



World History JOURNEY ACROSS TIME

The Early Ages
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STANDARDS	PAGE REFERENCES
Standard A: Geography	
Performance Standards	
<p>A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p>	<p>Student Edition: R2-R26, GH4-GH10</p> <p>Teacher Wraparound Edition: CLA GH8; DI GH4, GH10; T GH4, GH5, GH6, GH9</p>
<p>A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape</p>	<p>A listing of all the maps, charts, graphs, and diagrams found in <i>World History: Journey Across Time The Early Ages</i> © 2008 is found on pages T17-T19. The teacher could use/adapt a variety of these maps to meet this standard.</p> <p>Student Edition: GH4-GH15</p> <p>The following exercise also can be adapted to meet this standard.</p> <p>Teacher Wraparound Edition: CLA GH8</p>
<p>A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density</p>	<p>Student Edition: R2-R6, GH2-GH10, GH12-GH13, 18, 120, 230, 417, 503</p> <p><i>National Geographic</i> 13, 555</p> <p>Teacher Wraparound Edition: C GH13; CLA GH8; EC GH3; MC GH12; T GH6, GH8</p>

STANDARDS	PAGE REFERENCES
<p>A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment</p>	<p>The following page references are for land use in general and also may be applicable to the state of Wisconsin.</p> <p>Student Edition: 13, 15, 18, 41, 526, 574-575, 579 <i>Critical Thinking</i> 15 #3 <i>National Geographic</i> 13 <i>Way It Was</i> 234-235</p> <p>Teacher Wraparound Edition: CAT 18, 419; R 15, 581</p>
<p>A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases</p>	<p>Student Edition: 15, 27, 41, 71, 447, 449, 526 <i>National Geographic</i> 448 <i>The Way It Was</i> 449</p> <p>Teacher Wraparound Edition: CAT 18, 41, 419</p>
<p>A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation</p>	<p>Student Edition: 41, 485, 573 <i>Chart</i> 44 <i>Critical Thinking</i> 46 #4 <i>Linking Past and Present</i> 290</p> <p>Teacher Wraparound Edition: ICA 576; T 485; TT 290</p>
<p>A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world</p>	<p>Student Edition: 178, 183-186, 246-247, 361-364, 464-465, 554-555 <i>National Geographic</i> 246, 361, 554</p> <p>Teacher Wraparound Edition: C 467; CTA 361; T 183</p>
<p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</p>	<p>Student Edition: 13, 15, 18, 41, 526, 574-575, 579 <i>Critical Thinking</i> 15 #3 <i>National Geographic</i> 13 <i>Way It Was</i> 234-235</p> <p>Teacher Wraparound Edition: CAT 18, 419; R 15, 581</p>

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A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals	<p>Student Edition: 50-52, 162-163, 303-304, 499-500, 526-527, 586, 587 <i>Inside a Pyramid</i> 51</p> <p>Teacher Wraparound Edition: CTA 305; DI 304; T 303</p>
A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment	<p>Student Edition: 185-186, 215-216, 418-420, 659, 673-675 <i>Chart</i> 185 <i>History Makers</i> 215 <i>The Way It Was</i> 419</p> <p>Teacher Wraparound Edition: CTA 419, 673; E 186; ICA 420; T 659</p>
A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations	<p>See Glencoe's <i>World History: Journey Across Time</i> © 2008.</p> <p>Student Edition: 732, 888-892</p>
Standard B: History	
Performance Standards	
B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used	<p>Student Edition: <i>Primary Source</i> 10, 102, 206, 304, 413, 537, 698 <i>Primary Source Library</i> 736-747 <i>Skillbuilder</i> 713, 714, 725</p> <p>Teacher Wraparound Edition: T 713, 714, 725</p>
B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history	<p>Student Edition: TOOLS5 <i>Critical Thinking</i> 15 #3, 226 #4, 490 #7 <i>Reading</i> 482-483, 506 <i>Skillbuilder</i> 720 <i>Thinking Like a Historian</i> TOOLS5 #3</p> <p>Teacher Wraparound Edition: LI 482; PI 483; RS 483; T 720</p>

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<p>B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history</p>	<p>Student Edition: TOOLS5 <i>Critical Thinking</i> 15 #3, 226 #4, 490 #7 <i>Reading</i> 482-483, 506 <i>Skillbuilder</i> 720 <i>Thinking Like a Historian</i> TOOLS5 #3 Teacher Wraparound Edition: LI 482; PI 483; RS 483; T 720</p>
<p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p>	<p>Student Edition: TOOLS4-TOOLS5 <i>Skillbuilder</i> 713, 714 <i>Thinking Like a Historian</i> TOOLS 5 #2 Teacher Wraparound Edition: A TOOLS5; CTA TOOLS4; T 713, 714</p>
<p>B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently</p>	<p>Student Edition: 126, 129-130, 139-140, 537, 538, 699-700 <i>Chart</i> 140 <i>Critical Thinking</i> 130 #7, 146 #6 <i>Reading</i> 570-571, 606-607 <i>Skillbuilder</i> 721 Teacher Wraparound Edition: CTA 142; ER 537; RS 112; T 721</p>
<p>B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights</p>	<p>Student Edition: 126, 129-130, 139-140, 537, 538, 682, 699-700 <i>Chart</i> 140 <i>Critical Thinking</i> 130 #7, 146 #6, 700 #5 <i>Primary Source</i> 698 Teacher Wraparound Edition: APK 698; CT 700 #5; CTA 142; CY 122; ER 537; RS 112; T 269</p>
<p>B.8.7 Identify significant events and people in the major eras of United States and world history</p>	<p>Student Edition: <i>Biography</i> 22, 99, 172, 289, 346, 349, 466, 551, 638, 683 Teacher Wraparound Edition: T 22, 99, 172, 289, 346, 349, 466, 551, 638, 683</p>

STANDARDS	PAGE REFERENCES
<p>B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society</p>	<p>Student Edition: 185-186, 215-216, 418-420, 659, 673-675 <i>Chart</i> 185 <i>History Makers</i> 215 <i>The Way It Was</i> 419 Teacher Wraparound Edition: CTA 419, 673; E 186; ICA 420; T 659</p>
<p>B.8.9 Explain the need for laws and policies to regulate science and technology</p>	<p>The following page references cover the need for laws in general and may apply to science and technology. Student Edition: 82, 273, 378, 681-682 <i>Biography</i> 683 <i>History Makers</i> 273 Teacher Wraparound Edition: DL 273; HM 273; T 683</p>
<p>B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</p>	<p>Student Edition: 30, 96, 126, 137, 242, 275, 380-381, 386, 467, 497, 558, 584-585, 597, 600 Teacher Wraparound Edition: C 558; CY 275, 696; E 137; EC 599; R 600</p>
<p>B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</p>	<p>Student Edition: 578-581, 590-592 <i>Critical Thinking</i> 581 #3 <i>National Geographic</i> 590 <i>The Way It Was</i> 578-579 Teacher Wraparound Edition: C 581; CLA 579; CTA 550, 590; CY 578; R 592</p>
<p>B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues</p>	<p>Student Edition: GH2-GH3; TOOLS1-TOOLS11 <i>Skillbuilder</i> 711, 712 Teacher Wraparound Edition: A TOOLS1, TOOLS7, TOOLS9; CTA TOOLS4; EC GH3; T TOOLS1, TOOLS6, 711, 712</p>

STANDARDS	PAGE REFERENCES
Standard C: Political Science and Citizenship	
Performance Standards	
C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights	Student Edition: 126, 129-130, 139-140, 537, 538, 699-700 <i>Chart</i> 140 <i>Critical Thinking</i> 130 #7, 146 #6 Teacher Wraparound Edition: CTA 142; ER 537; RS 112
C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system	Student Edition: 682, 699-700 <i>Chart</i> 140 <i>Critical Thinking</i> 700 #5 <i>Primary Source</i> 698 Teacher Wraparound Edition: APK 698; CT 700 #5; CY 122; T 269
C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused	Student Edition: 23, 269, 325-326, 330, 537, 681-682, 700 <i>Biography</i> 683 <i>Critical Thinking</i> 326 #3 <i>You Decide</i> 24-25 Teacher Wraparound Edition: CTA 537; R 23
C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level	Student Edition: 699-700 <i>Review Main Ideas</i> 702 #14 Also see Glencoe's <i>United States Government: Democracy in Action</i> © 2008.
C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights	Student Edition: 699-700 <i>Review Main Ideas</i> 702 #14 Also see Glencoe's <i>United States Government: Democracy in Action</i> © 2008.
C.8.6 Explain the role of political parties and interest groups in American politics	See Glencoe's <i>United States Government: Democracy in Action</i> © 2008.
C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate	Student Edition: <i>Reading</i> 114-115, 606-607 <i>Skillbuilder</i> 712-716, 718, 721, 723 Teacher Wraparound Edition: T 712, 713, 714, 715, 716, 718, 721, 723

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C.8.8 Identify ways in which advocates participate in public policy debates	See Glencoe's <i>United States Government: Democracy in Action</i> © 2008.
C.8.9 Describe the role of international organizations such as military alliances and trade associations	Student Edition: 584, 597 Teacher Wraparound Edition: EC 599
Standard D: Economics	
Performance Standards	
D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services	Student Edition: 121, 242, 294, 388, 419-420, 529 <i>Critical Thinking</i> 123 #6, 294 #5 <i>Primary Source</i> 320 Teacher Wraparound Edition: E 294; ICA 612
D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services	Student Edition: 121, 319, 410, 612, 668-669 <i>Critical Thinking</i> 326 #4 <i>National Geographic</i> 668 Teacher Wraparound Edition: CAT 319; E 531; ICA 612
D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets	The following page references are for economies in general and may apply to the state of Wisconsin. Student Edition: 121, 319, 410, 612, 668-669 <i>Critical Thinking</i> 326 #4 <i>National Geographic</i> 668 Teacher Wraparound Edition: CAT 319; E 531; ICA 612
D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life	Student Edition: 128-129, 185-186, 516, 550, 667 <i>Critical Thinking</i> 521 #4, 552 #7 Teacher Wraparound Edition: E 186
D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity	Student Edition: 543, 682, 696 <i>You Decide</i> 616-617 Teacher Wraparound Edition: A 617; C 616; T 616

STANDARDS	PAGE REFERENCES
D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income	Student Edition: 28, 89, 234, 319, 381, 411, 530, 634 Teacher Wraparound Edition: ICA 612; WA 319
D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns	Student Edition: 15, 27, 41, 71, 447, 449, 526 <i>National Geographic</i> 448 <i>The Way It Was</i> 449 Teacher Wraparound Edition: CAT 18, 41, 419
D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive	Student Edition: 667 <i>Critical Thinking</i> 669 #5 Teacher Wraparound Edition: WA 667
D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce	Student Edition: 667 <i>Critical Thinking</i> 669 #5 Teacher Wraparound Edition: WA 667
D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System	Student Edition: 549, 612-613, 667 <i>Critical Thinking</i> 652 #15, 669 #5 Teacher Wraparound Edition: ICA 612; UC 549; WA 667
D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment	Student Edition: 121, 231, 447, 448 <i>National Geographic</i> 121, 448 <i>The Way It Was</i> 449 Teacher Wraparound Edition: E 231; S 448