



TEACHER'S GUIDE

MIDDLE SCHOOL

DK SMITHSONIAN 

HISTORY

THE DEFINITIVE VISUAL GUIDE



NEW EDITION

Previously published as *History: From the Dawn of Civilization to the Present Day*

NOTE TO EDUCATORS

Dear Educator,

DK is devoted to creating nonfiction books that make complex history accessible and alive for students and teachers. This educator guide has been created to aid teachers using DK's *History* (ISBN 9780744073737) as a resource in middle school classrooms. *History* spans time from 7 million years ago to the present day and is organized into seven chronological sections: Origins; Rulers & Hierarchies; Thinkers & Believers; Warriors, Travelers & Inventors; Renaissance & Reformation; Industry & Revolution; and Population & Power. Each section is subdivided into thematic topics presented with eye-popping features such as pictorial timelines, bold headings, colorful images, annotated maps, and illustrated fact boxes highlighting important people, ideas, and inventions. These nonfiction text features help organize student thinking and learning.

DK's *History* provides many opportunities for students to engage with the expansive breadth of human history. This guide provides teachers with tips to getting started, potential ways to use the book in your classroom, and sample activities aligned to the Common Core Standards and National Curriculum Standards for Social Studies. Specific discussion prompts, vocabulary lists, and activities—such as map-chats, image-talks, and creative projects—are also included. Finally, teachers will find tips for preparing students to thoughtfully engage with one another around the dynamic topics they will discover. We hope this guide helps you implement DK's *History* in your classroom.

—Curriculum developer, Sara Momii Roberts, Social Studies Educator,
NYC Ed. M, MST, Fulbright Teachers for Global Education Scholar

CASE STUDY:

How Success Academy Charter School Network is using DK's *History* in their 5th–8th grade history classes:

“It is difficult to find a history book for middle school which supports our inquiry-based pedagogy. Books have been either not age-appropriate or are presented with unengaging text and small, black-and-white photographs. We were thrilled when we stumbled across DK's *History*! It covers the chronology that matches our scope and sequence, presents material in one- or two-page spreads, and incorporates incredible maps, pictures, and photographs that make the content really engaging. Students at Success Academy are typically assigned two to five pages of reading a night and keep the books at home so they can investigate key terms, write summary paragraphs, and complete activities centered on the visual material—the most exciting part—at home! Since students are excited to read at home, we have time for dynamic class discussions and debates about the material in class. Teachers are really excited that the inclusion of this new text supports their efforts to make class time focused on inquiry and exploration. The introduction of DK's *History* has been a great success.”

—*Testimony from Mark Soriano, Leader of MS and HS History Content,
Success Academy Charter Schools*

HOW TO USE DK'S *HISTORY* IN YOUR CLASSROOM

- Use this book as your classroom's primary instructional text.
- Use this book as a supplementary resource about specific places, events, inventions, or people.
- Use this book as a reference guide for student-driven research.
- Focus on timelines, maps, illustrations, and fact boxes to practice nonfiction reading strategies.
- Use the “National Histories” addendum tracing individual histories of the world's countries.

SUGGESTIONS FOR ESTABLISHING A CLASSROOM COMMUNITY OF LEARNERS

Students learn best when they feel known by their teachers and connected to their peers. Here are some ways to establish a community of learners in your classroom:

- Play name games, distribute get-to-know-you surveys, and conduct periodic check-ins to build understanding relationships with your students.
- Maintain consistent routines: Do-Nows, morning greetings, use of Talking Sticks for group conversations, and discussion sentence starters can encourage confidence and cooperation.
- Spend time at the start of the school year and each new unit re-establishing strong student habits such as note-taking strategies, writing-response techniques, and nonfiction reading strategies.
- Decorate your classroom with community norms, vocabulary walls, and images of people, places, and artifacts from DK's *History*.
- Consider how you will assess student understanding at the end of lessons and units; rubrics, exit slips, formal tests, and creative presentations are effective ways to measure learning.

SUGGESTIONS FOR USING ESSENTIAL QUESTIONS (EQs)

Essential questions ask learners to explore what's significant and essential about a line of study. Teachers can use EQs as a personal road map to help plan a series of lessons or units. Teachers can also use EQs as a pre-reading discussion activity with students and return to them post-reading.

- What similarities and differences have existed across human cultures throughout time?
- Why do civilizations rise and fall?
- How has art and innovation inspired human societies since the beginning of time?
- How has religion been a powerful shaper of human culture?
- Are social hierarchies and inequalities unavoidable?
- What can we learn from the past? What could the past have learned from us?
- How is our record of history inherently incomplete and/or biased?

SUGGESTIONS FOR INTRODUCING NONFICTION TEXT FEATURES:

At the beginning of the year, teachers can identify nonfiction text features using DK's *History* to lay a strong foundation of reading comprehension for the year. With the text in front of them, teachers can define and identify each feature. Then, students can engage in a scavenger hunt through the book, searching for their favorite example of each feature. Students can design illustrated posters of one feature or co-create a nonfiction text features booklet.

NONFICTION TEXT FEATURES

Headings	Map/Map Key	"After" *
Subheadings	Glossary	"How We Know" *
Titles	Index	"Idea" *
Subtitles	Chart Info Boxes	"Invention" *
Timeline	Caption	Table of Contents
Images	"Before" *	*Nonfiction information box specific to DK's <i>History</i>

SUGGESTIONS FOR TEACHING ABOUT DIFFICULT HISTORICAL TOPICS

DK's *History* presents an incredibly comprehensive picture of human history, including difficult history. Before starting lessons about sensitive topics, such as the Transatlantic Slave Trade, it is important to prepare students for thoughtful dialogue. To do this, teachers can create speaking, discussion, and listening protocols so all voices are included or use journal writing to help students relate personal feelings or reactions to learning about war, violence, or inhumane treatment throughout the ages. Additionally, the language we use to describe history can make a difference. For example, slavery was a brutal system that lasted for more than four hundred years and contributed to a legacy of racial inequality in many countries. Using terms like "enslaved Africans" rather than "slaves" in lessons can help humanize groups in the past and provide an entree for students to become curious about their contributions, cultures, perspectives, and experiences.

SUGGESTIONS FOR TEACHING KEY VOCABULARY

Building a strong vocabulary foundation increases student comprehension and ability to analyze important concepts across time and place. To introduce vocabulary, teachers decide if they want to teach vocabulary as they appear in the text or as a pre-reading strategy. They can employ a number of creative techniques to do either, including vocabulary jeopardy, vocabulary word walls, vocabulary journals, foldables with unit vocabulary defined and illustrated, or vocabulary card matching decks. Complex words that require multiple conversations can be introduced briefly and returned to later in context. Adding credit for students' use of key vocabulary in writing and class discussions can inspire vocabulary use. Below is a starter list of vocabulary by section in *History*.

SECTION 1: ORIGINS 7 MYA-3000 BCE

MYA	Homo sapiens	Paleolithic	Ice Age
YA	Homo erectus	adaptation	migration
BCE	ancestor	extinction	hunter-gatherer
chronological	hominin	evidence	Stone Age
innovation	spirituality	diversity	harvest
archaeology	culture	evolution	domestication
evidence	fossil	technology	adaptation

SECTION 2: RULERS & HIERARCHIES 3000-700 BCE

hierarchy	polytheism	step pyramid	supply and demand
civilization	agriculture	Ur	pharaoh
dynasty	Tigris and Euphrates	Mesopotamia	Bronze Age
millennium	Indus Valley	cuneiform	Iron Age
empire	city-state	taxes	pictorial symbols
trade	irrigation	artifacts	mummification

SECTION 3: THINKERS & BELIEVERS 700 BCE-600 CE

CE	republic	Cyrus Cylinder	Cleopatra
democracy	Roman Empire	polis	Homer
empire-building	Han Dynasty	Aristotle	Gilgamesh
Eurasia	Persian Empire	Greek mythology	Pythagoras
Confucianism	Alexander the Great	Buddhism	Egyptian astronomy
government	Achaemenid	realism	Julius Caesar
religion	faith	Mesoamerica	animism

SECTION 4: WARRIORS, TRAVELERS & INVENTORS 600-1450

Medieval Period	middle ages	Timbuktu	the Crusades
feudalism	Islam	Mansa Musa	the Inquisition
China's Golden Age	Hinduism	Mali Empire	Byzantine Empire
Diamond Sutra	Angkor Wat	Songhai Empire	conquest
Genghis Khan	Dome of the Rock	Silk Road	Holy Land
bureaucracy	fundamentalism	Mongols	pre-Columbian

SECTION 5: RENAISSANCE & REFORMATION 1450-1750

Renaissance	pilgrim	Mughal Empire	Leonardo da Vinci
Reformation	settler colonialism	capitalism	reformation
Columbus	imperial rule	scientific instruments	monarchy
colonization	commerce	the Enlightenment	William Shakespeare
expedition	industry	the Middle Passage	Scientific Revolution
Triangular Trade	Slave Trade	Mercator map	
	New World		

SECTION 6: INDUSTRY & REVOLUTION 1750-1914

politics	evolutionism	Charles Darwin	socialism
food revolution	American Revolution	frontier	Abraham Lincoln
Irish Potato Famine	independence	Westward Expansion	abolitionist
Industrial Revolution	the American Civil War	Manifest Destiny	political party
free enterprise	human rights	Transcontinental Railroad	Latin American revolution
Bessemer process	emancipation	American Indian Reconstruction	urbanization
global conflict	Napoleonic wars		germ warfare
			imperialism

SECTION 7: POPULATION & POWER 1914-PRESENT

the Great War	propaganda	dictatorship	atomic bomb
treaties	the Great Depression	Holocaust	the Cold War
the Bolsheviks	the New Deal	genocide	partition
state censorship	inflation	World War II	Albert Einstein
alliance	fascism	national socialism	racial segregation
communism	Adolf Hitler	climate change	McCarthyism
immigration	suffrage	discrimination	Civil Rights
recession	globalization	terrorism	apartheid

SAMPLE LESSON

HISTORY'S SECTION I: ORIGINS: "OUT OF AFRICA" PAGES 24-25

History's concentrated pages give teachers exponential opportunities to invite students into new content, develop competencies, and increase comprehension. The sample lesson below describes an inquiry-based approach toward teaching a sample two-page spread of *History*. The following activities could be applied to other topics through the book

Topic	Text: DK's <i>History</i> Section 1: Origins Subsection: "Out of Africa: The migrations from Africa that resulted in human colonization of the Earth" Pages: 24-25	
Materials	<ul style="list-style-type: none"> • Pages 24-25 ("Out of Africa"). • Copy of DK's <i>History</i> per student. • Notebook and writing instrument. • Ball of twine or string, masking tape, black marker. 	
Key vocabulary "Out of Africa"	CONTENT VOCABULARY Hominins Homo sapiens hunter-gatherers adaptation diversity fossil colonize spread archaeology evidence migration	NONFICTION TEXT FEATURES annotated map map key captions info-box title main idea detail

SAMPLE LESSON

HISTORY'S SECTION I: ORIGINS: "OUT OF AFRICA" PAGES 24-25 (CONT'D.)

<p>Big questions:</p> <p>Big questions are not as overarching as essential questions and can be answered by the end of the lesson or series of lessons.</p>	<ol style="list-style-type: none"> 1. Where did modern humans come from? 2. How and when did humans spread across the Earth? 3. In what ways are modern humans similar to our ancient ancestors? 4. In what ways are modern humans different from our ancient ancestors? 5. What technologies and tools have scientists used to learn this ancient history?
<p>Lesson hook:</p> <p>Using a string timeline</p>	<p>Visualizing "long ago"</p> <p>Students find the concept of "thousands of years ago" hard to grasp. To help them visualize the scope of time involved in this lesson, or any lesson in <i>History</i>, create a string timeline that stretches across a wall, the classroom, or even down a hallway.</p> <p>How to make a string timeline for "Out of Africa"</p> <p>Cut a 12-ft piece of strong string. Add a masking-tape tag at one end and label it "Current Day" or "Today." For every foot, add a new tag and label them in ascending order: "10,000 years ago," "20,000 years ago," "30,000 years ago," and on until "120,000 years ago."</p> <p>Using a string timeline as a lesson hook</p> <ul style="list-style-type: none"> • Say: <i>Today we will explore how Homo sapiens, our distant ancestors, began spreading across the Earth from East Africa 120,000 years ago. This timeline illustrates how "long ago" we will travel back in time.</i> • Ask two students hold ends of the string. Classmates can get up and walk around the timeline, observing details.

SAMPLE LESSON

HISTORY'S SECTION I: ORIGINS: "OUT OF AFRICA" PAGES 24-25 (CONT'D.)

<p>Lesson hook:</p> <p>Using a string timeline (cont'd.)</p>	<p>Using a string timeline as a lesson hook (cont'd.)</p> <ul style="list-style-type: none"> • String timeline discussion prompts: <i>What do you notice about this timeline? What strikes you about how far back we are going? Could we label our current year? Could we label the time of the dinosaurs (is the room even big enough)? Would it be possible to add your birthday to this timeline?</i> (D2.Hist.1.5-8, D2.Hist.2.5-8) <p>String timeline: Differentiation activities</p> <ul style="list-style-type: none"> • Younger students can work in teams to make a string timeline themselves, using rulers to measure each foot. Students will label the string in ascending order: "10,000 years ago," "20,000 years ago," "30,000 years ago," and on until "120,000 years ago." Older or advanced students can measure and label their own timeline. Then they can use the map to identify other important time periods and add those to their timeline, using the same methods. Students can present their timeline to the class and explain why they selected the eras they did. (D2.Hist.1.5-8, D2.Hist.2.5-8)
<p>Teacher-led reading of the main text</p>	<p>Hand out your favorite "Main idea and details" graphic organizer. Preview any graphic organizer you use to ensure students understand what is expected of them.</p> <p><i>Say: Today we will take a journey into the past to discover where the ancestors of modern humans came from and how they spread across the globe. We will also learn how scientists know this information and explore images that help us understand this history. In today's lesson, we will use our learning habits: Historical Thinkers, Map Investigators, Image Analyzers, and Number Studiers.</i></p>

SAMPLE LESSON

HISTORY'S SECTION I: ORIGINS: "OUT OF AFRICA" PAGES 24-25 (CONT'D.)

<p>Teacher-led reading of the main text (cont'd.)</p>	<p>Read aloud main text</p> <p>Reading aloud to students in any grade level benefits comprehension and helps the class learn together. Alternatively, you can ask students to do popcorn reading or round robin reading. Stop to record main ideas and details. Teachers can do the first as a model, then ask students to raise their hands if they discover a main idea or detail they'd like to share with the class. (RI.5-8.1, RI.5-8.2, RI.5-8.3, W.5-8.2.D)</p> <p>Nonfiction text features</p> <p>Help students to navigate nonfiction text features by identifying the various features on this page spread. For younger students, having them point and touch the paper as you review these elements will help comprehension. (RI.5-8.5, RI.5-8.7)</p>
<p>Student work and extension activities</p>	<p>Now that students have a group-generated overview of the topic, including main ideas and details, there are a number of ways to use History's "Out of Africa" spread for individual work, partner work, and extension activities.</p> <ol style="list-style-type: none"> 1. Jigsaw: A jigsaw activity assigns students a section of the reading about which they read, take notes, and become an authority. After students become familiar with their section, students rotate to new groups and teach their section content to peers. (RI.5.3, RI.5.2, RI.5.1, RI.5.10, W.5.1.B, W.5.2.D, W.5.7, SL.5.1.C, SL.5.2, SL.5.4) 2. Quiz cards: Students create 1-3 comprehension questions drawn from information anywhere on the page spread. Students are given two index cards. On one they write a question and on the other they write an answer to that question based on the reading. The question and answer cards become a deck to use as for review, matching games, or for whole class review. (RI.5.2, RI.5.10, W.5.1.B, SL.5.1.C, SL.5.2)

SAMPLE LESSON

HISTORY'S SECTION I: "ORIGINS: "OUT OF AFRICA" PAGES 24-25 (CONT'D.)

<p>Student work and extension activities (cont'd.)</p>	<p>3. "Most Important to Me" collage: Provide photocopies of the page spread, scissors, glue, and a large base paper to each student. After reading, students will work alone or in teams to cut out the main or most important words, phrases, and images, making a collage of information that reflects their learning. (SL.5.1.C)</p> <p>4. Newsletter template "Read All About It": Use your favorite newspaper front page template and ask students to create a "Front Page" highlighting the most important news they gained from the page spread. (RI.5.1, RI.5.10, W.5.1.B, W.5.1.D, W.5.2.D, W.5.4, W.5.7, W.5.8, L.5.3.A)</p>
<p>Assessment suggestions</p>	<p>Teachers can informally assess students during the lesson based on their participation and notes. Teachers can assess more formally at the end or after a lesson. Here are some options for nontraditional assessments:</p> <p>1. Exit ticket: Exit tickets are quick-response writing students do at the close of a class to share something they learned or to respond to a specific question. (RI.5.2, RI.5.4, RI.5.3, RI.5.2, RI.5.10, W.5.1.B, SL.5.1.C, W.5.2.D)</p> <p>2. Word/concept mapping: On a blank piece of paper, students connect key vocabulary words (e.g., "fossils" with "archaeology") and concepts in a web of critical thinking connections written on the paper. (RI.5.4, RI.5.3, RI.5.2, RI.5.10)</p> <p>3. Answer the big questions: Students can answer the big questions posed at the beginning of the lesson on their own or with a partner. Students should use textual evidence to support their responses. (W.5.2.D, W.5.1.B, RF.5.4.A, RI.5.3, RI.5.2, RI.5.10, W.5.1.B, W.5.8, SL.5.1.C, SL.5.4, RL.5.1; D3.3.5-8)</p>

SAMPLE LESSON

HISTORY'S SECTION I: ORIGINS: "OUT OF AFRICA" PAGES 24-25 (CONT'D.)

Assessment suggestions (cont'd.)	A note about models and rubrics <p>Models are examples of completed work that fits the requirements of the assignment or assessment. Rubrics provide a description of each component of an assignment with written examples of work that's not meeting or exceeding standards. Rubrics and models help students understand what's expected of them and mitigate a teacher's subjectivity in grading and assessment.</p>
Standards alignment (CCSS/NSSS)	<div> <div> CCSS: RI.5-8.1 RI.5-8.3 RI.5-8.4 RI.5-8.8 W.5-8.1.A W.5-8.2.A W.5-8.2.D W.5-8.9.B SL.5-8.1.A SL.5-8.1.C </div> <div> NSSS: D2.Geo.2.6-8 D2.Geo.6.6-8 D2.Geo.8.3-5; D2.Geo.8.6-8 D2.Hist.1.3-5; D2.Hist.1.6-8 D2.Hist.16.6-8 D4.3.3-5 </div> </div>

