Let's
work
together

TEACHER´S BOOK

Geography and History

2 SECONDARY

Geography and History 2 Teacher's Book is a collective work, conceived, designed and created by the Secondary Education department at Santillana, under the supervision of **Teresa Grence Ruiz**.

WRITERS:
Yolanda Bernal
Carlos Guallart
Javier Iniesta
Javier Velilla
Heather Sutton
Francisco Javier Zabaleta

EDITORS
Gabriela Martín
Heather Sutton

EXECUTIVE EDITOR
David Ramírez

PROJECT DIRECTOR
Lourdes Etxebarria

BILINGUAL PROJECT DIRECTOR
Margarita España

e-vocación
SANTILLANA

Everything you need in the classroom!

About us

The **e-vocación Santillana website** has been specially designed to help teachers. Here, you will find all the resources you need for your lessons.

One click to access:

- Teacher's Book
- Reinforcement and extension worksheets
- Assessment worksheets
- PDA
- Answer keys

- Audio
- Digital book
- More resources
- Teacher training

How to register

1 Go to **e-vocacion.es** and click on your Autonomous Community.

2 Click on **Regístrate**.

3 Complete your **personal data** and **school information**.

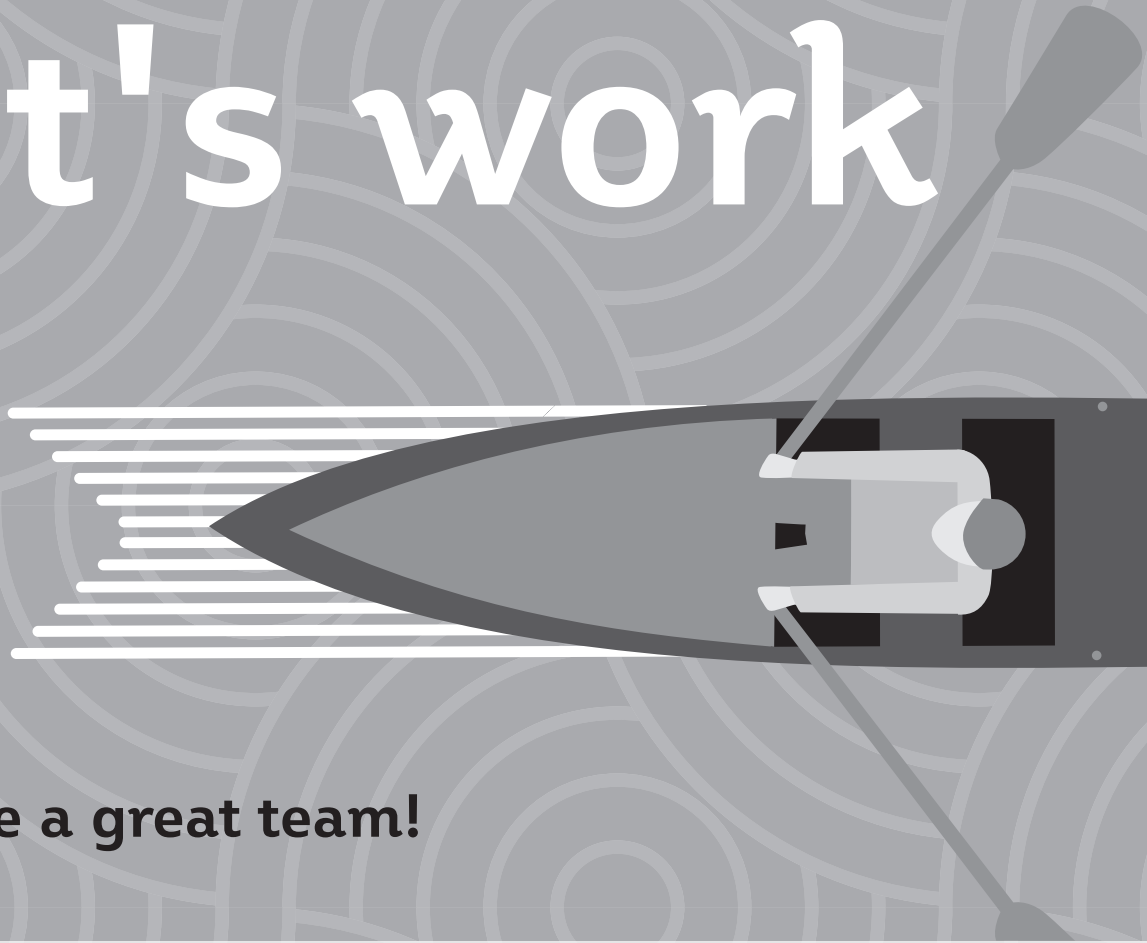**4** You will receive a **welcome email** to confirm your registration.

Already registered?

Don't forget to update your school information in **Mi Área Personal** at the start of the school year.

Contents

Resources and worksheets

Let's work

We make a great team!

At Santillana Richmond we are constantly looking to improve.

So much has changed in education in recent years. At Santillana Richmond we know that creating a dynamic educational project requires an awareness of shifting trends and developments achieved by listening to educators and making informed decisions.

So that's what we have done. Over the years we have stayed close to you. We have learned from the valuable solutions you provide every day in the classroom. Thanks to your help, we have been able to develop better content.

Thank you for helping us to create and improve our projects!

**Richmond**

together!

Why Santillana Richmond?

- **Experience.** More than 60 years working with the Spanish educational system and offering solutions for schools.

- **Excellence.** Rigour and quality, achieved in consultation with teachers and researchers from all over Spain and in collaboration with our own teams of publishing and pedagogical experts.

- **Design.** Clarity that ensures student comprehension and makes learning a motivating and rewarding experience.

- **Innovation.** Keeping up to date with the latest research in all subjects. The introduction of new methodologies in the classroom that are both practical and achievable.

- **Technology.** Indispensable digital resources for 21st-century teaching practice.

- **Continued support**. Our relationship does not end once you have chosen the materials. As a Santillana Richmond client you will have access to our e-vocación program, and, of course, the support of our customer advisors whenever you need it.

**SANTILLANA**

Student's material

LET'S WORK TOGETHER maintains the look and feel of the SANTILLANA RICHMOND Geography and History content:

- **Updated content**, created with **scientific rigour**, helps students understand the world in which we live.

- **Carefully graded English** provides clear explanations at the language level of the students.

- High-quality **illustrations** with visual impact.

- Modern **cartography**, **updated** to suit the students' level.

Geography and History 2 SECONDARY

Richmond   Let's work together

LibroMedia
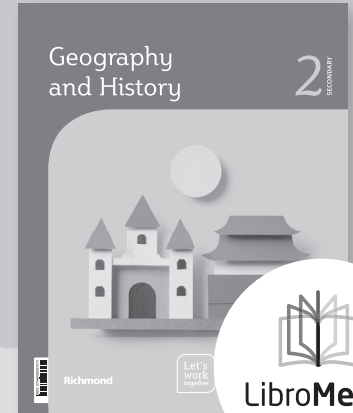
LET'S WORK TOGETHER

1 This book covers the **curriculum** in a clear, comprehensive and rigorous way.
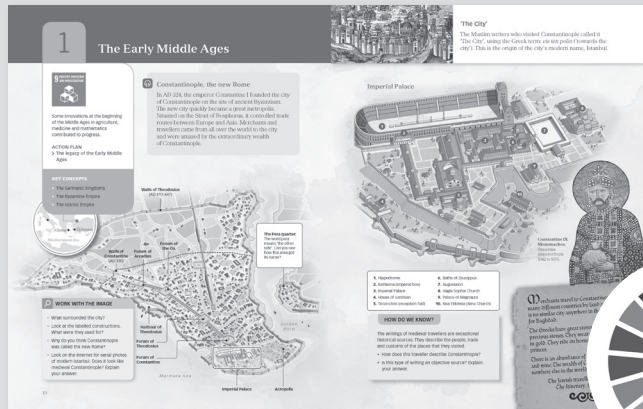
2 Each unit deals with one of the United Nations' **Sustainable Development Goals**. This knowledge can be a tool to improve the world around us.
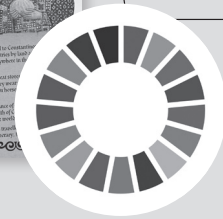
3 It focuses on the following types of activities, which are especially relevant in an **information society**:

- 🔍 **Data analysis**
- 💬 **Communication**
- 🎧 **Listening**
- 🎤 **Debate**
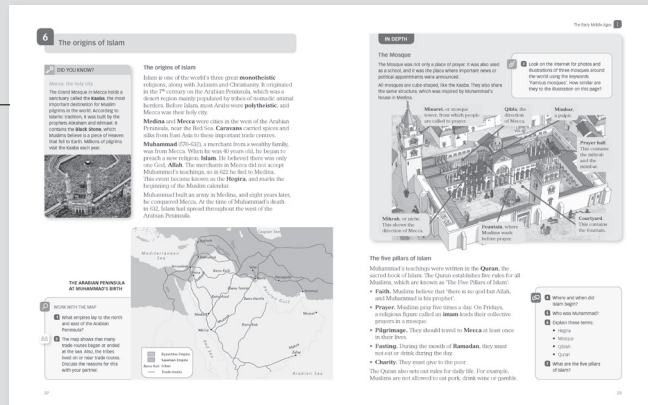
4 It includes specific activities designed to work on **21st-century values**:

- 🌿 **Environmental awareness**
- ⚖️ **Equality**
- ☮ **Human rights**
- 🏛 **Heritage**

5 A series of **activities**, final **round-ups** and **projects** encourage learning.

6 In the Workshop, you will **study cases and solve problems**. You will develop **active learning**.

Some tasks involve **thinking skills** (scientific, critical, creative, ethical) and **thinking routines**.

7 Some activities and tasks are designed to be done in **groups** or in **pairs**.

8 In **Let's read!**, you will find interesting facts for each unit.

9 At the end of the book, there is a complete **Glossary** to facilitate learner autonomy.

Atlas of the World is an easy-to-read atlas. It consists of a rich collection of maps, graphs and images.

Atlas of the World 2

Political map of the world

Richmond   Let's work together   SANTILLANA

Teacher's material

1 TEACHER'S BOOK

– INTRODUCTION AND RESOURCES

– WORKSHEETS

- Reinforcement
- Extension
- Assessment

– AUDIO TRANSCRIPTS

2 ANSWER KEYS

PDF format

- All Student's Book activities
- All worksheets in the Teacher's Book:
- Reinforcement
- Extension
- Assessment

3 STUDENT'S AUDIO

MP3 format

- For each unit
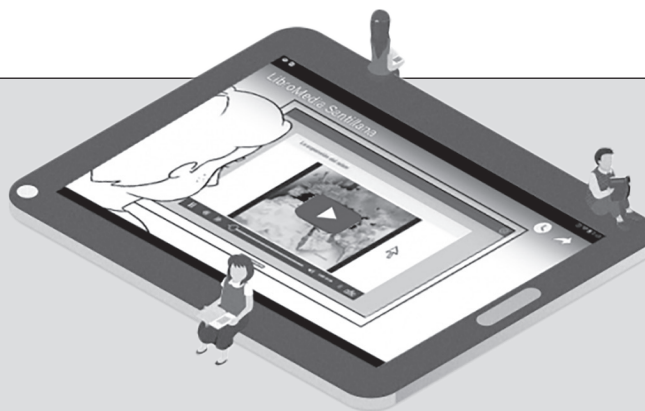- For Let's read!

4 DOCUMENTOS CURRICULARES

Modifiable Word format

- Programación Didáctica de Aula
- Rúbricas de evaluación

**e-vocación
SANTILLANA**

www.e-vocacion.es

Digital support

LibroMedia

Santillana Richmond's digital version is an interactive reproduction of the print edition.
Separate versions for teachers and students

WHAT'S NEW?

- A **new interface** for Secondary level that is straightforward and more intuitive.
- Simpler and more intuitive **customisation tools**.
- **More resources** that are more interactive and **easily accessible**.

How to access LibroMedia

- Online in e-vocación, Mi Biblioteca (**www.e-vocacion.es**).
- Online at **aulavirtual.santillana.es**. Enter your e-vocación user details or use a license provided by your Santillana representative.
- Offline by downloading LibroMedia to any of your devices (except smartphone) using our application **Aula Virtual 3**. You will need to use your e-vocación user password or license code.

How can your students access the content?

Your students can access their version from **LibroMedia**, but first you will need to ask your representative to provide them with licenses.

Your students will need to use Aula Virtual, either online or offline.

Aula Virtual 3 SANTILLANA

Aula Virtual 3 is an application created by Santillana Richmond that provides the simplest way to make your classroom digital. It is free and available for most devices and operating systems. With Aula Virtual 3 you can download LibroMedia, customise it and use it to keep track of your students' progress, share documents and information with them, etc.

Download the application from **digital.santillana.es** or use it online at **aulavirtual.santillana.es**.

CLASSROOM LANGUAGE FOR TEACHERS AND STUDENTS

Interactive classrooms require considerable use of procedural language by teachers and students alike: for example, how to direct attention, ask for help, express and request opinions.
The actual forms that are needed will vary depending on the language level of the classroom and personal speaking style.

The following examples were inspired by *Class Talk*, created by the Universitat Politècnica de Catalunya (CLIL Resources) and *Teaching English through English* by J. Willis (Longman, 1982). More can be found online using key words such as *CLIL classroom language*.

- **Starting the class or a presentation**
  - *Hello, everyone.*
  - *Good (morning), class.*
  - *It's time to start. Are you ready?*
  - *Please pay attention.*
- **Setting objectives**
  - *First, we are going to … Next, we will …*
  - *Yesterday we looked at … Today …*
  - *Today we are going to continue …*
  - *We are going to revise …*
  - *Today we start a new topic …*
  - *This presentation is about …*
- **Clarifying organisation**
  - *There are two parts to today's topic / this presentation: natural and humanised landscapes.*
  - *First, we'll revise …, and then we'll look at …*
  - *We'll begin looking at the map and then we'll look at some slides.*
  - *Towards the end of class, we'll summarise our results.*
  - *You can ask questions at the end.*
- **Signalling a new topic**
  - *We've finished part 2; let's go to part 3.*
  - *Let's look now at a new topic.*
  - *Are you ready to continue with part 2?*
- **Giving examples**
  - *AD is written before the date; for example, AD 476.*
  - *There are large peninsulas, such as…*
  - *The Himalayas are an example of …*
- **Expressing alternatives and options**
  - *Although there are two options, this one …*
  - *There are two options, …*
  - *These results seem conclusive, however, …*
  - *What other alternatives are there?*

- **Expressing conditions**
  - *If we are lost, we can use …*
  - *What will happen if we …?*
  - *What would happen to Muniellos if it was not protected?*
  - *What would have happened if human beings had not left Africa?*
- **Expressing cause/effect, conclusions**
  - *As a result, we can conclude that …*
  - *In conclusion, …*
  - *Draw your conclusions.*
- **Giving additional information**
  - *For more information, read …*
  - *In addition to this, consider …*
  - *Moreover, disasters increase in frequency.*
- **Making comparisons**
  - *Which features are the same in …?*
  - *What are the differences between …?*
  - *The largest ocean is …*
  - *Climate is becoming more extreme.*
- **Rephrasing**
  - *In other words, the Sun …*
  - *Let's say this a different way.*
  - *We can look at the problem this way …*
- **Requesting or providing clarification**
  - *Could you explain that further, please?*
  - *I couldn't hear that: could you repeat it?*
  - *Do you mean … or …?*
  - *I meant X, not Y.*
  - *I didn't understand/hear your question.*
  - *Can you speak louder please?*
- **Thinking**
  - *What does it make you wonder?*
  - *When we began, I used to think …*
  - *A question I have is …*

- **Directing attention to materials**
  - *Please look at the screen/slide/diagram.*
  - *We're going to watch a film about...*
  - *Look at the first slide ...*
  - *Look at the image at the top of the page.*
  - *Let's read the paragraph at the bottom.*
  - *In the centre of the screen, we can see...*
- **Expressing or requesting opinions**
  - *In my opinion, ...*
  - *What do you think about this issue?*
  - *I agree with ... . I disagree with that.*
- **Encouraging feedback**
  - *Do you understand what I'm saying?*
  - *Can you follow the presentation?*
  - *Can you add something to that?*
  - *Do you have any questions?*
  - *Am I going too fast?*
  - *Can you hear/see me well?*
  - *Does anyone have any questions?*
  - *Would you like to make a suggestion?*
  - *Who can answer this?*
  - *Why do you think this is true?*
  - *Why is this important?*
  - *Can you see the screen?*
  - *Can you all read this?*
- **Linking ideas or concepts**
  - *Is there a connection between ...?*
  - *This theory links to ...*
  - *Can you see how this relates to ...?*
- **Postponing response or redirectling**
  - *Can you save that question for later?*
  - *Let's not talk about that now.*
  - *I can't answer that now. I'll tell you later.*
  - *Let's consider other alternatives to that.*
  - *Group 2 answered that question. Can you repeat your answer, Group 2?*

- **Organising group work**
  - *Get into groups of three.*
  - *Work with a partner.*
  - *Share with the person next to you.*
- **Managing group work**
  - *You have ... minutes to do Activity 2.*
  - *You can use your notes.*
  - *Each group member has a specific role.*
  - *Assign roles: recordkeeper, reporter...*
  - *Work silently for 10 minutes, then share your answers.*
- **Asking about group work**
  - *How many people do we need in a group?*
  - *Do we have to work individually?*
  - *How much time do we have?*
  - *Can we use the computer?*
  - *How long should this be?*
  - *Have you finished Activity 3?*
- **Discussing work**
  - *Let's hear from Group 1 first.*
  - *Would anyone like to volunteer?*
  - *How did you arrive at that conclusion?*
  - *Did everyone get the same results?*
  - *Can I make a suggestion?*
  - *Can we look at Activity 2?*
  - *I have a question on the presentation.*
- **Providing feedback**
  - *Well done. That was very clear.*
  - *That is correct. / correct in part.*
  - *You are on the right track.*
- **Citing sources**
  - *This theory was developed by ...*
  - *The map was made by NASA.*
  - *Here are the sources for each photo.*
  - *According to ...*

Vocabulary organiser

Unit _____

English	My language	Pronunciation	Association

Reinforcement, Extension and Assessment

CONTENTS

FIND OUT ABOUT
- The break-up of the Roman Empire
- The Germanic kingdoms
- The Visigoths
- The Byzantine Empire
- Byzantine society and culture
- The origins of Islam

KNOW HOW TO
- Analyse a Byzantine mosaic
- Compare maps showing the spread of Islam
- Investigate the culture and art of the Visigoths
- Identify Early Middle Age artistic and architectural styles

BE ABLE TO
- Understand the organisation of Middle Age society
- Identify the reasons behind the break-up of the Roman Empire
- Assess the advancement of different kingdoms and empires in the Early Middle Ages
- Identify the five pillars of Islam
- Reflect on the legacy of the Early Middle Ages

LET'S READ
- Byzantine mosaics
- The Muslim calendar and Ramadan

RESOURCES

Reinforcement and extension
- The Germanic invasions and kingdoms
- The Visigoth Kingdom
- The Byzantine Empire
- The social organisation of the Byzantine Empire
- The origins and spread of Islam
- The Hagia Sophia

Assessment
- Unit 1 Assessment

Digital resources
- *Libromedia.* The Early Middle Ages

Audio
- pp. 10-11, 'Constantinople, the new Rome'
- p. 28, activity 7
- p. 278 'Byzantine mosaics'
- p. 278 'The Muslim calendar and Ramadan'

Name: _____ Course: _____ Date: _____

1 Complete the map.

a. Draw arrows to show the invasion routes of the following Germanic tribes:

- the Franks
- the Ostrogoths
- the Angles
- the Visigoths
- the Suevi
- the Saxons

b. Draw the frontiers of the following Germanic kingdoms in the late 5th century, then colour each kingdom a different colour.

- the Kingdom of Suevi
- the Visigoth Kingdom
- the Burgundian Kingdom
- the Frankish Kingdom
- the Ostrogoth Kingdom
- the Kingdom of the Vandals

2 Read the sentences and write True (*T*) or False (*F*). Correct the false sentences in your notebook.

a. The Huns were nomadic animal herders from Africa. ☐

b. The word 'barbarian' means both 'foreign' and 'savage'. ☐

c. The Romans built fortifications along the Rhine and Danube rivers. ☐

d. Eastern Germanic tribes became livestock and crop farmers. ☐

e. The Roman Empire went through a period of economic splendour in the 3rd century AD. ☐

f. The Germanic tribes and the Romans participated in economic exchanges near the frontier. ☐

g. The Roman Empire was divided in AD 495. ☐

Name:　　　　　　　　　　　　　　　　Course:　　　Date:

1 Read the sentences about the Germanic kingdoms and circle the correct answer.

　a. Society became more *urban / rural* than in Roman times.

　b. The majority of the population was made up of *warriors / peasants*.

　c. Most people lived in *cities / villages*.

　d. Long distance trade *declined / increased*.

　e. The main activities were *crop and animal farming / craft and trade*.

　f. Monks lived in *monasteries / palaces* in accordance with a rule.

2 Write the correct dates. Then number the events in chronological order.

　▢ The reign of King Leovigildo: from .... to ....

　▢ The reign of King Recesvinto: from .... to ....

　▢ The Muslim invasion of the Península Ibérica: ....

　▢ The Franks expel the Visigoths from Gaul: ....

　▢ The fall of Rome: ....

　▢ The reign of King Recaredo: from .... to ....

3 What was the function of each of the following institutions in the Visigoth Kingdom?

　• *Aula Regia*: ....

　　..

　• Dukes and counts: ....

　　..

　• Assemblies: ....

　　..

4 What developments took place in the Visigoth Kingdom under each king?

　a. Leovigildo: ....

　　..

　　..

　b. Recaredo: ....

　　..

　　..

　c. Recesvinto: ....

　　..

　　..

Name: _____ Course: _____ Date: _____

1 Write the correct dates. Then number the events in chronological order.

☐ Division of the Roman Empire: ....

☐ The Turks capture Constantinople: ....

☐ The reign of Emperor Justinian: from ....to ....

☐ The worship of icons banned: ....

☐ The East-West Schism: ....

2 Study the map and answer the questions.
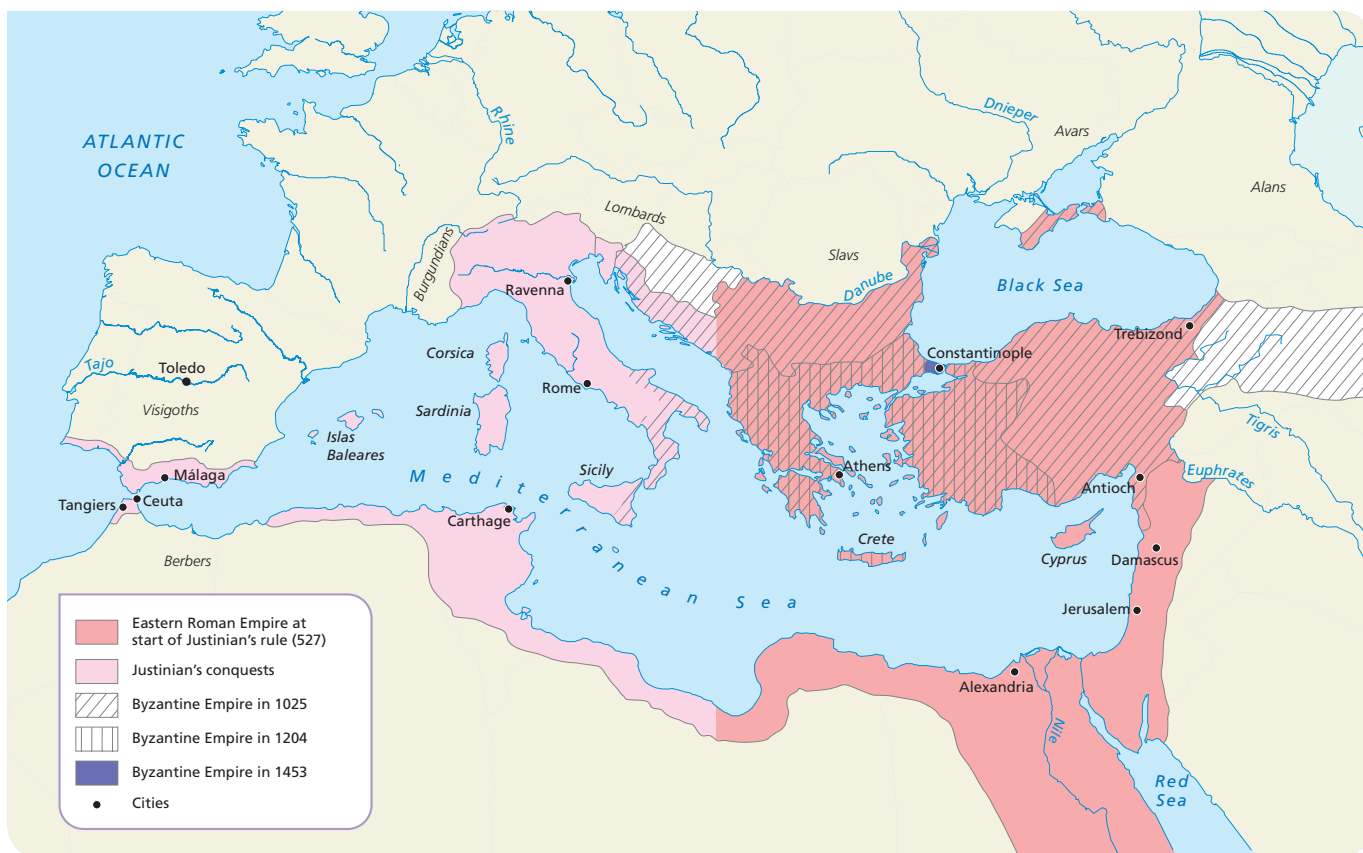
a. What was the capital of the Byzantine Empire? ....

b. What is this city called today? In which modern-day country is it located? ....

c. Who ruled the Byzantine Empire during its most successful period? ....

d. Write the names of four major cities in the Byzantine Empire. ....

....

e. Who expelled the Byzantines from the north and centre of the Italian Peninsula? ....

f. Who expelled the Byzantines from the Península Ibérica? ....

g. In which year did the Byzantine Empire end and why? ....

....

Name: Course: Date:

---

1 Write the correct dates. Then copy the timeline in your notebook and complete it with the events.

- The death of Muhammad: ....
- The Omeya Caliphate: from .... to ....
- The Abbasid Caliphate: from .... to ....
- The Orthodox Caliphate: from .... to ....
- The Hegira: ....
- The Conquest of Baghdad: ....

570	632	661	750						1258		
	600		700	800	900	1000	1100	1200	1300	1400	1500
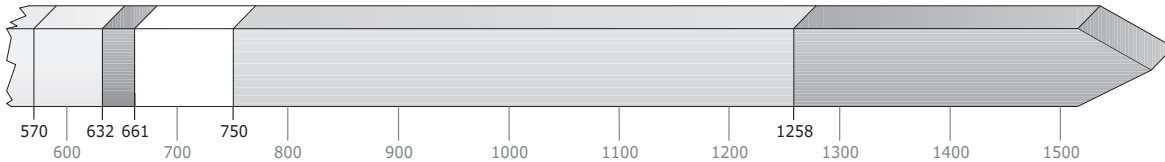
2 Complete the map showing the spread of Islam.

FRANKS   SLAVS   Samarkand
Zaragoza   Black Sea   Caspian
BYZANTINE   ARMENIA   Sea   Kabul
EMPIRE   PERSIA
MEDITERRANEAN   SYRIA
SEA   Arabian   OMAN
Sahara   Desert
Desert   ARABIA   INDIAN
Red Sea   OCEAN

- Colour in green the Muslim territories at the time of Muhammad's death.
- Colour in blue the conquests of the Orthodox Caliphate.
- Colour in orange the conquests of the Omeya Caliphate.
- Colour in purple the conquests of the Abbasid Caliphate.
- Add the following cities: Mecca, Damascus, Baghdad, Córdoba and Constantinople.
- Circle the capital cities of the Omeya and Abbasid Caliphates.

3 Answer the questions.

a. What is the sacred book of Islam called? ....

b. Which religious figure leads prayer in a mosque? ....

Name: _____   Course: _____   Date: _____

1 Study the images of the Hagia Sophia in Istanbul, the ancient city of Constantinople.
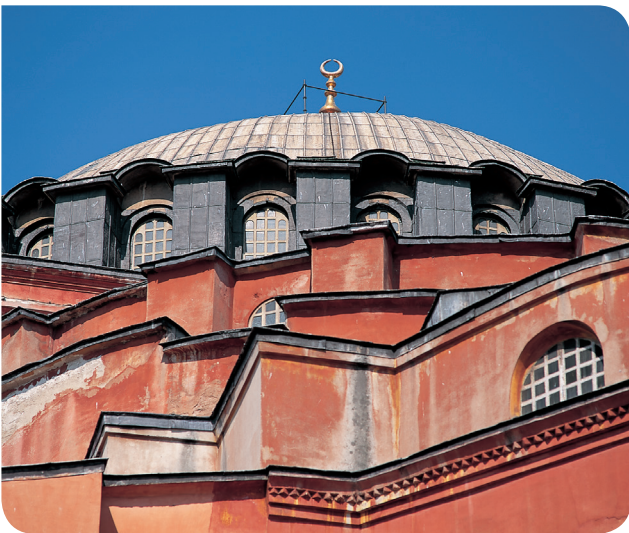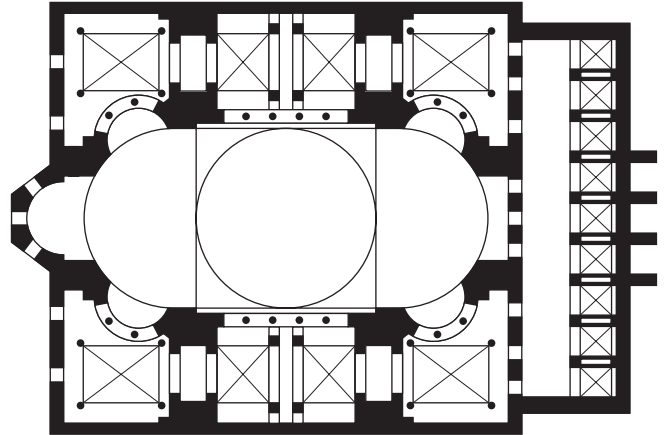
a. Search for the meaning of the following architectural terms: pillar, dome, minaret, nave, and column.

b. Use these words and the images to describe the interior and exterior of the Hagia Sophia to a partner.

2 Look for information on the internet about the construction of the Hagia Sophia and prepare a timeline.

- Your timeline should begin in 532, and end in 1935.

- Include information about the Hagia Sophia during Christian and Muslim periods.

- Include information about the changing elements and reforms to the building.

3 Choose one of the following inventions from the Byzantine Empire. Look for information on the internet and prepare a short report.

The fork

The Cyrillic alphabet

Name: _____ Course: _____ Date: _____

1 Explain the meaning of the following terms.

- Barbarian: ....
....

- East-West Schism: ....
....

- *Aula Regia*: ....
....

- Mosque: ....
....

- *Basileus*: ....
....

2 Study the map and answer the questions.

a. When was the Roman Empire divided into two parts? Who was responsible for this division? ....
....

b. Which part was occupied by the Germanic peoples? ....

c. Which kingdoms were created in the Península Ibérica? ....
....

d. Which kingdoms shared a frontier with the Eastern Roman Empire? ....
....

3 How did the Romans influence Germanic populations in the following areas?

- Language: ....

  ....

- Law: ....

  ....

- Religion: ....

  ....

4 Complete the text with the words in the box.

> Hagia Sophia   trade   Justinian   Western   Code of Justinian   gold

The Byzantine Empire went through a successful period under the Emperor (**a**) ....

Much of the (**b**) .... Roman Empire was recaptured, and under the renewed empire,

(**c**) .... expanded. (**d**) .... coins became the main form of payment.

Many beautiful buildings, such as the (**e**) .... Church, were built in Constantinople.

A compilation of laws called the (**f**) .... was applied throughout the empire.

5 Write a short description of each of the five pillars of Islam.

- Faith: ....

  ....

- Prayer: ....

  ....

- Pilgrimage: ....

  ....

- Fasting: ....

  ....

- Charity: ....

  ....

6 Match the titles of Islamic officials with their role.

Vizier •   **a.** held political, religious, judicial, legal and military power

Qadi •   **b.** minister

Wali •   **c.** judge of Islamic law

Emir •   **d.** a prince or noble who also held military authority

Caliph •   **e.** provincial governor