

AP World History Modern Unit 5 Reading Guide for AMSCO

Key Ideas from this section:

- As empires expanded and trade routes led to more interactions – scientists, philosophers, and political thinkers in the 17th and 18th centuries began to emphasize A. reason and logic over traditional beliefs and B. individual rights over community commitments. The ideals of this movement, such as individual rights and private control of land/businesses, challenged the roles of rulers and church leadership, planted the seeds of major political revolutions.
- Following the Scientific Revolution and the birth of the Enlightenment, Enlightenment thinking leded to be rational (positive/progressive). Many writers believed that applying reason/logic to government and society would result in progress. While not denying the existence of God, they emphasized human accomplishments in understanding the natural world.
- The clash between new progressive or liberal ideas VS old political structures (conservative ideas) led to revolutions that often had two aims: independence from imperial powers, temporal and constitutional representation (more democracy). This decline of empires and the emergence of new forms of government often followed.
- In Europe and America, Enlightenment thinkers reacted to the social problems caused by increasing urbanization (growth of cities) and industrialization (factory production). Poverty in the cities increased, their workers lived in slums without proper sanitation and without political representation. Various writers proposed solutions for these problems including government regulations and charity programs. Others blamed the poor themselves and called on them to change their situation on their own.
- New political ideas that grew out of this time period (1750 – 1800) included increased rights and equality for women, minority groups, and the labor classes.



Unit 5.1 - The Enlightenment

Q1. Complete 2 boxes in EACH COLUMN in the chart below. The "starred" items are required:

Terms	Briefly explain (5 - 10 words) what this term means/how it connects to this time period. USE THE TEST not Google.	- Which key idea from the list above best connects with this term? - Explain the connection. "This term best connects with key idea ____ because ____ the key idea states the ____ and the term directly represents the idea for ____." "Key idea ____ represents how ____ and the term is an example of ____." (Must include either a CAUSE or EFFECT of a historical situation connected with the term) Example: the enlightenment then supports the idea ____ is the cultural interaction between thinkers and Muslims in Istanbul that brought Muslim (and Jewish) scholars and their ideas into Europe, more in line with a long-term tradition.
"Mobs and Locke" 	____ Mobs believed that society needed to sacrifice some freedoms for a strong central govt in order to protect themselves from the the animals. Locke believed all humans had natural rights that needed to be protected by the government.	- Key idea: ____ - Explain the connection. (Must include a CAUSE or EFFECT)
The Philosophes 	____	- Key idea # - Explain the connection. (Must include a CAUSE or EFFECT)

World History Guided Activity Answers Unit 5

**Smithsonian Institution, National
Academy of Engineering, National
Science Resources Center of the
National Academy of
Sciences, Institute of Medicine**

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Focus on World History Kathy Sammis, 2002-09 Topics include Early human communities Emergence of agricultural societies Civilizations of Mesopotamia Egypt the Indus Valley and Greece The great empires of Persia China India and Rome The emergence of major religions **American Vision, Unit 5 Resources** McGraw-Hill Staff, 2002-04 *World History: Connections to Today* Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 [Resources for Teaching Middle School Science](#) Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents *Voila! 1 Teacher's Book* Gwen Berwick, Sydney Thorne, 2004 Voila is a motivating French course taking students from beginner level through to

GCSE and is aimed at a wide range of abilities It includes the three part lesson assessment for learning and thinking skills

Human Heritage Miriam Greenblatt, Peter S. Lemmo, 2001 A world history textbook chronicling the rise of Western and Eastern civilizations Includes photos art illustrated charts vocabulary exercises and review questions **Resources in Education** ,2000 *Cambridge Global English Stage 4 Teacher's Resource* Nicola Mabbott, Claire Medwell, Jane Boylan, 2014-06-19 Cambridge Global English is a nine stage language rich course for learners of English as a Second Language following the Cambridge International Examinations curriculum framework Teacher s Resource 4 provides step by step guidance notes for teachers for each lesson in every unit to support teaching the content of Learner s Book 4 Notes on Activity Book 4 are also included A unit overview provides a snapshot of lesson objectives and the language and skills covered The notes include answer keys to activities in the Learner s Book and Activity Book complete audio scripts suggestions for differentiation and assessment cross curricular links portfolio opportunities and additional unit linked photocopiable activities and unit based wordlists **Building Vocabulary: Level 11 Kit** Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton, 2010-06-09 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 11 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more *Resources in Vocational Education* ,1980 *English for cultural tourism management and interpretation* Raffaella Picello, 2017-09-01 **Data Book of Social Studies Materials and Resources** ,1985 **English For It** Эллина Сидельник, Оксана Заблоская, Анна Опрышко, 2024-07-30 ENGLISH FOR IT TM **1980 Census of Housing** ,1983 **Curriculum Focus The Tudors History KS2** Mike Temple, 2014-07-02 Part of a popular series that will inspire the teachers especially the non specialists to teach history and geography with confidence comprehensive background information extensive photocopiable resources such as pictures charts and diagrams detailed lesson plans differentiated activities at three ability levels ideas for support and extension suggestions for incorporating ICT The Tudors chapters include The Tudor family Henry VIII The six wives of Henry VIII Why did Henry marry six times Rich people in Tudor times Poor people in Tudor times Compare and contrast Tudor life with life today Exploration in the Tudor period Drake s voyage around the world English settlements in America *Research in Education* ,1970 **World History** Elisabeth Gaynor Ellis, Anthony Esler, 2014 **Getting to the Roots of Social Studies Vocabulary Levels 6-8** Timothy Rasinski, Nancy Padak, 2014-01-01 Expand your students content area vocabulary and improve their understanding with this roots based approach This standards based resource geared towards secondary grades helps students comprehend

informational text on grade level topics in social studies using the most common Greek and Latin roots Each lesson provides tips on how to introduce the selected roots and offers guided instruction to help easily implement the activities Students will be able to apply their knowledge of roots associated with specific subject areas into their everyday vocabulary Berries Level Five A Story Magic Sanaa Taleb, Berries offers learners in elementary classes the opportunity to discover the joy in learning It provides through fun and motivating activities all the basic skills for language learning To that end learners will be effectively engaged in a well structured comprehensive program as they master listening speaking reading writing phonics spelling and critical thinking skills Berries components Learner s Instructor s Story Magic Manual and Answer Key Grammar Audio CD Phonics Assessment CD Practice Theme based Posters Each of the learner s four books covers a range of components targeting the specific objectives of the respective language areas Special care has been given to the choice of themes to guarantee motivation and encourage social interaction Study skills and cross curricular links are also integrated in the program helping learners experience global education early on in their academic lives Berries makes learning fun

Children's Books in Print R R Bowker Publishing,Bowker,1999-12

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