



World History JOURNEY ACROSS TIME

The Early Ages

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Grade Six	
History	
<i>Chronology</i>	
1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.	Student Edition: TOOLS 2-3, 0-1, 108-109, 254-255, 400-401, 564-565 <i>Thinking Like a Historian</i> TOOLS 3 #1-#3
2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.	Student Edition: TOOLS 1-3 <i>Thinking Like a Historian</i> TOOLS 3 #1-#3
<i>Early Civilizations</i>	
3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including: <ol style="list-style-type: none"> Hunting and gathering; Tool making; Use of fire; Domestication of plants and animals; Organizing societies; Governance. 	Student Edition: 9-11, 13 <i>Main Idea</i> 9 <i>Primary Source</i> 10 <i>The Way It Was</i> 11

STANDARDS	PAGE REFERENCES
<p>4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:</p> <ul style="list-style-type: none"> a. Location; b. Government; c. Religion; d. Agriculture; e. Cultural and scientific contributions. 	<p>Student Edition: 17-23, 39-46, 48-52, 195-197, 199-201, 203-208, 225-231, 233-239</p> <p><i>Linking Past and Present</i> 21 <i>You Decide</i> 24-25 <i>Reading Check</i> 40, 44, 48 <i>Primary Source</i> 41 <i>The Way It Was</i> 42-43, 227, 234-235 <i>Understanding Charts</i> 44, 204 <i>History Makers</i> 228</p>
<i>The First Global Age</i>	
<p>5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:</p> <ul style="list-style-type: none"> a. Location; b. Government; c. Religion; d. Agriculture; e. Cultural and scientific contributions. 	<p>Student Edition: 575-578, 580-581, 583-588, 596-597, 599-600</p> <p><i>Using Geography Skills</i> 575, 577 <i>The Way It Was</i> 584 <i>Biography</i> 589, 598 <i>Primary Source</i> 597, 599</p>
People in Societies	
<i>Cultures</i>	
<p>1. Compare the cultural practices and products of the societies studied including:</p> <ul style="list-style-type: none"> a. Class structure; b. Gender roles; c. Beliefs; d. Customs and traditions. 	<p>Student Edition: 45-46, 49-50, 197, 199-201, 227-228, 233-239, 584, 587, 588</p> <p><i>Reading Check</i> 50 <i>The Way It Was</i> 227 <i>Biography</i> 237</p>
<p>2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:</p> <ul style="list-style-type: none"> a. Buddhism; b. Christianity; c. Judaism; d. Hinduism; e. Islam. 	<p>Student Edition: 82-83, 95, 97-98, 203-208, 344-350, 355-356, 374-378</p> <p><i>Primary Source</i> 83, 89, 206, 348 <i>Understanding Charts</i> 91, 204 <i>Biography</i> 207, 346, 349, 376 <i>Section Review</i> 208 #1-7, 378 #2-#6</p>

STANDARDS	PAGE REFERENCES
<i>Interaction</i>	
3. Explain factors that foster conflict or cooperation among countries: <ol style="list-style-type: none"> Language; Religion; Types of government; Historic relationships; Economic interests. 	Student Edition: 96, 144-145, 274, 353-354, 359-361, 380-381, 388, 390-391, 541-543, 595-597, 599-600, 644-645, 664, 668-669, 696-698 <i>History Makers</i> 199
Geography	
<i>Location</i>	
1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.	Student Edition: R1-R26, GH4-GH6, GH9 <i>Where in the World</i> 1, 109, 255, 401, 565
2. Use coordinates of latitude and longitude to locate points on a world map.	Student Edition: GH4-GH5
<i>Places and Regions</i>	
3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: <ol style="list-style-type: none"> Agriculture; Mining; Fishing; Manufacturing. 	Student Edition: 15, 21, 41, 43, 121, 230-231, 386, 448-449, 450-451, 503, 530, 577 <i>The Way It Was</i> 449
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.	Student Edition: Regions are discussed on page GH2. Map skills are studied on pages GH9-GH10. Chart and graph skills are studied on pages GH11-GH13. A full listing of all maps, charts, and graphs found in the text is on pages xiv-xv.

STANDARDS	PAGE REFERENCES
<i>Human Environmental Interaction</i>	
<p>5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:</p> <ul style="list-style-type: none"> a. Bodies of water; b. Landforms; c. Climates; d. Vegetation; e. Weathering; f. Seismic activity. 	<p>Student Edition: 17, 39-40, 117, 195-196, 225-226, 263-264, 373, 445-446, 485, 513-514 <i>Reading Check</i> 226, 485</p>
<p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:</p> <ul style="list-style-type: none"> a. Urbanization; b. Desertification; c. Deforestation. 	<p>Student Edition: 469, 528-529, 530-531, 573, 611-612, 668-669, 691-694 <i>Using Geography Skills</i> 469, 573, 668 <i>Reading Check</i> 669</p>
<p>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:</p> <ul style="list-style-type: none"> a. Dam building; b. Energy production/usage; c. Agriculture; d. Urban growth. 	<p>Student Edition: 18, 41, 230, 418-419, 503, 526, 531, 577, 579, 591</p>
<i>Movement</i>	
<p>8. Explain push and pull factors that cause people to migrate from place to place including:</p> <ul style="list-style-type: none"> a. Oppression/Freedom; b. Poverty/Economic opportunity; c. Cultural ties; d. Political conflicts; e. Environmental factors. 	<p>Student Edition: 322-324, 343, 469, 472-473, 579-580, 691-694 <i>Using Geography Skills</i> 323, 469, 473, 573 <i>Reading Check</i> 343</p>
<p>9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.</p>	<p>Student Edition: 121, 213, 429, 448-449, 611-612 <i>Using Geography Skills</i> 448 #2 A description of the geography and natural resources of each region studied can be found on pages 17-18, 39-40, 117, 194-195, 225-226, 263-264, 373, 445-446, 485, 513-514</p>

STANDARDS	PAGE REFERENCES
Economics	
<i>Scarcity and Resource Allocation</i>	
1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.	Student Edition: 13-15, 17-18, 39-42, 117, 121, 195-197, 225-226, 230-231, 611-613, 692-693 <i>Section Review 23 #4</i> <i>Primary Source 41</i> <i>The Way It Was 234-235</i> <i>Using Geography Skills 694, 695</i>
2. Explain that most decisions involve trade-offs and give examples.	Student Edition: The concept of economic trade-offs can be introduced with the page references listed in Economics Standard 3 (below), which discusses specialization. <i>Trade-off</i> also can be covered when discussing the development of money economies, found on pages 121 and 294.
<i>Markets</i>	
3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.	Student Edition: 15, 121, 231, 293, 429, 576, 579, 611, 612, 613, 696-697 <i>The Way It Was 389</i> <i>Understanding Charts 451 #2</i>
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.	Student Edition: 121, 213, 231, 246-247, 293, 429, 611-612, 696-697 <i>Understanding Charts 451 #2</i>
5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.	Student Edition: 246-247, 448, 611-612, 659, 666-667, 696-697 <i>Reading Check 213, 247</i> <i>The Way It Was 389, 449</i>
<i>Government and the Economy</i>	
6. Distinguish between goods and services typically produced by the private sector and the public sector.	Student Edition: A discussion of public sector and private sector goods can be started during the study of Economics Standard 3, which discusses specialization, or of Government Standard 1b, which discusses government services.

STANDARDS	PAGE REFERENCES
Government	
<i>Role of Government</i>	
1. Explain reasons for the creation of governments such as: <ol style="list-style-type: none"> Protecting lives, liberty and property; Providing services that individuals cannot provide for themselves. 	Student Edition: 17, 19, 23, 122-123, 265-267, 523-524, 681-682, 686, 699, 700
2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.	Student Edition: R2-R3, R6, R8-R9, R14, R16-R17, R20, R22-R23 <i>Using Geography Skills</i> 538, 662 #1, 667, 688 #1
3. Explain the ways that countries interact with each other including: <ol style="list-style-type: none"> Diplomacy; Treaties; International meetings and exchanges (e.g., United Nations); Military conflict. 	Student Edition: 134-137, 139, 144-146, 274-276, 541-543, 557, 584, 594-597, 599-600, 615, 697-700 <i>Using Geography Skills</i> 144
<i>Systems of Government</i>	
4. Describe the defining characteristics of democracies, monarchies and dictatorships.	Student Edition: 129-130, 139-140, 145, 269-273, 681-682, 686-689, 694, 696, 699-700 <i>Reading Check</i> 130, 140, 689 <i>Biography</i> 141, 272 <i>Primary Source</i> 693, 698
Citizenship Rights and Responsibilities	
<i>Participation</i>	
1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.	Student Edition: 129-130, 139-140, 269-270, 681-682, 686, 694, 696, 699-700 <i>Reading Check</i> 130, 140, 689 <i>Biography</i> 272 <i>Primary Source</i> 693, 698

STANDARDS	PAGE REFERENCES
<i>Rights and Responsibilities</i>	
2. Compare the rights and responsibilities of citizens living under various systems of government.	Student Edition: 129-130, 139-140, 145, 269-270, 273, 681-682, 686, 694, 696-697, 699-700 <i>Reading Check</i> 130, 140, 273, 689 <i>Primary Source</i> 693, 698
Social Studies Skills and Methods	
<i>Obtaining Information</i>	
1. Use multiple sources to define essential vocabulary and obtain information for a research project including: <ol style="list-style-type: none"> Almanacs; Gazetteers; Trade books; Periodicals; Video tapes; Electronic sources. 	Student Edition: TOOLS 4–TOOLS 5, 715, 716, 719, 763-771 <i>Main Idea</i> TOOLS 4 <i>Applying the Skill</i> 715
<i>Thinking and Organizing</i>	
2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.	Student Edition: TOOLS 4-TOOLS 5, 716, 731, 736-747 <i>Thinking Like a Historian</i> TOOLS 5 #1-2 <i>Document Based Questions</i> 739, 741, 743, 745, 747 NOTE: A listing of forty-three Primary Source features appears on page vii.
3. Organize information using outlines and graphic organizers.	Student Edition: 5, 35, 77, 113, 151, 191, 221, 259, 299, 339, 369, 405, 441, 481, 509, 569, 605, 655, 710
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.	Student Edition: GH11-GH13, 729, 733 <i>Understanding Charts</i> 14, 44, 91, 140, 155, 185, 204, 236, 238, 247, 288, 381, 451

STANDARDS	PAGE REFERENCES
<i>Communicating Information</i>	
5. Complete a research project that includes a bibliography.	Student Edition: <i>Analyzing Library and Research Resources</i> 715 The following research activities can be expanded to include a bibliography. <i>Then and Now</i> 88, 357, 471, 677 <i>Using Technology</i> 105, 251, 439, 479, 603, 653 <i>Linking Past and Present</i> 189
6. Communicate a position on a topic orally or in writing and support the position with evidence.	Student Edition: 713, 714 <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617
<i>Problem Solving</i>	
7. Work effectively to achieve group goals: <ol style="list-style-type: none"> a. Engage in active listening; b. Provide feedback in a constructive manner; c. Help establish group goals; d. Take various roles within the group; e. Recognize contributions of others. 	Student Edition: The following group activities can be incorporated to meet this standard. <i>Descriptive Writing</i> 149 <i>Persuasive Writing</i> 439 <i>Creative Writing</i> 507 <i>Using Your Foldables</i> 703
Grade Seven	
History	
<i>Chronology</i>	
1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.	Student Edition: TOOLS 1–TOOLS 3, 0-1, 108-109, 254-255, 400-401, 564-565
<i>Early Civilizations</i>	
2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including: <ol style="list-style-type: none"> a. The development of concepts of government and citizenship; b. Scientific and cultural advancements; c. The spread of religions; d. Slavery and systems of labor. 	Student Edition: 34-75, 128-130, 139-140, 154-163, 169-173, 195-201, 202-208, 235-239, 265-267, 269-273, 278-279, 303-305, 309, 325-326 <i>The Way It Was</i> 143, 184, 227, 234-235, 291, 319 <i>History Makers</i> 228 <i>Linking Past and Present</i> 245 <i>Unit Review</i> 252-253

STANDARDS	PAGE REFERENCES
<i>Feudalism and Transitions</i>	
<p>3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.</p>	<p>Student Edition: 496-497, 522-531 <i>Get Ready to Read</i> 522 <i>Main Idea</i> 523, 526 <i>Reading Check</i> 526, 528 <i>Section Review</i> 531 #1, #3, #4 <i>You Decide</i> 532-533</p>
<p>4. Explain the lasting effects of military conquests during the Middle Ages including:</p> <ol style="list-style-type: none"> Muslim conquests; The Crusades; The Mongol invasions. 	<p>Student Edition: 380-381, 384-386, 424-426, 428-429, 540, 541-543, 558 <i>Reading Check</i> 381, 426, 543</p>
<p>5. Describe the impact of new ideas and institutions on European life including:</p> <ol style="list-style-type: none"> The significance of printing with movable type; Major achievements in art, architecture and literature during the Renaissance; The Reformation. 	<p>Student Edition: 619-621, 623-626, 634-637, 639-641 <i>History Makers</i> 620 <i>Biography</i> 622, 638 <i>Section Review</i> 626 #1-#5, 641 #1-#7</p>
<i>The First Global Age</i>	
<p>6. Describe the importance of the West African empires of Ghana, Mali and Songhay including:</p> <ol style="list-style-type: none"> Trade routes; Products; The spread of the Arabic language; The spread of Islam. 	<p>Student Edition: 447-449, 461-462, 464-465, 467 <i>The Way It Was</i> 449 <i>Reading Check</i> 449 <i>Understanding Charts</i> 451 <i>Section Review</i> 453 #1</p>
<p>7. Describe the causes and effects of European exploration after 1400 including:</p> <ol style="list-style-type: none"> Imperialism, colonialism and mercantilism; Impact on the peoples of sub-Saharan Africa, Asia and the Americas. 	<p>Student Edition: 594-597, 599-600, 661-664, 666-669 <i>Main Idea</i> 659, 668 <i>Reading Check</i> 669 <i>Section Review</i> 669 #4</p>

STANDARDS		PAGE REFERENCES
People in Societies		
<i>Cultures</i>		
1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.	Student Edition: 303-305 <i>Understanding Charts</i> 44 <i>Unit Review</i> 106-107, 252-253, 398-399, 562-563, 704-705 <i>Assessment and Activities</i> 188 #17, 218 #12, 250 #16, 396 #17	
2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.	Student Edition: 246-247, 541-543, 611-612, 619 <i>Using Geography Skills</i> 246 <i>Reading Check</i> 247, 543 <i>Section Review</i> 543 #6-#7	
<i>Diffusion</i>		
3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.	Student Edition: 177-179, 183-186, 198-199, 303-305, 310, 332-334, 380-381, 464-467, 469-470 <i>Assessment and Activities</i> 188 #17, 336 #14	
4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.	Student Edition: 49-52, 122-123, 155-159, 160-163, 228-229, 235-239, 273, 303-305, 390-394, 619-626, 671-679 <i>Linking Past and Present</i> 160, 674 <i>History Makers</i> 273, 620 <i>The Way It Was</i> 291	
Geography		
<i>Location</i>		
1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.	Student Edition: R1-R26 <i>Using Geography Skills</i> 39, 117, 195, 225, 226, 263, 374, 513	
2. On a map, identify places related to the historical events being studied and explain their significance.	Student Edition: TOOLS 8–TOOLS 9, 39, 117, 195, 263, 374, 513 <i>Using Geography Skills</i> 62, 121, 225, 226, 269, 274, 293, 380, 383, 385, 514, 516, 518, 538, 542, 554-555	

STANDARDS	PAGE REFERENCES
<i>Places and Regions</i>	
<p>3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.</p>	<p>Student Edition: TOOLS 6–TOOLS 7, TOOLS 10–TOOLS 11, 13-15, 41, 469 <i>Main Idea</i> TOOLS 6 <i>The Way It Was</i> 234-235 <i>Linking Past and Present</i> 290, 410 NOTE: A description of the physical and human characteristics of each of the regions studied appears on pages 39-40, 117, 195-196, 263-264, 373-374, 513-514</p>
<i>Human Environmental Interaction</i>	
<p>4. Use physical and historical maps to analyze the reasons that human features are located in particular places.</p>	<p>Student Edition: TOOLS 8–TOOLS 9 <i>Using Geography Skills</i> 39, 117, 195, 225, 226, 263, 374, 513 <i>Assessment and Activities</i> 148 #5, 219 #17, 296 #7 <i>Section Review</i> 267 #3</p>
<i>Movement</i>	
<p>5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including:</p> <ul style="list-style-type: none"> a. Physical features; b. Culture; c. War; d. Trade; e. Technological innovations. 	<p>Student Edition: 39-40, 117, 121, 195-196, 263-264, 373-374, 513-514 <i>Main Idea</i> 39, 513 <i>Assessment and Activities</i> 74-75 #8, #22, 148 #13, 219 #19, 367 #21, 561 #22 <i>Reading Check</i> 197</p>
Economics	
<i>Scarcity and Resource Allocation</i>	
<p>1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.</p>	<p>Student Edition: 13-15, 17-18, 39-42, 117, 121, 195-197, 225-226, 230-231, 293, 429, 576, 579, 611-613, 692-693 <i>Section Review</i> 23 #4 <i>Primary Source</i> 41 <i>The Way It Was</i> 234-235, 389 <i>Understanding Charts</i> 451 #2 <i>Using Geography Skills</i> 694, 695</p>

STANDARDS	PAGE REFERENCES
<i>Markets</i>	
2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.	Student Edition: 121, 246-247, 292-294, 388, 417-418, 435, 447-449, 528-529 <i>Using Geography Skills</i> 121, 246, 293, 448, 452 <i>Reading Check</i> 247 <i>Understanding Charts</i> 451
Government	
<i>Systems of Government</i>	
1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.	Student Edition: 129-130, 139-140, 269-273, 698-700 <i>Reading Check</i> 130, 140 <i>Biography</i> 141
2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.	Student Edition: 19-20, 28, 43-44, 48, 87, 129-130, 139-140, 210-211, 226-227, 269-273, 375, 380-381, 409-412, 461-462, 492-495, 523-525, 530 <i>Reading Check</i> 44, 87, 130, 140, 462
Citizenship Rights and Responsibilities	
<i>Participation</i>	
1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.	Student Edition: 129-130, 139-140, 145, 269-273, 681-682, 686-689, 694, 696, 699-700 <i>Reading Check</i> 130, 140, 689 <i>Biography</i> 141
<i>Rights and Responsibilities</i>	
2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.	Student Edition: 537, 699 <i>Primary Source</i> 537 <i>Reading Check</i> 537

STANDARDS	PAGE REFERENCES
Social Studies Skills and Methods	
<i>Thinking and Organizing</i>	
1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.	Student Edition: TOOLS 4–TOOLS 5 <i>Section Review</i> 130 #8, 201 #7, 283 #7, 467 #5 <i>Assessment and Activities</i> 189 #22, 251 #24, 561 #23
<i>Communicating Information</i>	
2. Compare multiple viewpoints and frames of reference related to important events in world history.	Student Edition: 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
<i>Problem Solving</i>	
3. Establish guidelines, rules and time lines for group work.	Student Edition: Students can establish guidelines, rules, and time lines for group work while using: <i>Assessment and Activities</i> 149 #22, 251 #27, 439 #25, 507 #21, 703 #21.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.	Student Edition: Students can establish guidelines, rules, and time lines for group work while using: <i>Assessment and Activities</i> 149 #22, 251 #27, 439 #25, 507 #21, 703 #21.