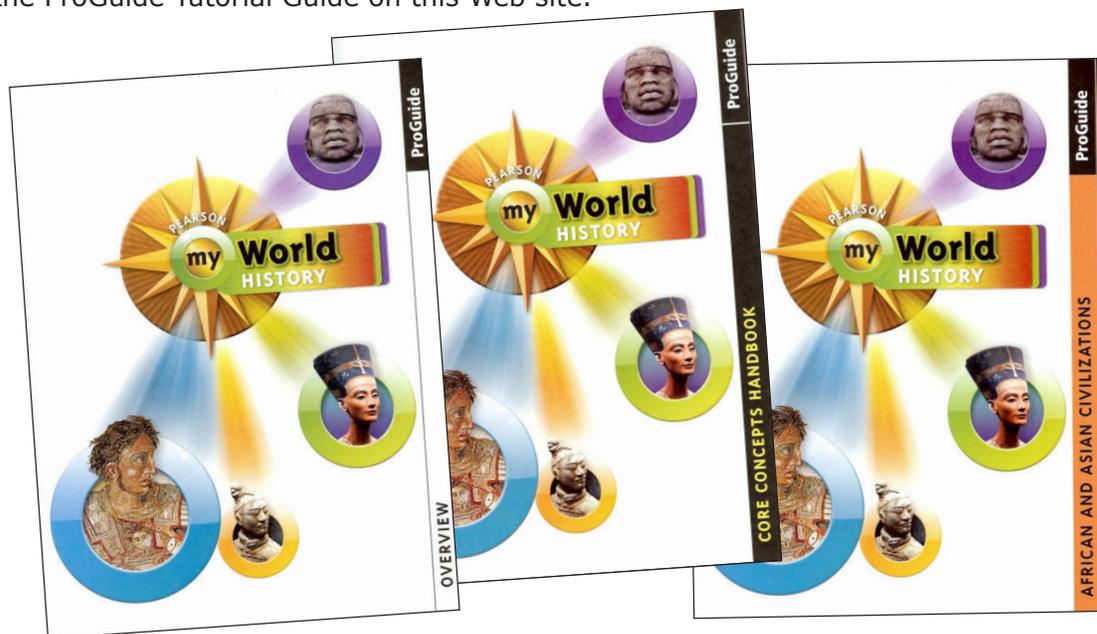
The myWorld History Student Journal is a tool to help students process and record what they learn from their student edition. Students complete activities and essays in the journal to create personal resources for reviewing concepts, key terms, and maps from myWorld History. The Student Journal worksheets and writing exercises focus on the Essential Question. These Essential Question activities, including a one-page paper, help students demonstrate enduring understanding and transfer their learning to their world.

Print Teacher Components

myWorld History provides an array of resources to support teachers in successful implementation of the program.

ProGuide

The ProGuide provides instructional support on a unit-by-unit basis. It combines the teacher's edition with built-in professional development, lesson plans based on the Understanding by Design® framework, a How to Use This Program overview, teacher resource materials for every lesson, activity-based curriculum, standards correlations, differentiated instruction, and standard's correlations. To learn more about the ProGuide, see the ProGuide Tutorial Guide on this Web site.



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Student Journal Answer Key

The Student Journal Answer Key provides the correct responses to activities, key terms, essays, and writing exercises found in the Student Journal.

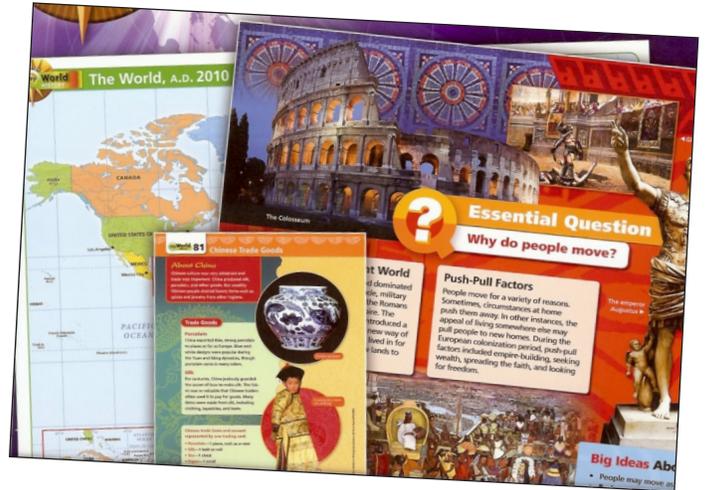
Activity Kit

The program provides opportunities for activity-based learning in the Activity Kit. The kit includes all the materials teachers need to support activity-based learning, including the Activity Cards, the Essential Questions posters, and the Wall Maps.

Activity Cards

Five cards accompany the activity-based lesson plans found in the teacher's ProGuide. The cards provide students with insight into the most influential factors on life during each period that they are studying.

The cards feature such items as facts, graphs, trends on health care, education, communication, industry, poverty, deforestation, and other related topics.

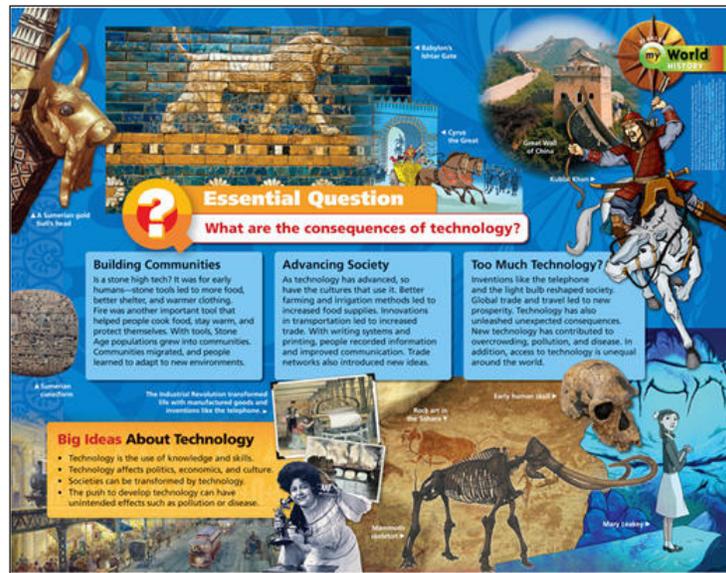


Essential Questions Posters

The Essential Question posters provide a visual for teachers to use and post in the classroom. These reinforce the Essential Questions that are addressed in each chapter of the student edition. An example of an Essential Question is *What are the consequences of technology?*

Wall Maps

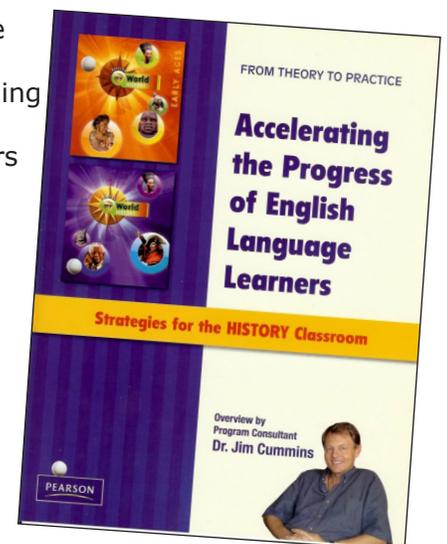
The Wall Maps show the world at specific dates in the past. Their purpose is to help students and teachers see what was happening around the world at around the same time as the events they are studying in the chapter.



Accelerating the Progress of English Language Learners

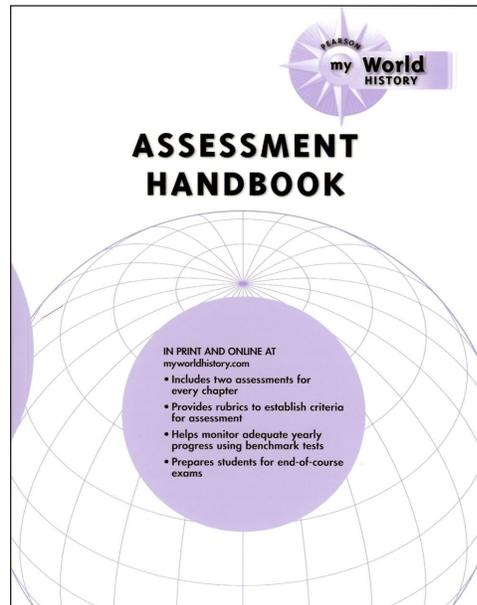
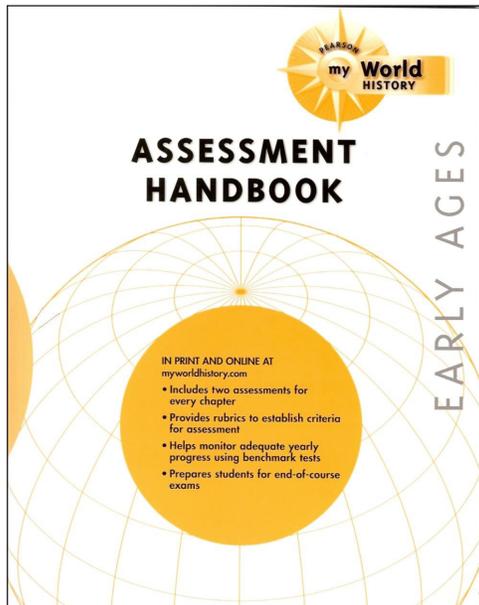
The ELL Handbook provides additional support to help accelerate the progress of English language learners (ELLs) in myWorld History. In this resource, ELL expert Jim Cummins provides guidelines for teaching ELL students in the history classroom. This handbook also discusses the Five Principles for Building Lessons for English Language Learners and provides specific application of these principles in myWorld History. These five principles include the following:

- Identify and communicate content and language objectives.
- Frontload the lesson.
- Provide comprehensible input.
- Enable language production.
- Assess for content and language understanding.



Assessment Handbook

The Assessment Handbook contains two assessments for every chapter and each part of the Core Concepts section of the student edition. It provides rubrics to establish criteria for assessment, helps monitor adequate yearly progress through the administration of benchmark tests, and prepares students for end-of-course exams.



Digital Components

The digital components of the program are found online at myworldhistory.com, on DVD, or CD-ROM.

myworldhistory.com

myworldhistory.com is the online component of the myWorld History program. Students will find digital activities, such as the Online Assignment, that are offered for each part or chapter of the student edition. There are also resources available for teachers, such as the Teacher Center and SuccessTracker. myworldhistory.com provides a complete stand-alone, standards-based course.

On Assignment

On Assignment is an online component that has students explore civilizations to complete a game-like assignment based on an Essential Question. Students gather information by watching animated graphic novels and working through simulations. They also analyze maps, data, timelines, and primary sources. Their thoughts and observations are captured with an online tool, and their assignments are sent directly to their teachers.

Project Builder

Students use the Project Builder tool to develop their own online article or slideshow using the items they collected in their Trackers while on assignment.



Itinerary

The Itinerary section of myworldhistory.com allows students to view the myStory Videos, gather information and images in the Timeline activity, test their geographic knowledge in Places to Know, make decisions based on historical information in Simulation, and analyze passages in Primary Source.



Teacher Center

The Teacher Center on Pearson SuccessNet Plus provides access to a variety of resources that enable teachers to plan, preview, and assign student materials; enrich teaching; and track student progress.

Online Student Edition

Teachers and students can access their specific curriculum Survey or Early Ages Student Editions online at myworldhistory.com. These e-books provide audio and vocabulary support.

Success Tracker: Online Testing and Reporting

SuccessTracker is an online, formative assessment and remediation tool. It helps teachers provide personalized remediation for each student and provides powerful, disaggregated analysis of student performance.



Students complete online assessments and are provided instant feedback and remediation. Teachers receive reports of test results and are provided with information they need to evaluate students on state standard performance exams.

myStory DVD

This DVD provides all of the myStory videos that are also found on myworldhistory.com. These stories focus on an individual who has influenced a civilization's or a state's history or who is representative of the time period in which he or she lived.

ExamView Computer Test Bank

ExamView is a software CD-ROM that allows teachers to create customizable tests using question banks from the myWorld History program. It is a comprehensive tool for creating, administering, and scoring tests for myWorld History. The software includes features to save time and generate information to assess and improve student performance.

21st Century Learning Online Tutor

The 21st Century Learning Online Tutor is a stand-alone program designed for use with middle grades programs. Each of its thirty-six lessons corresponds with a specific skill that students can connect with, experience, and understand. To connect with each skill, students are presented with a brief explanation of the skill and the steps needed to perform it. Students try out the skill and answer questions about their attempt. Next, students watch video segments of their peers demonstrating the steps involved. They respond to questions about the demo and select an additional opportunity to practice the skill. Students demonstrate understanding by answering questions as they proceed through the tutorial and by submitting a written assignment or project summarizing their experiences.

Review

This guide provided a brief background on the program authors and described the program components available in myWorld History. For more information on myWorld History, please look for the tutorials on this Web site.