



World History  
**JOURNEY  
ACROSS TIME**  
The Early Ages  
© 2005

STANDARDS	PAGE REFERENCES
<p><b>Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</b></p>	
<p><b>Rationale</b>  <i>Every discipline has a process by which knowledge is gained or inquiry is made. In the social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information. Information gathered in this manner is then used to draw conclusions in order to make decisions, solve problems, and negotiate conflicts. Finally, as individuals who participate in self-governance, the decision making process needs to be understood and practiced by students as they prepare to take on civic and economic responsibilities.</i></p> <p><b>Students will:</b></p>	
<p>1. apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p>	<p><b>Student Edition:</b> 710, 712, 713, 714, 715, 716, 720, 721, 722  <b>Teacher Wraparound Edition:</b> T 710, 712, 713, 714, 715, 716, 720, 721, 722</p>
<p>2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).</p>	<p><b>Student Edition:</b> 713, 714, 715, 716, 719, 736-747  <i>Document Based Questions</i> 736-747  <b>Teacher Wraparound Edition:</b> T26-T27, T 713, 714, 715, 716, 719</p>

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<p>3. interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).</p>	<p><b>Student Edition:</b> 720, 721, 722, 723</p> <p><b>Teacher Wraparound Edition:</b> T24-T25, T 720, 721, 722, 723</p> <p>Cooperative Learning Activities throughout the text meet this objective, e.g., CLA 309, 324, 475.</p>
<p><b>Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</b></p>	
<p><b>Rationale</b> <i>The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.</i></p>	
<p><b>Students will:</b></p>	
<p>1. describe the purpose of government and how the powers of government are acquired, maintained, and used.</p>	<p><b>Student Edition:</b> 19-20, 23, 28, 43, 122-123, 129-130, 139-140, 269-271</p> <p><i>Biography 22</i></p> <p><i>Section Review 30 #4, 123 #5, 130 #3-#7</i></p> <p><i>History Makers 273</i></p> <p><b>Teacher Wraparound Edition:</b> CAT 270; CTA 19, 270; CY 44, 122; DI 270; E 23, 130; ICA 128; R 23, 123; T 269; TN 271</p>
<p>2. identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal branches of government).</p>	<p><b>Student Edition:</b> 694, 699-700</p> <p><i>Primary Source 698</i></p> <p><i>Section Review 700 # 2, #5, #6</i></p> <p><b>Teacher Wraparound Edition:</b> APK 698; CAT 694; CY 696; E 700</p>
<p>3. identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state, and federal governments.</p>	<p>This standard falls outside the historical time period of <i>World History: Journey Across Time The Early Ages</i> © 2005 (prehistory to 1789).</p>
<p>4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.</p>	<p><b>Student Edition:</b> 682, 694, 699-700, 732</p> <p><i>Primary Source 682, 698</i></p> <p><i>Reading Check 682</i></p> <p><i>Section Review 700 # 2</i></p> <p><b>Teacher Wraparound Edition:</b> CAT 694</p>

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<p>5. identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).</p>	<p><b>Student Edition:</b>  681-682, 699-700, 731, 732  <i>Primary Source</i> 682, 698  <i>Reading Check</i> 682  <i>Biography</i> 683  <i>Section Review</i> 700 #2, #5  <b>Teacher Wraparound Edition:</b>  APK 698; CAT 694; CY 696; RS 682; T 731;  WA 681</p>
<p>6. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).</p>	<p><b>Student Edition:</b>  144-146, 270-271, 274-276, 541-543, 695-699  <i>Section Review</i> 146 31, #4  <i>History Makers</i> 273  <i>Primary Source</i> 693  <b>Teacher Wraparound Edition:</b>  C 146, 700; CAT 694; CLA 541; CY 275, 696;  HM 274; P 697; TN 271</p>
<p>7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.</p>	<p>This standard falls outside the historical time period of <i>World History: Journey Across Time The Early Ages</i> © 2005 (prehistory to 1789).</p>
<p><b>Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</b></p>	
<p><b>Rationale</b>  <i>Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social, and civic implications of living in various environments.</i></p>	
<p><b>Students will:</b></p>	
<p>1. analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.</p>	<p><b>Student Edition:</b>  GH 4-15, 727-728  <b>Teacher Wraparound Edition:</b>  EC GH3; DI GH5; T GH6, 727, 728; UD GH8;  US GH8; USPM GH10</p>
<p>2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.</p>	<p><b>Student Edition:</b>  R1-R26, GH4-GH10, 727-728  <b>Teacher Wraparound Edition:</b>  DI GH5; DYK GH4; MC GH5; T 727, 728; UD GH8  NOTE: Location skills are practiced throughout the text in the National Geographic maps, listed on pages T14-T15.</p>

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<p>3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.</p>	<p><b>Student Edition:</b> 41-42, 225-226, 293, 525-526, 591-592 <i>Primary Source</i> 41</p> <p><b>Teacher Wraparound Edition:</b> CTA 41; E 231; PS 41; S 526; T 225</p>
<p>4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p>	<p><b>Student Edition:</b> TOOLS 7, GH3, 101-102, 310, 361-364, 594-597, 650, 661-664, 668-669 <i>Reading Check</i> 102, 650 <i>Section Review</i> 102 #6, 310 #6 <i>Using Geography Skills</i> 361, 662 <i>Linking Past &amp; Present</i> 362 <i>Primary Source</i> 597</p> <p><b>Teacher Wraparound Edition:</b> CTA 661; DI 595; E 669; WA 595</p>
<p>5. use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).</p>	<p><b>Student Edition:</b> GH9-GH10, 727-728</p> <p><b>Teacher Wraparound Edition:</b> DI GH10; T GH9, GH10, 727, 728</p> <p>NOTE: This skill is practiced throughout the text in the National Geographic maps, listed on pages T14-T15. (e.g. <i>Using Geography Skills</i> 39, 132, 411, 431, 433, 448).</p>
<p>6. describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation).</p>	<p><b>Student Edition:</b> GH2, 41, 198, 225, 373, 446, 573 <i>Reading Check</i> 446, 573</p> <p><b>Teacher Wraparound Edition:</b> C 46; E3PS GH2; RS 225</p>
<p>7. describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.</p>	<p><b>Student Edition:</b> GH3, 230, 246-247, 291, 613 <i>The Way It Was</i> 234-235, 291, 578-579 <i>Linking Past &amp; Present</i> 410</p> <p><b>Teacher Wraparound Edition:</b> CAT 242, 353; CLA 579; E5ES GH3; EC TOOLS 6; ICA 291; MAA 580</p>

## STANDARDS

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**Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

**Rationale**

*Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.*

**Students will:**

<p>1. interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.</p>	<p><b>Student Edition:</b> TOOLS 4-TOOLS 5, 715, 716, 719, 736-747 <i>Thinking Like a Historian</i> TOOLS 5 <i>Document Based Questions</i> 739, 741, 743, 745, 747</p> <p><b>Teacher Wraparound Edition:</b> T26-T27 A TOOLS 4; CTA TOOLS 4; F TOOLS 4; PSL 736-737; T TOOLS 4, 715, 716, 719</p>
<p>2. describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues).</p>	<p><b>Student Edition:</b> TOOLS 2-TOOLS 3 <i>Thinking Like a Historian</i> TOOLS 3</p> <p><b>Teacher Wraparound Edition:</b> A TOOLS 3; EC TOOLS 2; F TOOLS 2; T TOOLS 2</p>
<p>3. use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens.</p>	<p><b>Student Edition:</b> TOOLS 2-TOOLS 3, 710, 715, 716, 719, 736-747 <i>Document Based Questions</i> 739, 741, 743, 745, 747</p> <p><b>Teacher Wraparound Edition:</b> A TOOLS 5; CTA TOOLS 4; F TOOLS 4; T TOOLS 4, 710, 715, 716, 719</p>

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<p>4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.</p>	<p><b>Student Edition:</b>            590-592, 681-682, 699-700, 731, 732, 745  <i>You Decide</i> 24-25, 180-181, 284-285  <i>History Makers</i> 100, 199, 215, 228, 273, 620  <i>Linking Past &amp; Present</i> 536  <i>Primary Source</i> 537, 682, 685, 693, 698  <i>Reading Check</i> 682  <i>Section Review</i> 700 #2, #5  <i>Document Based Questions</i> 745 #3            NOTE: Thirty-nine significant people are discussed in the <i>Biography</i> feature, listed on T9.  <b>Teacher Wraparound Edition:</b>            HM 100, 199, 215, 228, 273, 620; PS 537, 682, 685, 693, 698</p>
<p>5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p>	<p><b>Student Edition:</b>            419-420, 525-526, 620-621, 671-676  <i>The Way It Was</i> 419  <i>History Makers</i> 620  <i>Primary Source</i> 621  <i>Understanding Charts</i> 672, 676, 679  <i>Linking Past &amp; Present</i> 674  <i>Biography</i> 677  <b>Teacher Wraparound Edition:</b>            DI 672; EC 675; ICA 420, 674; MAA 673, 675; MC 525; S 526; T 671; TT 674; UC 672; WA 675</p>
<p>6. explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, women's suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.</p>	<p><b>Student Edition:</b>            TOOLS 4-TOOLS 5  <i>Thinking Like a Historian</i> TOOLS 5 #2  <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617  <b>Teacher Wraparound Edition:</b>            A TOOLS 5, 25, 181, 285, 533, 617;            CTA TOOLS 4; T 24, 180, 284, 532, 616</p>
<p>7. summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.</p>	<p>This standard falls outside the historical time period of <i>World History: Journey Across Time The Early Ages</i> © 2005 (prehistory to 1789).</p>

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<p><b>Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</b></p>	
<p><b>Rationale</b>  <i>In a global economy marked by rapid technological and political change, students must learn how to be effective producers, consumers, and economic citizens.</i></p>	
<p><b>Students will:</b></p>	
<p>1. identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).</p>	<p><b>Student Edition:</b>            43, 121, 246-247, 389, 417-418, 447-448, 666-667, 669  <i>Reading Check</i> 247  <i>The Way It Was</i> 389, 449  <i>Section Assessment</i> 669 #5  <b>Teacher Wraparound Edition:</b>            GRR 658; IAW 389; RS 666</p>
<p>2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.</p>	<p><b>Student Edition:</b>            448-449, 666-669, 696-697  <i>Section Assessment</i> 669 #4, #5  <b>Teacher Wraparound Edition:</b>            CAT 319, 666, 667; MAA 666; RS 666</p>
<p>3. compare and contrast the difference between private and public goods and services.</p>	<p><b>Student Edition:</b>            62, 410-411, 503  <i>Reading Check</i> 62  <i>The Way It Was</i> 319  <i>Linking Past &amp; Present</i> 410</p>
<p>4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).</p>	<p><b>Student Edition:</b>            244-245, 334, 448, 503, 666-667, 696-697  <i>Primary Source</i> 320  <i>Section Assessment</i> 669 #4  <b>Teacher Wraparound Edition:</b>            CTA 668; JT 503; MAA 666; RS 666; WA 667</p>
<p>5. explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments).</p>	<p><b>Student Edition:</b>            121, 242, 294, 388, 410-411, 529, 666  <i>Linking Past &amp; Present</i> 410  <i>Primary Source</i> 320, 462  <i>Reading Check</i> 666  <b>Teacher Wraparound Edition:</b>            CTA 668; E 294; EC 449, 474; RS 666; TT 449</p>

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<p>6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.</p>	<p><b>Student Edition:</b> 417, 422, 659-660</p> <p><b>Teacher Wraparound Edition:</b> CAT 447; CTA 244; IAW 246; UST 503</p>
<p><b>Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</b></p>	
<p><b>Rationale</b></p> <p><i>Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to people in Montana, tribes, the United States, and throughout the world.</i></p>	
<p><b>Students will:</b></p>	
<p>1. compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, heritage) and contribute to personal identity.</p>	<p><b>Student Edition:</b> 126-127, 270-271, 362-363, 487, 494</p> <p><i>Primary Source</i> 495</p> <p><i>The Way It Was</i> 496</p> <p><b>Teacher Wraparound Edition:</b> CAT 205; CY 363; E 474; MAA 126</p>
<p>2. explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.</p>	<p><b>Student Edition:</b> 183, 209-208, 211, 235-239, 303-305, 309-310, 363-364, 469-470</p> <p><i>Understanding Charts</i> 238</p> <p><i>Linking Past &amp; Present</i> 475</p> <p><b>Teacher Wraparound Edition:</b> CAT 474; CLA 475; CTA 205, 305; DI 470; RS 228; T 183, 207; TT 472, 474; ULR 307; WA 236</p>
<p>3. identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices.</p>	<p><b>Student Edition:</b> 128-129, 211, 227, 306-310, 350, 468-470, 641, 649</p> <p><i>The Way It Was</i> 42, 64, 143, 271, 414, 624</p> <p><b>Teacher Wraparound Edition:</b> C 208, 239; CAT 211, 227, 234, 307; E 208; EC 307; HM 308; WA 205, 236</p>
<p>4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.</p>	<p>This standard falls outside the historical time period of <i>World History: Journey Across Time The Early Ages</i> © 2005 (prehistory to 1789).</p>

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5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.	<b>Student Edition:</b> 200, 472-473, 596-597, 600 <i>Section Assessment 476</i> <b>Teacher Wraparound Edition:</b> CAT 596; CTA 472; E 476; DI 595; ICA 473; WA 473, 595
6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).	<b>Student Edition:</b> 20, 45-46, 199-201, 233-249, 269, 309 <b>Teacher Wraparound Edition:</b> E 201, 216; MAA 200; RS 233