

外教社中学生世界历史与文化读本  
World Cultures Through Time

教师指导手册

Teacher's  
Guide

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# How to Use This Product

This program is perfectly suited to today's classrooms. Teaching would be so much easier if all of the students learned at the same pace and read at the same level. Then, we could create interactive, whole-class lessons and every student would be involved and learning. However, as we all know, classrooms today are filled with students who are as different from each other as they are from their teachers. So, how can teachers possibly meet all the students' needs? Teachers have to differentiate their instruction.

This program provides ways for teachers to differentiate without all of the extra planning involved. The planning is done for you within this lesson plan book. All you need to do is determine the best way to use the program to meet the needs of the students in *your* classroom.

## Organization of the Readers

On pages 17–20 of this teacher's guide, you will find summaries of each of the readers. These summaries are meant to give you a general idea of the social studies content covered in each reader. That way, you can skim through this section and determine which titles fit the topics you are currently teaching in social studies.

As you review the summaries, you will notice that the readers are organized into pairs. For example, the book *Mesopotamia* includes *Mesopotamia* and *Hammurabi: Babylonian Ruler*. This is one of the unique qualities of this program. Each book has one part that is written at a fifth-grade reading level and another part written at a fourth-grade reading level. (See the chart on page 8 for more specific information on the reading levels of the books.) Having the books at various reading levels within the same kit will provide you with a lot of flexibility in how to use the program with your students. Below are some suggestions to help you utilize this program in a number of different classroom settings.

## Reading Groups

If you currently use reading groups in your classroom, you can easily fit this program into your classroom. At the beginning of the year, look through the *Table of Contents* (pages 2–3) and the *Reader Summaries* (pages 17–20) to determine which of the 7 titles you would like to use with your students.

Once you decide which readers you want to use with your students, you need to group your students according to their reading levels. You have six copies of each book. So, if you have 30 students, you could have five reading groups. About twelve students could be in two different reading groups to read the below-grade level reader (*Hammurabi: Babylonian Ruler*). Twelve more students could be in two different reading groups to read the on-grade level reader (*Mesopotamia*).

The other six students would be your highest students. Within each lesson, there is a suggestion for an enrichment activity for these students. They may use the readers as a starting point, but most of their work will be done independently with outside resource books. They should still participate in any whole-class discussions or activities, but they will not be meeting with you in the typical way. You would probably want to meet with them on the first day. Then, you could meet with them every other day after that. The idea is that they study the same social studies content, but complete a reading activity that is more advanced for their special learning needs. If they are already reading above grade level, they don't need the same type of reading practice as the other students.

# How to Use This Product (cont.)

## Whole-Class Activities

The information in the paired readers is similar. That way, students who read either part can be pulled back into a classroom discussion about the same general social studies content. However, the vocabulary and sentence structure differs depending on the reading level of the book. By dividing the students up and having them read different books, you will have a more interactive class discussion. Every student will have something interesting to share with the class. Your below-grade-level students will actually have knowledge to bring to the table that the on- or above-grade-level students do not have.

The introductory and concluding activities included with each set of reader lessons are set up to help you with the whole-class activities. Each new unit starts with a quick introductory activity. The activity usually introduces the reading skill and/or writing skill to the students. Once the students complete the whole-class activity, they should be divided into leveled groups to read the two readers. After completing a couple of days of activities with the readers, students will return to a whole-class setting to complete a concluding activity together.

## Support for Social Studies

It is possible that not all of the topics will fit your social studies needs. Keep in mind that you don't need to read these books one right after another. You can spread out the readers, and use them throughout the year. You might choose to use them at the beginning of each unit of study. So, as you begin your study of Ancient India, you use your reading time that week to have the students read India. That way, the students will become interested in the time period through something other than their textbooks. The activities are interesting and the students will be more excited to learn more about the events, places, and people that they meet in the readers.

These books are not meant to be textbooks, but each book does provide students with a lot of good historical information. You may want to use these books as the stepping stones to independent research. After having the students read the books, you could have each student choose a person, place, or event from his or her reader. Then, students must complete further research about their chosen topics using the Internet, library resource books, and their textbooks. Their research should focus on finding out more about the topics so that they can present the information to the rest of the class. In this way, you can jigsaw the historical information and allow students to teach each other about the various time periods.

## Support for Literacy Skills

Each set of readers has a writing objective as well as reading and social studies objectives. There is usually a writing activity for the students to complete before reading the book. Many of these activities are done with partners or in small groups. That way, the students work together to put their thoughts into written form. After students read the books, they also have writing assignments. These assignments are creative and fun for the students. The students might have to write letters, draft newspaper articles, or create descriptions of important characters from history. Pages 9–11 have more information on Reading in the Content Areas. Writing, reading, and social studies content are all interwoven throughout this program of study.

# How to Use This Product (cont.)



**Unit 2: Egypt**

**Time Line for the Unit**

Day	Egypt	Hatshepsut
Day 1	Complete the Introductory Activity (pages 44-45).	Complete the Introductory Activity (pages 58-59).
Day 2	Complete the Before Reading activity (pages 46-47).	Complete the Before Reading activity (pages 60-61).
Day 3	Complete the After Reading activity (pages 48-49).	Complete the After Reading activity (pages 62-63).
Day 4	Complete the Primary Source Overhead (pages 50-51).	Complete the Primary Source Overhead (pages 64-65).
Day 5	Complete the Social Studies Content activity (pages 52-53).	Complete the Social Studies Content activity (pages 66-67).

**Unit Learning Objectives**

- Students will identify the main idea and supporting details as they read. (Nonfiction Reading Objective)
- Students will write compare and contrast expository essays. (Writing Objective)
- Students will understand how economic, political, and environmental factors influenced the civilization of Egypt. (Social Studies Content Objective)
- Students will understand how political factors influenced the civilization of Egypt. (Social Studies Content Objective)

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## Time Line for the Unit

- This chart provides information to help you organize your scheduling of the unit. It estimates how long each part of each lesson plan will take to complete with your class.

## Unit Learning Objectives

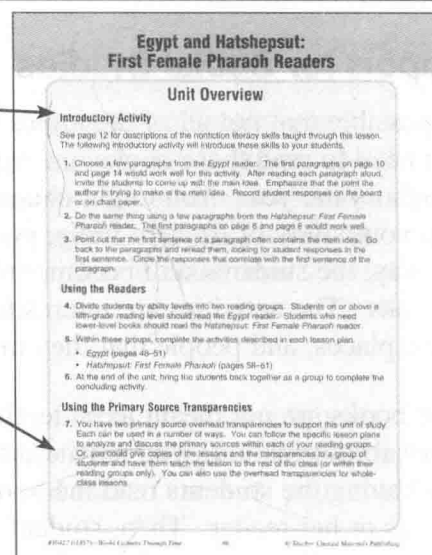
- Listed here are the social studies, reading, and writing objectives for the lesson plans. The reading and writing objectives are similar for two parts in one book. The social studies objectives differ depending on the content of each specific book.

## Introductory Activity

- Each set of lessons has an introductory activity for the students. This activity introduces the reading and/or writing skills for the unit of study. This activity is completed as a whole class.

## Using the Primary Source Transparencies

- Each lesson has a primary source overhead transparency. These transparencies can be used in small group lessons or for whole-class activities. The primary sources on the transparencies support the social studies content of the readers.



**Egypt and Hatshepsut: First Female Pharaoh Readers**

**Unit Overview**

**Introductory Activity**

Give page 12 for descriptions of the nonfiction literacy skills taught through this lesson. The following introductory activity will introduce these skills to your students.

- Choose a few paragraphs from the *Egypt* reader. The first paragraphs on page 10 and page 14 would work well for this activity. After reading each paragraph aloud, invite the students to come up with the main idea. Emphasize that the point the author is trying to make is the main idea. Record student responses on the board or on chart paper.
- Do the same thing using a few paragraphs from the *Hatshepsut: First Female Pharaoh* reader. The first paragraphs on page 18 and page 22 would work well.
- Point out that the first sentence of a paragraph often contains the main idea. Go back to the paragraphs and reread them, looking for student responses in the first sentences. Circle the responses that coincide with the first sentences of the paragraphs.

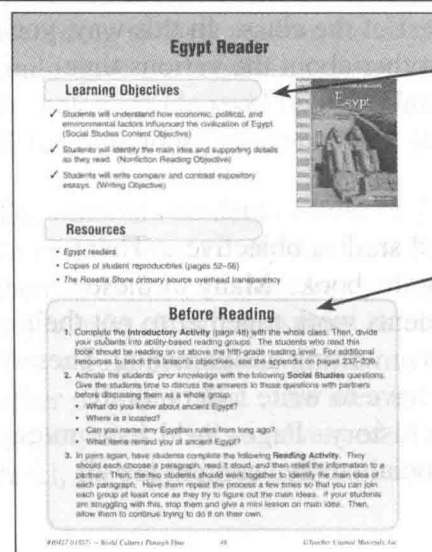
**Using the Readers**

- Divide students by ability levels into two reading groups. Students on or above a 4th-grade reading level should read the *Egypt* reader. Students who need lower-level books should read the *Hatshepsut: First Female Pharaoh* reader.
- Within these groups, complete the activities described in each lesson plan.
- Egypt* (pages 44-51)
- Hatshepsut: First Female Pharaoh* (pages 58-61)
- At the end of the unit, bring the students back together as a group to complete the concluding activity.

**Using the Primary Source Transparencies**

- You have two primary source overhead transparencies to support this unit of study. Each can be used in a number of ways. You can follow the specific lesson plans to analyze and discuss the primary sources within each of your reading groups. Or, you could give copies of the lessons and the transparencies to a group of students and have them teach the lesson to the rest of the class (or within their reading groups only). You can also use the overhead transparencies for whole-class lessons.

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**Egypt Reader**

**Learning Objectives**

- Students will understand how economic, political, and environmental factors influenced the civilization of Egypt. (Social Studies Content Objective)
- Students will identify the main idea and supporting details as they read. (Nonfiction Reading Objective)
- Students will write compare and contrast expository essays. (Writing Objective)

**Resources**

- Egypt* reader
- Copies of student reproducible (pages 52-56)
- The Rosetta Stone primary source overhead transparency

**Before Reading**

- Complete the Introductory Activity (page 44) with the whole class. Then, guide your students into ability-based reading groups. The students who read this book should be reading on or above the 4th-grade reading level. For additional resources to teach this lesson's objectives, see the appendix on pages 232-239.
- Activate the students' prior knowledge with the following **Social Studies** questions. Give the students time to discuss the answers to these questions with partners before discussing them as a whole group.
  - What do you know about ancient Egypt?
  - Where is it located?
  - Can you name any Egyptian rulers from long ago?
  - What items remind you of ancient Egypt?
- In pairs again, have students complete the following **Reading Activity**. They should each choose a paragraph, read it aloud, and then retell the information to a partner. Then, the two students should work together to identify the main idea of each paragraph. Have them repeat the process a few times so that you can join each group at least once as they try to figure out the main idea. If your students are struggling with this, stop them and give a mini lesson on main idea. Then, allow them to continue trying to do it on their own.

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## Learning Objectives

- Listed here are the social studies, reading, and writing objectives for the lesson. All the activities relate back to these objectives.

## Before Reading

- This section begins the actual lesson plan for working with the students as they read the readers. This is the first page of the lesson plan. In total, there are three sections: Before Reading, During Reading, and After Reading. Many of the activities and questions can be used in any order that you would like. You don't need to follow the step-by-step directions to be successful with these activities.

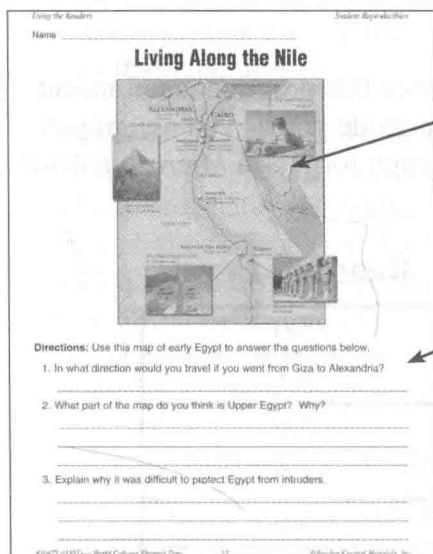
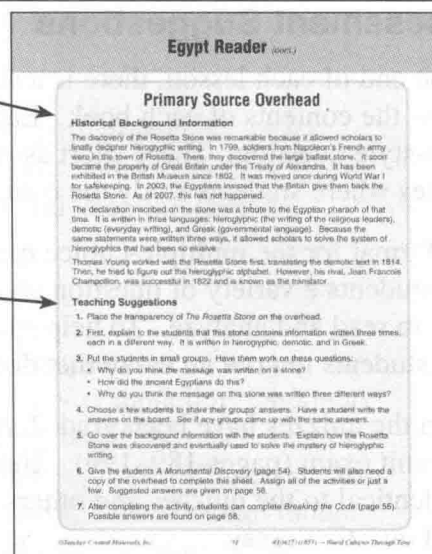
# How to Use This Product (cont.)

## Historical Background Information

- Each overhead transparency lesson has a brief paragraph that gives some background information on the subject. You should use this information to extend your group discussion of the primary source.

## Teaching Suggestions

- The teaching suggestions provide one way of studying the primary source with the students. There are two student reproducibles related to each overhead primary source. After a group discussion and/or activity, students will be asked to complete the activity sheets. Much of their analysis of the primary source takes place while they are working on the activity sheets.



## Primary Sources

- Each student reproducible page has a primary source about the topic of the reader. These photographs, maps, charts, quotations, or letters are reproduced for the students to study.

## Questions

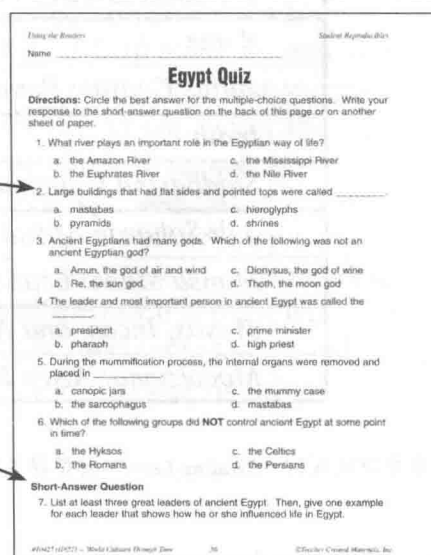
- Students use a basic knowledge of the time period, the information they gained from reading the book, and the information provided in the primary source to answer questions about the topic. Suggested answers are provided for each student reproducible page.

## Multiple-Choice Questions

- For each reader, a quiz is provided. These quizzes will help you evaluate student learning. They also serve as study guides for the end-of-unit assessment. Each quiz has five multiple-choice questions based on the content of the reader.

## Short-Answer Question

- Also included in each quiz is one short-answer question. This question is meant to be answered in a paragraph or two by the students. Suggested answers are provided for the multiple choice and the short-answer questions.





# How to Use This Product (cont.)

## Assessment Suggestions

At the end of each lesson, there is a short quiz provided for you. These quizzes will help students review the contents of each book. Each book has a quiz with five multiple-choice questions and one essay-style question. These short assessments may be used as open book evaluations or as review quizzes where students study the content prior to taking the quiz.

The format for the multiple-choice questions includes a variety of questions. The items are designed to give students a variety of question styles (e.g., open-ended, true/false, fill-in-the-blank, what-happened-next) to read and analyze. To help students improve their essay-writing skills, it is suggested that you have students rewrite an essay that does not meet your standards.

When the quizzes have been graded, it is suggested that students keep them to review prior to taking the final unit exam (pages 189–199). The final test also has multiple-choice questions. Some of the items are identical to the quizzes and others are reworded. The final section of the unit test is a document-based question essay.

## Reading Levels of the Readers

Below is a chart that lists each of the readers and its reading level. Since this program is not meant to be a guided reading program, these reading levels are meant to help guide you as you assign your students to these books. The text of every reader is provided in paragraph form as a *Microsoft Word* file on the CD-ROM. These files can be used for fluency practice.

Reader Title	Reading Level
<i>Mesopotamia</i>	5.0
<i>Hammurabi: Babylonian River</i>	4.1
<i>Egypt</i>	5.0
<i>Hatshepsut</i>	4.0
<i>Greece</i>	5.6
<i>Socrates: Greek Philosopher</i>	4.6
<i>Rome</i>	5.5
<i>Julius Caesar: Roman Leader</i>	4.2
<i>India</i>	5.8
<i>Siddhartha Gautama: The Buddha</i>	4.6
<i>Sub-Saharan Africa</i>	5.8
<i>Mansa Musa: Leader of Mali</i>	4.9
<i>Mayas, Incas, and Aztecs</i>	5.1
<i>Moctezuma: Aztec Ruler</i>	4.0

注: 本书中所提及的“Reading Level”是根据美国学生阅读能力而进行分级的标准, 我国教师使用时仅供参考。

# Teaching Reading in the Content Areas

## Teaching Strategies

Content area reading can be taught effectively by using a variety of strategies. There are many effective methods for teaching nonfiction reading skills. While teaching these essential nonfiction skills, it is important to model everything and keep the students actively engaged in their reading experiences.

### Modeling

There are many educational opportunities to show children the importance of having the ability to read. One extremely effective and often overlooked tool is modeling. Students may not see the immediate value of reading a social studies text, but if the teacher can show the students how the text can be used to find out more about a topic of interest, then the reason for reading that text has been established. Furthermore, educators can model how important reading is in everyday activities. The instructor can read during silent reading and talk about the book that he or she is reading. If the teacher chooses to read a nonfiction book and shares how much he or she enjoys that book, students will more likely read that type of text.

Teachers can invite people who the students respect to the classroom and have them talk about how important reading is in their jobs. For example, a historian could come to school and share with students how important the skills of reading are when looking back through time. Teachers should model strategies using informational texts and provide students with experiences that will help them become strategic readers. They can do this by scaffolding instruction; showing how to do something; doing it together with students; giving students time to practice as a class, in groups, in pairs, and individually; and then gradually releasing the responsibility for independent content reading to each student.

### Actively Engaging Readers

Students need to be actively engaged in the reading process. This can happen when prior knowledge is activated and when the students are motivated to read and can think about the text before, during, and after reading. Content-area reading can be difficult for students who are not familiar with the subject matter, so the teacher needs to help make the material easier to understand by actively engaging the reader. This occurs during three dimensions of reading comprehension. The first dimension is the before-reading phase, where the purpose for reading is established, prior knowledge is activated, and the language and concepts are developed. The second dimension is the during-reading phase. At this point there is active reasoning; the reader actively communicates with the material being read. Information that is encountered is tested against the reader's own background, experiences, and expectations, and new knowledge is constructed. The third dimension is the after-reading phase. At this point, assimilation, assessment, application, accommodation, and appreciation can take place. These phases of reading are essential for comprehension.

# Teaching Reading in the Content Areas *(cont.)*

## Using Nonfiction in Your Classroom

Students should have access to and instruction with textbooks; trade books; fiction books with content information; and a variety of other types of print, such as newspapers, software, and magazines for children. Content-area reading helps students process and analyze information. When teachers encourage content-area reading, they often provide a meaningful context for reading instruction, encourage comprehension through the development of prior knowledge, help children develop skills for gaining information, and promote the quest that children have to find answers to their questions. Educators need to teach reading as a process that occurs throughout the day.

Students can learn in a variety of ways and from many resources, but learning from text is a powerful tool and a skill that must be taught before it can be used successfully. The idea that students need to develop and respond to important ideas is critical to promote independent thinking. Students reading expository text have the opportunity to read about their personal interests. Educators can take advantage of that interest to promote more reading and teach nonfiction-reading skills at the same time. Students need to have opinions, ideas, or experiences about the topic being taught. When reading in the content areas, students can be exposed to a variety of text types and features and they can learn about the structures of the text, as well.

## Access and Build Prior Knowledge

Students can gain meaning from text with content-area experiences by interacting with the text to build on their prior knowledge. Students need background information to learn new material. Exposing them to new texts helps students build their store of background knowledge and experiences. The process is continual and builds upon what is already there. When students have background knowledge about a topic, they can learn more about that topic. Then, students can use the new information to learn about other related topics, continually improving their store of background knowledge.

## Develop Lifelong Skills for Gaining Information

Teachers should encourage the use of reading as a powerful tool to gain information so students can set a purpose for reading certain types of text. If a student is reading a textbook for no other reason than he or she was told to, comprehension of that text is not likely to be very thorough. However, if a student is reading a textbook to find an answer to a question that came up during a class discussion, it is likely that the student will read until he or she understands the information.

If students lack the knowledge to gain meaning from the text either because they do not have the background knowledge or because they do not have the skills to read that particular type of text, then comprehension will suffer. Students need to learn the strategies to read nonfiction text so that they can read more and add more to their knowledge base. Reading in the content areas increases the amount of time spent on reading instruction, which has many benefits. This will result in increased literacy, knowledge of the content-area material, and overall time spent reading.

# Teaching Reading in the Content Areas *(cont.)*

## Using Nonfiction in Your Classroom *(cont.)*

### Motivation and Interest

Students need to have a reason for reading to motivate them to learn from text. Often a struggling reader can overcome some of the hurdles of reading when motivated enough to read about a particular subject of interest. Teachers can use analogies to motivate their students to connect new ideas with familiar ones. This strategy works especially well with content-area reading. When students can connect new information with something familiar and interesting, the motivation to read about the topic should increase. Additionally, personalizing the information helps students make a connection, as well. It is unquestionably important that students must want to read if their reading skills are going to improve.

Students have many needs as developing readers. When they have the opportunity to learn from textbooks, trade books, and other nonfiction material, they can read for the purpose of learning about their world and find answers to many questions. Children are naturally inquisitive and should be provided with the resources to learn about their topics of interest.

### The Reading and Writing Connection

Reading and writing are interactive processes that use similar strategies. When taught together, they reinforce each set of skills and can improve achievement. Reading and writing together create an atmosphere of communication. Thinking is a critical part of the process, and educators who promote higher-level thinking with both reading and writing processes will help to develop better thinkers.

Readers and writers engage in similar processes for comprehension. Readers have a purpose for reading, and writers have a purpose for writing. Just as readers use prior knowledge to make connections to a particular topic, writers use prior knowledge when writing about a topic. A reader can change comprehension strategies while reading, and a writer can change and develop meaning while writing. Both strategies require rereading to check comprehension. These are just some of the similarities in process for reading and writing.

When a person reads on a frequent basis, he or she is exposed to models of good writing. When a reader expands his or her reading collection to read a variety of genres, that reader is also expanding his or her collection of models of writing. When this occurs, students gain understanding of how specific texts work, and this knowledge can be applied to other reading and writing opportunities.

When a person practices writing and thinks about the structure of the language, he or she also will improve his or her reading skills. When a student writes a story in class, other students can read it, linking the reading and writing experience. The writer can also read his or her story aloud to the class, furthering reading practice. Writers also often read to gather information before writing. When writing, students need to think about grammar, phonics, spelling, and vocabulary, in addition to their other text structure skills. This reinforces what are traditionally thought to be reading skills.