Which? How? Why did...?

Henry the eighth was king of England. He married his brother's widow, Katharine of Aragon when he was eighteen. She gave him one daughter, but no sons. Henry fell in love with Anne Boleyn, changed the religion of England and divorced Katharine. Anne also gave him one daughter. Henry got fed up and chopped her head off. He had four more wives after that. He had one son, who sadly died early. Anne's daughter Elizabeth become gueen.

- 1) Who was Henry VIII?
- 2) Who did he marry?
- 3) Why did he divorce his first wife?
- 4) What did he change about England?
- 5) What happened to Anne Boleyn?
- 6) How many wives did Henry have in total?

e wo d stri 1) 2) 3)



Caligula had a bad start in life: enemies poisoned his father, starved his mother to death and killed his two older brothers. He became emperor of Rome and made some good decisions. Unfortunately, eventually, power corrupted him. He killed many senators and angered a lot of people. He made his horse a consul. Finally, some of the praetorian guard assassinated him. The ordinary Romans rejoiced.

- 1) In what ways did he have a bad start?
- 2) Which city did he rule?
- 3) What did power do to him?
- 4) Did he treat the senators well?
- 5) Who did he make a consul?
- 6) How did the Romans react when he died?

Tutankhamun - nicknamed 'King Tut' - was an Egyptian pharooh, who died young, maybe as young as eighteen. Howard Carter, an archaeologist and his team, discovered Tut's tomb in the Valley of the Kings, in 1922. There were wonderful things in it! This discovery sparked a worldwide interest in Egyptology. An analysis of Tut's mummy showed many possible causes of death, including an infection in a leg, which may have been broken in a chariot race.

- Who was 'King Tut'?
- 2. Who discovered his tomb?
- 3. Where is his tomb?
- 4. In which year was it discovered?
- 5. What followed the discovery of the tomb?
- Has his mummy been examined?
- 7. What might the cause of death have been?

Caesar left home early in the morning. His wife followed him and begged him to stay home. He refused. He walked towards the Senate. An old lady shouted at him. She warned him to be careful. He arrived at the Senate. At first, a group of his friends, fellow senators, greeted him warmly. Then, they drew their daggers and stabbed him. It was the ides of March.

- 1) When did Coesar leave home?
- 2) Who begged him not to go out?
- 3) Where did he walk to?
- 4) Who shouted at him and why?
- 5) At first, what did his friends do?
- 6) What did they do afterwards?
- 7) What date was it?



In 1912, the Titanic set sail on her maiden (first) voyage (journey) from England to America. They said she was unsinkable! In the early hours of the morning of April 12th, she hit an iceberg. The iceberg tore through the length of the ship. She sank in under three hours. The captain cried. The band played on. In total, 1503 people died. Either they drowned, or froze to death.

- 1) What was 'Titanic'?
- 2) When did she set sail on her maiden vovage?
- 3) What did people say about her?
- 4) Why did she sink?
- 5) How long did it take for her to sink
- 6) Did the band abandon ship?
- 7) How many people lost their lives, and how?

Archimedes was a mathematician and philosopher who lived over 2000 years ago. Although he was Greek, he lived on Sicily. His most famous discovery was how to work out the volume of an irregular-shaped object. It is said he discovered this while in his bath, and ran through the town, Siracusa, shouting "Eurekal". After the Roman invasion of Sicily, a soldier came to take Archimedes. He told the soldier to wait. Then the soldier got angry and killed Archimedes.

- Who was Archimedes?
- 2) What was his nationality?
- 3) Where did he live?
- 4) How did he discover how to calculate the volume of an irregular shape?
- 5) What does 'Eureka' mean in English?
- 6) How did he die?

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Reading History

Elizabeth Spiller

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resist unjust regimes and build community across South Africa's class and racial barriers Reading History Sideways Arland Thornton, 2013-09-27 European and American scholars from the eighteenth through the mid twentieth centuries thought that all societies passed through the same developmental stages from primitive to advanced Implicit in this developmental paradigm one that has affected generations of thought on societal development was the assumption that one could read history sideways That is one could see what the earlier stages of a modern Western society looked like by examining contemporaneous so called primitive societies in other parts of the world In Reading History Sideways leading family scholar Arland Thornton demonstrates how this approach though long since discredited has permeated Western ideas and values about the family Further its domination of social science for centuries caused the misinterpretation of Western trends in family structure marriage fertility and parent child relations Revisiting the developmental fallacy Thornton here traces its central role in changes in the Western world from marriage to gender roles to adolescent sexuality Through public policies aid programs and colonialism it continues to reshape families in non Western societies as well **Reading History** in the Roman Empire Mario Baumann, Vasileios Liotsakis, 2022-01-19 Although the relationship of Greco Roman historians with their readerships has attracted much scholarly attention classicists principally focus on individual historians while there has been no collective work on the matter The editors of this volume aspire to fill this gap and gather papers which offer an overall view of the Greco Roman readership and of its interaction with ancient historians The authors of this book endeavor to define the physiognomy of the audience of history in the Roman Era both by exploring the narrative arrangement of ancient historical prose and by using sources in which Greco Roman intellectuals address the issue of the readership of history Ancient historians shaped their accounts taking into consideration their readers tastes and this is evident on many different levels such as the way a historian fashions his authorial image addresses his readers or uses certain compositional strategies to elicit the readers affective and cognitive responses to his messages. The papers of this volume analyze these narrative aspects and contextualize them within their socio political environment in order to reveal the ways ancient readerships interacted with and affected Greco Roman historical prose Read On...History Tina Frolund, 2013-10-21 Make history come alive This book helps librarians and teachers as well as readers themselves find books they will enjoy titles that will animate and explain the past entertain and expand their minds This invaluable resource offers reading lists of contemporary and classic non fiction history books and historical fiction covering all time periods throughout the world and including practically all manner of human endeavors Every book included is hand selected as an entertaining and enlightening read Organized by appeal characteristics this book will help readers zero in on the history books they will like best for instance titles that emphasize character tell a specific type of historical story convey a mood or are presented in a particular setting Every book listed has been recommended based on the author's research and has proved to be a satisfying and worthwhile read Strategic Reading in U. S. History Social Studies School Service, 2006 Reading History in

Children's Books Catherine Butler, Hallie O'Donovan, 2012-07-17 This book offers a critical account of historical books about Britain written for children including realist novels non fiction fantasy and alternative histories It also investigates the literary ideological and philosophical challenges involved in writing about the past especially for an audience whose knowledge of history is often limited Critical Reading Across the Curriculum, Volume 1 Robert DiYanni, Anton Borst, 2017-02-08 Powerful strategies tools and techniques for educators teaching students critical reading skills in the humanities Every educator understands the importance of teaching students how to read critically Even the best teachers however find it challenging to translate their own learned critical reading practices into explicit strategies for their students Critical Reading Across the Curriculum Humanities Volume 1 presents exceptional insight into what educators require to facilitate critical and creative thinking skills Written by scholar educators from across the humanities each of the thirteen essays in this volume describes strategies educators have successfully executed to develop critical reading skills in students studying the humanities These include ways to help students focus actively re read and reflect to re think and re consider understand the close relationship between reading and writing become cognizant of the critical importance of context in critical reading and of making contextual connections learn to ask the right questions in critical reading and reasoning appreciate reading as dialogue debate and engaged conversation In addition teachers will find an abundance of innovative exercises and activities encouraging students to practice their critical reading skills These can easily be adapted for and applied across many disciplines and course curricula in the humanities. The lifelong benefits of strong critical reading skills are undeniable Students with properly developed critical reading skills are confident learners with an enriched understanding of the world around them They advance academically and are prepared for college success This book arms educators librarians high school teachers university lecturers and beyond with the tools to teach a most paramount lesson

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