



World History  
**JOURNEY  
ACROSS TIME**  
The Early Ages  
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STANDARDS	PAGE REFERENCES
<b>ERA I: EARLY HUMANKIND AND THE DEVELOPMENT OF HUMAN SOCIETIES</b>	
<b>7.1. Broad Concept:</b> Students describe current understanding of the origins of modern humans from the Paleolithic Age to the agricultural revolution.	
1. Trace the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (G)	<b>Student Edition:</b> 10-11
2. Locate human communities that populated the major regions of the world, and identify how humans adapted to a variety of environments. (G)	<b>Student Edition:</b> 10-11 <i>Where in the World?</i> 1 <i>Places to Locate</i> 3 <i>The Way It Was</i> 11 <i>Biography</i> 12 <i>Section Review</i> 15 #4, #6 <i>Assessment and Activities</i> 32 #5
3. Explain the evidence supporting hominid origin in East Africa. (G)	<b>Student Edition:</b> <i>Assessment and Activities</i> 33 #17 Evidence supporting hominid origin in East Africa can be introduced with the discussion of archeology on page 9.

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<p>4. Articulate the theoretical basis for modern human evolution that led to migration out of Africa, first to Europe and Asia, and later to the Americas and Australia. (G)</p>	<p><b>Student Edition:</b>  <i>Assessment and Activities</i> 33 #17-#19            Information regarding modern human evolution and migration out of Africa can be introduced with the discussion of archeology and prehistory on pages 9-10.</p>
<p>5. Describe the characteristics of hunter-gatherer societies of the Paleolithic Age (e.g., use of tools and fire, hunting weapons, and typical division of labor by gender). (S, E)</p>	<p><b>Student Edition:</b>            10-11  <i>Primary Source</i> 10  <i>The Way It Was</i> 11  <i>Understanding Charts</i> 14  <i>Section Review</i> 15 #4-#6  <i>Assessment and Activities</i> 32 #5, #6</p>
<p><b>7.2. Broad Concept:</b> Describe how the development of agriculture related to village settlement, population growth, and the emergence of civilization (e.g., prehistoric art of the cave of Lascaux, the megalithic ruin of Stonehenge, the Stone City of Great Zimbabwe). (G)</p>	
<p><b>Example</b>  <i>Students simulate the transition from a hunter-gatherer society to an agricultural society. One group of students “hunts” for hidden objects in the classroom that provide their academic sustenance (e.g. pencils, notebooks, paper, or chalk). Students then brainstorm ways in which they can provide for their academic livelihood without having to hunt or move around the room, explaining that organization promotes growth and advancement.</i></p>	<p><b>Student Edition:</b>            10, 13-15  <i>Reading Check</i> 15  <i>Section Review</i> 15 #3, #4</p>
<p><b>ERA II: EARLY RIVER CIVILIZATIONS TO 1000 B.C./B.C.E.</b></p>	
<p><b>7.3. Broad Concept:</b> Students analyze the geographic, political, religious, social, and economic structures of Mesopotamia, Egypt, and Kush.</p>	
<p>1. Locate and describe the major river systems and the physical settings that supported permanent settlement and early civilizations. (G)</p>	<p><b>Student Edition:</b>            17-18, 39-40  <i>Using Geography Skills</i> 17, 39</p>
<p>2. Trace the development of agricultural techniques (e.g., plant cultivation, domestication of animals) that permitted the production of economic surplus and the emergence of cities as centers of culture and power. (G, E)</p>	<p><b>Student Edition:</b>            13-15  <i>Using Geography Skills</i> 13  <i>Understanding Charts</i> 14  <i>Section Review</i> 15 #2, #3</p>

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<p>3. Identify the location of the Kush civilization and its political, commercial, and cultural relations with Egypt. (G, P, E)</p>	<p><b>Student Edition:</b> 68-71 <i>When and Where?</i> 68 <i>Caption Question</i> 70 <i>Using Geography Skills</i> 70</p>
<p>4. Understand the significance of Hammurabi's Code and the basic principle of justice contained within the code. (P)</p>	<p><b>Student Edition:</b> 23 <i>Biography</i> 22 <i>Section Review</i> 23 #2 <i>You Decide</i> 24-25</p>
<p>5. Describe the relationship between religion (polytheism) and the social and political order in Mesopotamia and Egypt. (P, R, S)</p>	<p><b>Student Edition:</b> 19-20, 45-46, 48-50 <i>Caption Question</i> 45 <i>Reading Check</i> 46, 50</p>
<p>6. Understand the significance of Egyptian rulers Amenemhat, Queen Hatshepsut, and Ramses the Great. (P)</p>	<p><b>Student Edition:</b> 62, 65, 67 <i>Biography</i> 63, 66 <i>Section Review</i> 67 #4, #6</p>
<p>7. Understand the contribution of Egyptian intellectual thought, including the moral teachings of Ptahotep (the Wisdom Texts), contributions in mathematics (Rhind Mathematical Papyrus), and religion (Pyramid texts). (I, R)</p>	<p><b>Student Edition:</b> 42, 49-50, 60 <i>Reading Check</i> 50 <i>Linking Past &amp; Present</i> 61</p>
<p>8. Explain the relationship of pharaohs to peasants as a primary form of labor in Egypt. (S, E)</p>	<p><b>Student Edition:</b> 45-46, 51 <i>Section Review</i> 52 #6</p>
<p>9. Describe the main features of Egyptian art and monumental architecture, particularly sculptures, such as the Pyramids and Sphinx at Giza. (S, I)</p>	<p><b>Student Edition:</b> 50-52, 60, 65, 67 <i>Reading Check</i> 52 <i>Section Assessment</i> 52 #4</p>
<p>10. Trace the evolution of language, its written forms (for record keeping, tax collection, and more permanent preservation of ideas), and the invention of papyrus in the early river civilizations. (S, E, I)</p>	<p><b>Student Edition:</b> 20, 42 <i>Linking Past &amp; Present</i> 21, 61</p>
<p>11. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. (E)</p>	<p><b>Student Edition:</b> 40, 43, 62</p>

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<p><b>7.4. Broad Concept:</b> Students analyze the geographic, political, religious, social, and economic structures of the Indus Valley Civilization.</p>	
<p>1. Locate the early civilization of the Indus Valley. (G)</p>	<p><b>Student Edition:</b> 195-196 <i>When and Where?</i> 190 <i>What's the Connection?</i> 194 <i>Using Geography Skills</i> 195</p>
<p>2. Identify the origins of Indus or Harappan civilization in the Indus Valley, and describe how the major river system and the physical setting supported the rise of the civilization. (G)</p>	<p><b>Student Edition:</b> 195-197 <i>Reading Check</i> 197 <i>Section Assessment</i> 201 #1, #2, #7</p>
<p>3. Describe the Vedic hymns and the beginnings of what would later become Hinduism. (R)</p>	<p><b>Student Edition:</b> 203-204, 214-215 <i>What's the Connection?</i> 202 <i>Reading Check</i> 204 <i>Understanding Charts</i> 204 <i>Section Review</i> 208 #1-#2, #6</p>
<p>4. Describe the development of Sanskrit literature and its relationship to the development of the caste system. (R, I, S)</p>	<p><b>Student Edition:</b> 199-201, 214-215 <i>History Makers</i> 199 <i>Caption Question</i> 200 <i>Reading Check</i> 201 <i>Section Review</i> 201 #4, #6</p>
<p>5. Identify the causes of the decline and collapse of this civilization (the first successive waves of Aryans invade portions of the subcontinent). (G, P, M)</p>	<p><b>Student Edition:</b> 198 <i>Using Geography Skills</i> 198 <i>Section Review</i> 201 #3</p>
<p><b>7.5. Broad Concept:</b> Students analyze the geographic, political, religious, social, and economic structures in Northern China.</p>	
<p>1. Identify the location of the early Chinese agrarian societies that emerged. (G)</p>	<p><b>Student Edition:</b> 225-226 <i>When and Where?</i> 224 <i>Using Geography Skills</i> 225</p>
<p>2. Describe the importance of the fertile valleys of the Huang He River to the location of early Chinese agricultural societies. (G)</p>	<p><b>Student Edition:</b> 225-226 <i>What's the Connection?</i> 224 <i>Reading Check</i> 226 <i>Using Geography Skills</i> 226</p>

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3. Identify the uses and significance of bronze-making technology. (I, E)	<b>Student Edition:</b> 229
4. Describe the government in the Shang Dynasty, the development of social hierarchy and religious institutions, and Zhou political expansion. (P, S, R)	<b>Student Edition:</b> 226-231 <i>Main Idea</i> 226, 229 <i>Reading Check</i> 229, 231 <i>Section Review</i> 231 #1, #3, #6
5. Describe the development of a writing system based on ideographs of characters that symbolize conceptual ideas. (I)	<b>Student Edition:</b> 228 <i>History Makers</i> 228
<b>7.6. Broad Concept:</b> Discuss the origins and characteristics of the Olmecs, the Mother Culture of Mesoamerica.	
1. Describe the Olmecs' highly developed agricultural system. (G, E)	<b>Student Edition:</b> 575
2. Explain its complex society that is governed by kings and priests with impressive ceremonial centers and artworks. (P, I)	<b>Student Edition:</b> Information about the Olmecs' society and government can be introduced with the discussion on Olmec civilization on page 575.
3. Describe the creation of syllabic and hieroglyphic writing systems and an accurate calendar. (I)	<b>Student Edition:</b> Information about the Olmecs' writing system and calendar can be introduced with the discussion on Olmec civilization on page 575.
4. Explain the religious traditions, including the worship of gods, goddesses, and Shamanistic rituals. (R)	<b>Student Edition:</b> Information about the Olmecs' religious traditions can be introduced with the discussion on Olmec civilization on page 575.
5. Describe characteristics of the Olmec architecture, sculpture, and stone carvings, such as the colossal heads. (I)	<b>Student Edition:</b> 575
<b>ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E.</b>	
<b>7.7. Broad Concept:</b> Students analyze the geographic, political, religious, social, and economic structures of the Ancient Hebrews.	
1. Identify the location of ancient Israel. (G)	<b>Student Edition:</b> 81 <i>When and Where?</i> 76, 93 <i>Using Geography Skills</i> 90

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<p>2. Describe the settlements and movements of Hebrew peoples, including the exodus and their movement to and from Egypt, and the significance of the exodus to the Jewish and other peoples. (G)</p>	<p><b>Student Edition:</b> 81-82, 84, 92, 94, 95-96 <i>Caption Question</i> 81, 82, 84 <i>Reading Check</i> 85, 95 <i>Section Review</i> 102 #1</p>
<p>3. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God; emphasis on individual worth; personal responsibility; the rule of law; observance of law; practice of the concepts of righteousness and justice; and importance of study. (P, R)</p>	<p><b>Student Edition:</b> 95, 97-98, 101-102 <i>Primary Source</i> 83, 102 <i>Caption Question</i> 94 <i>Linking Past &amp; Present</i> 97 <i>The Way It Was</i> 98 <i>History Makers</i> 100</p>
<p>4. Describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. (P, S)</p>	<p><b>Student Edition:</b> 83, 93, 96, 102 <i>Section Review</i> 102 #6</p>
<p>5. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. (R)</p>	<p><b>Student Edition:</b> 81, 83 <i>Primary Source</i> 83 <i>Reading Check</i> 83</p>
<p>6. Explain how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second temple in A.D. 70. (G, R)</p>	<p><b>Student Edition:</b> 101-102 <i>Reading Check</i> 102 <i>Section Review</i> 102 #5</p>
<p><b>7.8. Broad Concept:</b> Students analyze the geographic, political, religious, social, and economic structures of the early civilization of Ancient Greece.</p>	
<p>1. Identify the location of Ancient Greece. (G)</p>	<p><b>Student Edition:</b> 117 <i>When and Where?</i> 116 <i>Using Geography Skills</i> 117</p>
<p>2. Describe the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. (G, E)</p>	<p><b>Student Edition:</b> 117, 121 <i>What's the Connection?</i> 116 <i>Reading Check</i> 117 <i>Using Geography Skills</i> 121 <i>Assessment and Activities</i> 148 #13</p>

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<p>3. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration). (P)</p>	<p><b>Student Edition:</b> 122-123, 125-126, 127, 129-130, 139-140, 145 <i>Reading Check</i> 126, 130 <i>Section Review</i> 130 #2-#7 <i>Primary Source</i> 145</p>
<p>4. Explain the democratic political concepts developed in ancient Greece (i.e., the polis, or city-state; civic participation and voting rights; legislative bodies; constitution writing; and rule of law). (P)</p>	<p><b>Student Edition:</b> 122-123, 129-130, 139-140 <i>Primary Source</i> 122 <i>Reading Check</i> 123, 130 <i>Section Review</i> 123 #2, #5</p>
<p>5. State the key differences between Athenian, or direct democracy, and representative democracy. (P)</p>	<p><b>Student Edition:</b> 139-140 <i>Reading Check</i> 140 <i>Section Review</i> 146 #6 <i>Assessment and Activities</i> 148 #3</p>
<p>6. Outline the founding, expansion, and political organization of the Persian Empire. (G, P)</p>	<p><b>Student Edition:</b> 132-133 <i>Using Geography Skills</i> 132 <i>Caption Question</i> 133 <i>Reading Check</i> 133 <i>Section Assessment</i> 137 #1-#2</p>
<p>7. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop's Fables</i>. (S, I)</p>	<p><b>Student Edition:</b> 155-158, 160-161 <i>Caption Question</i> 157 <i>Reading Check</i> 158, 161 <i>Biography</i> 159 <i>Linking Past &amp; Present</i> 160 <i>Main Idea</i> 160 <i>World Literature</i> 164-167</p>
<p>8. Compare and contrast life in Athens to Sparta, with emphasis on the daily life of women and children, the games and sports of the Olympiad, the education of youths, the trial of Socrates, and their roles in the Persian and Peloponnesian wars. (S, M)</p>	<p><b>Student Edition:</b> 126-130, 134-136, 142-144, 144-146, 170-171 <i>Main Idea</i> 126, 128 <i>Caption Question</i> 127 <i>Reading Check</i> 127, 130, 144 <i>Linking Past &amp; Present</i> 128 <i>Using Geography Skills</i> 144</p>

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<p>9. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. (P, S)</p>	<p><b>Student Edition:</b>  176-179, 183  <i>Using Geography Skills</i> 176, 179  <i>Reading Check</i> 179, 183  <i>Section Review</i> 179 #2-#3, #5-#6  <i>You Decide</i> 180-181</p>
<p>10. Identify key Greek figures in the arts and sciences (e.g., Hypatia, Hippocrates, Homer, Socrates, Sophocles, Plato, Pythagoras, Aristotle, Euclid, Euripedes, and Thucydides). (I)</p>	<p><b>Student Edition:</b>  157-158, 161, 183-186  <i>Biography</i> 159  <i>Primary Source</i> 183  <i>The Way It Was</i> 184  <i>Understanding Charts</i> 185  <i>Reading Check</i> 186  <i>Section Review</i> 186 #2-#6</p>
<p><b>7.9. Broad Concept:</b> Students analyze the geographic, political, religious, social, and economic structures during the development of Rome.</p>	
<p>1. Locate and describe the major river system and the physical setting that supported the rise of this civilization and the expansion of its political power in the Mediterranean region and beyond through the use of currency and trade routes. (G, E)</p>	<p><b>Student Edition:</b>  263-264  <i>Main Idea</i> 263  <i>Using Geography Skills</i> 263  <i>Reading Check</i> 265  <i>Section Review</i> 267 #3, #5</p>
<p>2. Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. (P)</p>	<p><b>Student Edition:</b>  264-267, 271, 280-281  <i>Primary Source</i> 264  <i>Main Idea</i> 265  <i>Section Review</i> 267 #2  <i>Biography</i> 272</p>
<p>3. Explain the government of the Roman Republic and its significance (e.g., written constitution, separation of powers, rule of law, representative government, the notion of civic duty, and checks and balances) and why it was inadequate to administer Roman affairs by the end of the second century B.C. (B.C.E.). (P)</p>	<p><b>Student Edition:</b>  269-273, 278-279  <i>Using Geography Skills</i> 269  <i>History Makers</i> 273  <i>Reading Check</i> 273</p>
<p>4. Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. (P)</p>	<p><b>Student Edition:</b>  280-281  <i>Reading Check</i> 281  <i>Section Review</i> 283 #6-#7  <i>You Decide</i> 284-285</p>

STANDARDS	PAGE REFERENCES
<p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. (G, P)</p>	<p><b>Student Edition:</b>  81-82, 84, 92, 94, 95-96, 101, 343  <i>Caption Question</i> 81, 82, 84  <i>Reading Check</i> 85, 95, 343  <i>Section Review</i> 102 #1</p>
<p>6. Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, Resurrection, and Salvation). (R)</p>	<p><b>Student Edition:</b>  344-350  <i>Caption Question</i> 334, 345, 347  <i>Biography</i> 346, 349  <i>Reading Check</i> 347, 350  <i>Primary Source</i> 348  <i>Section Review</i> 350 #1-#6</p>
<p>7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. (G, R)</p>	<p><b>Student Edition:</b>  352-354, 361-364  <i>Using Geography Skills</i> 352, 361  <i>Caption Question</i> 354  <i>Linking Past &amp; Present</i> 362  <i>Section Review</i> 364 #4, #7</p>
<p>8. Describe the legacies of Roman art and architecture, technology and science (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation), literature and poetry, language, and law. (I)</p>	<p><b>Student Edition:</b>  303-305, 325-326  <i>Caption Question</i> 303  <i>Reading Check</i> 305, 326  <i>Section Review</i> 310 #1, #4, 326 #3, #5  <i>Linking Past &amp; Present</i> 325</p>
<p>9. Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (I)</p>	<p><b>Student Edition:</b>  304, 326, 552  <i>Section Review</i> 310 #4</p>
<p>10. Describe how inner forces (including the rise of autonomous military powers, political corruption, unemployment, and economic and political instability) and external forces (shrinking trade, external attacks, and barbarian invasions) led to the disintegration of the Roman Empire. (P, E)</p>	<p><b>Student Edition:</b>  317-324  <i>Main Idea</i> 318, 322  <i>Reading Check</i> 320, 324  <i>Primary Source</i> 322  <i>Using Geography Skills</i> 323  <i>Section Review</i> 326 #1-#2, #4-#5, #7</p>

STANDARDS	PAGE REFERENCES
<p><b>7.10. Broad Concept:</b> Explain the religious and cultural developments on the Indian Subcontinent during the Gangetic states and the Mauryan Dynasty.</p>	
<p>1. Identify the major beliefs and practices of Brahmanism and how they evolved into early Hinduism. (G)</p>	<p><b>Student Edition:</b> 203-204 <i>Reading Check</i> 204 <i>Understanding Charts</i> 204 <i>Section Review</i> 208 #1-#3, #4, #6</p>
<p>2. Explain the growth of the Mauryan Empire in the context of rivalries among Indian states. (G, P)</p>	<p><b>Student Edition:</b> 210-211 <i>Using Geography Skills</i> 210</p>
<p>3. Describe the story and teachings of the Buddha.</p>	<p><b>Student Edition:</b> 205-208 <i>Caption Question</i> 205 <i>Primary Source</i> 206 <i>Reading Check</i> 208 <i>Section review</i> 208 #3, #5, #7</p>
<p>4. Describe the achievements of the emperor Ashoka and his contribution to the expansion of Buddhism in the Indian subcontinent. (G, P, R)</p>	<p><b>Student Edition:</b> 211 <i>Reading Check</i> 211 <i>Biography</i> 212 <i>Section Review</i> 216 #4 <i>Assessment and Activities</i> 218 #15</p>
<p>5. Describe the growth of trade and commerce in the ancient civilization. (G, E)</p>	<p><b>Student Edition:</b> 211, 213 <i>Reading Check</i> 213 <i>Section Review</i> 216 #6</p>
<p><b>7.11. Broad Concept:</b> Summarize the development of Chinese cultural, economic, political, and social institutions and China's influence on other developing civilizations.</p>	
<p>1. Explain China's reunification under the Qin Dynasty after the disunification of the warring states period. (P, M)</p>	<p><b>Student Edition:</b> 241-242 <i>Reading Check</i> 242 <i>Biography</i> 243 <i>Section Review</i> 248 #5</p>
<p>2. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state, internal political stability, and its influence outside of China. (P)</p>	<p><b>Student Edition:</b> 244-247 <i>Reading Check</i> 246 <i>Understanding Charts</i> 247</p>

STANDARDS	PAGE REFERENCES
<p>3. Understand the life of Confucius; the fundamental teachings of Confucianism, Daoism, and Legalism; and how Confucius sought to solve the political and cultural problems prevalent in the time. (R, S, I)</p>	<p><b>Student Edition:</b>  235-239  <i>Biography</i> 237  <i>Understanding Charts</i> 238  Section Review 239 #2, #4-#5</p>
<p>4. Explain the adoption of Buddhism and its diffusion northward to China during the Han Dynasty. (G, R)</p>	<p><b>Student Edition:</b>  208, 248  <i>Reading Check</i> 248</p>
<p>5. Describe the foreign trade through the Silk Roads and the sea. (G, E)</p>	<p><b>Student Edition:</b>  246-247  <i>Using Geography Skills</i> 246  <i>Reading Check</i> 247  Section Review 248 #4</p>