



World History JOURNEY ACROSS TIME

The Early Ages

© 2008

STANDARDS	PAGE REFERENCES
<p>Standard 1.0 Political Science Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.</p>	
<p>Topic A. The Foundations and Function of Government</p>	
<p>Indicator 1. Examine the necessity and purpose of government in early world history</p>	<p>Student Edition: 19-20, 48, 127, 129-130, 230, 523-524, 537, 686-689 <i>Biography</i> 22 <i>Reading Check</i> 48, 130, 537, 689 <i>You Decide</i> 532-533 Teacher Wraparound Edition: A 533; C 231; CAT 49, 524; CTA 19, 537; E 130; MAA 523; MJ 525; RS 523; WA 20</p>

STANDARDS	PAGE REFERENCES
<p>Indicator 2. Analyze the historic events, documents, and practices in early world history that are the foundations of political systems</p>	<p>Student Edition: 23, 273, 537, 543, 686-689 <i>Biography</i> 22 <i>You Decide</i> 24-25 <i>History Makers</i> 273 <i>Primary Source</i> 488, 537, 693 <i>Section Review</i> 543 <i>Primary Sources Library</i> 743 Teacher Wraparound Edition: A 24; BI 744; DL 273; F 24; HM 273; T 24</p>
<p>Indicator 3. Analyze the roles of institutions and governments in early world history regarding public policy and issues</p>	<p>Student Edition: 514-521, 523-524, 541-543 <i>Reading Check</i> 521 <i>Section Review</i> 521 #6 <i>You Decide</i> 532-533 Teacher Wraparound Edition: C 543; CAT 515; CLA 520; CTA 515, 542; TT 516; WA 515, 516, 519</p>
<p>Topic B. Individual and Group Participation in the Political System</p>	
<p>Indicator 1. Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history</p>	<p>Student Edition: 127, 129-130, 230, 269-273, 695-700 <i>Reading Check</i> 130, 273 <i>Section Review</i> 130 #2, #4-#5, #7, 231 #3 <i>Primary Source</i> 693 <i>Reading Check</i> 700 Teacher Wraparound Edition: C 231; CAT 270; CTA 271; DI 270; E 700; P 697; RS 269; T 269; TN 271</p>
<p>Indicator 2. Analyze the importance of civic participation as a citizen of early world history</p>	<p>Student Edition: 127, 129-130, 270, 694 <i>Reading Check</i> 130, 273 <i>Section Review</i> 130 #7, #8 <i>Biography</i> 272 Teacher Wraparound Edition: C 700; CAT 694; CY 696; TN 271; WA 696</p>

STANDARDS		PAGE REFERENCES	
<p>Topic C. Protecting Rights and Maintaining Order</p>			
<p>Indicator 1. Analyze the individual rights and responsibilities in an ancient world civilization</p>		<p>Student Edition: 20, 127, 129-130, 199-201, 269-270 <i>Linking Past & Present</i> 21 <i>Section Review</i> 130 #8 <i>Reading Check</i> 201 Teacher Wraparound Edition: CY 21, 200; E 201; MAA 200; TN 270</p>	
<p>Indicator 2. Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups</p>		<p>Student Edition: 48, 126-127, 129-130, 133, 269-270, 523-525 <i>Section Review</i> 130 #1 <i>Caption Question</i> 524 Teacher Wraparound Edition: CAT 49, 525; CTA 271; E 130; MJ 525; TN 270</p>	
<p>Standard 2.0 Peoples of the Nation and World Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.</p>			
<p>Topic A. Elements of Culture</p>			
<p>Indicator 1. Describe characteristics that historians use to organize people into cultures</p>		<p>Student Edition: 388-390, 469-470, 474-476, 499-501, 583-587 <i>The Way It Was</i> 389, 474, 584 <i>Reading Check</i> 470 Teacher Wraparound Edition: CAT 474, 499; CLA 475; CTA 501, 585; DI 470; EC 474, 587; MAA 470; RS 469, 583; T 499; TT 474, 499, 585; WA 390</p>	

STANDARDS		PAGE REFERENCES	
<p>Topic B. Cultural Diffusion</p>			
<p>Indicator 1. Explain how cultural diffusion influenced the development of cultures</p>		<p>Student Edition: 178, 183, 380-381, 206, 361-364, 668-669, 699 <i>Tools of the Historian</i> TOOLS10-TOOLS11 <i>Linking Past & Present</i> 21, 61, 97, 128, 160, 245, 290, 325, 362, 390, 410, 475, 500, 536, 595, 637, 674 <i>Reading Check</i> 179, 183, 381, 669 Teacher Wraparound Edition: APK 698; CAT 389, 391; DI 381; IAW 389, 501; T 18</p>	
<p>Indicator 2. Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development</p>		<p>Student Edition: 121, 361-364, 380-381, 469, 668-669, 691-694 <i>Reading Check</i> 121, 381, 669 <i>Using Geography Skills</i> 469 Teacher Wraparound Edition: CLA 697; DI 381, 692; IAW 381; T 691</p>	
<p>Topic C. Conflict and Compromise</p>			
<p>Indicator 1. Analyze factors that affected relationships in early world history</p>		<p>Student Edition: 309, 380-381, 382, 472-473, 541-543 <i>The Way It Was</i> 319 <i>Reading Check</i> 381, 383, 473 Teacher Wraparound Edition: C 543; CLA 541; CTA 472; DI 381; E 310; MAA 472; WA 382, 473</p>	

STANDARDS	PAGE REFERENCES
<p>Standard 3.0 Geography Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.</p>	
<p>Topic A. Using Geographic Tools</p>	
<p>Indicator 1. Use geographic tools to locate places and describe the human and physical characteristics in early world history</p>	<p>Student Edition: <i>Geography Handbook</i> GH2-GH10 <i>Tools of the Historian</i> TOOLS6-TOOLS9 <i>Using Geography Skills</i> 17, 39, 90, 132, 179, 195, 198, 225, 246, 263 Teacher Wraparound Edition: A TOOLS 7, TOOLS 9; CLA GH8; DI GH5; T GH4, GH5, GH6, GH8, GH9, GH10; USEE GH2-GH3</p>
<p>Topic B. Geographic Characteristics of Places and Regions</p>	
<p>Indicator 1. Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history</p>	<p>Student Edition: 17-18, 39-40, 195-196, 225-226 <i>Tools of the Historian</i> TOOLS 6-TOOLS 7 <i>Geography Handbook</i> GH2-GH3 <i>Using Geography Skills</i> 17, 39, 195, 225 <i>Caption Question</i> 40 <i>Primary Source</i> 41 <i>The Way It Was</i> 234-235, 578-579 Teacher Wraparound Edition: A TOOLS 7; CAT 18; CTA 41; DI GH2; EC GH3; F TOOLS 6; G 19; MAP 40; RS 225, 226; T TOOLS 6; TT 18; USEE GH2-GH3; WA 196</p>
<p>Topic C. Movement of People, Goods and Ideas</p>	
<p>Indicator 1. Describe and analyze population growth, migration and settlement patterns in early world history</p>	<p>Student Edition: 246-247, 380-381, 428-429, 659-664, 668-669, 691-694 <i>Using Geography Skills</i> 246, 380, 662, 668 <i>Reading Check</i> 381, 660, 664, 669, 694 Teacher Wraparound Edition: AM 663; CLA 697; T 659; WA 663</p>

STANDARDS		PAGE REFERENCES	
<p>Topic D. Modifying and Adapting to the Environment</p>			
<p>Indicator 1. Analyze why and how people modify their natural environment and the impact of those modifications</p>		<p>Student Edition: 18, 29, 41, 230, 305, 389, 410, 417, 577 <i>Biography</i> 22 <i>The Way It Was</i> 234-235, 291 <i>Linking Past & Present</i> 410 Teacher Wraparound Edition: CTA 29, 41; DI 410; EC TOOLS 6; MAA 29; PS 41; RS 410; TT 305</p>	
<p>Standard 4.0 Economics Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p>			
<p>Topic A. Scarcity and Economic Decision-making</p>			
<p>Indicator 1. Explain that people made choices because resources relative to economic wants to goods and services in the context of early world history</p>		<p>Student Edition: 121, 213, 246-247, 448, 611-612 <i>Reading Check</i> 247 Teacher Wraparound Edition: EC 449; S 448</p>	
<p>Indicator 2. Analyze how scarce economic resources were used to satisfy economic wants in early world history</p>		<p>Student Edition: 20, 197, 448 <i>The Way It Was</i> 449 Teacher Wraparound Edition: CAT 197; EC 449; S 448; WA 196</p>	
<p>Indicator 3. Analyze how technological changes affected consumption and production in early world history</p>		<p>Student Edition: 41-42, 230-231, 305, 410, 417-418, 577 <i>Section Review</i> 231 #5 <i>Caption Question</i> 417 Teacher Wraparound Edition: RS 410; WA 410</p>	
<p>Indicator 4. Examine how specialization, interdependence and trade affected the production of goods and services in early world history</p>		<p>Student Edition: 121, 388, 450-451, 611-612, 696 <i>Reading Check</i> 121 <i>The Way It Was</i> 389 Teacher Wraparound Edition: CTA 611; ISR 611; S 448</p>	

STANDARDS	PAGE REFERENCES
<p>Topic B. Economic Systems and the Role of Government in the Economy</p>	
<p>Indicator 1. Describe the types of economic systems in early world societies</p>	<p>Student Edition: 15, 43, 121, 292-293, 450-451, 503, 577, 612-613, 666-667 <i>Using Geography Skills</i> 293 <i>Reading Check</i> 451, 667 Teacher Wraparound Edition: CAT 666, 667; MAA 66; RS 666; UNT 503</p>
<p>Indicator 2. Describe the transition from feudalism and the manor system to the development of early towns</p>	<p>Student Edition: 528-531 <i>Caption Question</i> 528, 529 <i>Section Review</i> 531 #5-#6 Teacher Wraparound Edition: C 531; E 531; EC 530</p>
<p>Indicator 3. Describe the importance of medium of exchange in early world history</p>	<p>Student Edition: 121, 242, 294, 319, 388, 529, 612-613 <i>Caption Question</i> 294, 612 Teacher Wraparound Edition: CAT 319; E 294</p>
<p>Standard 5.0 History Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.</p>	
<p>Topic A. Individuals and Societies Change Over Time</p>	
<p>Indicator 1. Analyze how the rise of the earliest communities led to the emergence of agricultural societies</p>	<p>Student Edition: 10-11, 13-15 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#6 Teacher Wraparound Edition: C 15; CTA 11; E 15; R 15</p>

STANDARDS	PAGE REFERENCES
<p>Indicator 2. Examine the emergence, growth and decline of empires in the Americas</p>	<p>Student Edition: 583-588, 594-600 <i>Reading Check</i> 588, 597 <i>Biography</i> 589, 598 <i>Section Review</i> 592 #1, #3; 600 #3, #5 <i>Primary Source</i> 597</p> <p>Teacher Wraparound Edition: CAT 596; CTA 585; CLA 588; CVA 586; DI 595; EC 599; ICA 586; R 600; RS 583, 588, 596; T 589; WA 595</p>
<p>Topic B. Emergence, Expansion and Changes in Nations and Empires</p>	
<p>Indicator 1. Analyze how civilizations emerged in the river valley areas</p>	<p>Student Edition: 17-21, 49-52, 69-72, 196-197, 235-239 <i>Using Geography Skills</i> 17 <i>Linking Past & Present</i> 21, 61 <i>Reading Check</i> 21, 52 <i>History Makers</i> 199, 228 <i>Understanding Charts</i> 236 <i>Biography</i> 237</p> <p>Teacher Wraparound Edition: C 52; CC 20; CAT 197; CLA 230; CTA 19, 50, 235; CY 21; DI 49; E 52, 239; EC 229; ICA 20; MAA 18, 48; T 48, 237; WA 20, 236</p>
<p>Indicator 2. Analyze the emergence and enduring influence of Aegean civilizations</p>	<p>Student Edition: 155-163, 169-173, 182-186 <i>Understanding Charts</i> 155, 185 <i>Reading Check</i> 156, 161, 163 <i>Biography</i> 159, 172 <i>Linking Past & Present</i> 160 <i>Section Review</i> 163 #1-#7 <i>World Literature</i> 164-167 <i>The Way It Was</i> 184</p> <p>Teacher Wraparound Edition: ARS 166; C 163, 167, 186; CAT 184; CC 161; CI 160; CY 161; E 163, 173, 186; EC 160; F 164; ICA 158; MAA 158; R 163; T 155, 172; TT 158, 160; WA 157, 169</p>

STANDARDS	PAGE REFERENCES
<p>Indicator</p> <p>3. Analyze the emergence, expansion and decline of the Roman Empire</p>	<p>Student Edition:</p> <p>278-283, 287-294, 303-305, 318-324</p> <p><i>Reading Check</i> 281, 288, 294, 324</p> <p><i>Section Review</i> 283 #1, #6-#7; 326 #1-#2, #4-#5, #7</p> <p><i>You Decide</i> 284-285</p> <p><i>Understanding Charts</i> 288</p> <p><i>Biography</i> 289, 321</p> <p><i>Primary Source</i> 322</p> <p>Teacher Wraparound Edition:</p> <p>A 285; C 283; CAT 291; CTA 290, 305, 320; EC 284, 323; F 284; HM 281; ICA 291; MAA 324; R 283; RS 287, 303, 318; T 284; WA 280, 291</p>
<p>Indicator</p> <p>4. Compare the dynasties and empires in ancient China</p>	<p>Student Edition:</p> <p>226-231, 235-239, 240-248</p> <p><i>History Makers</i> 228</p> <p><i>Using Geography Skills</i> 230, 241, 246</p> <p><i>Biography</i> 237, 243</p> <p><i>Understanding Charts</i> 238, 247</p> <p>Teacher Wraparound Edition:</p> <p>C 231, 248; CLA 238; CTA 227; CY 246; E 231, 239; EC 229; HM 244; ICA 228; RS 228, 245; T 237, 241, 243; WA 227, 236</p>
<p>Indicator</p> <p>5. Analyze the emergence, growth and decline of African Empires</p>	<p>Student Edition:</p> <p>447-453</p> <p><i>Using Geography Skills</i> 448, 452</p> <p><i>The Way It Was</i> 449</p> <p><i>Understanding Charts</i> 451</p> <p><i>Section Review</i> 453 #1-#5</p> <p>Teacher Wraparound Edition:</p> <p>CLA 451; E 453; R 453; S 448; WA 450</p>

STANDARDS	PAGE REFERENCES
<p>Topic C. Conflict between Ideas and Institutions</p>	
<p>Indicator 1. Analyze the effect of interactions between civilizations in early world history</p>	<p>Student Edition: 27-28, 134-137, 144-146, 274-276 <i>Reading Check</i> 28 <i>Section Review</i> 30 #1, #4- #5; 137 #3-#4; 146 #1, #4; 276 #3-#5 <i>Using Geography Skills</i> 134, 274 <i>Primary Source</i> 135 Teacher Wraparound Edition: C 137, 146; CP 135; CTA 134; CY 275; E 137, 276; HM 274; PS 135; R 276; RS 27; WA 27</p>
<p>Indicator 2. Analyze the major traditions, customs, and beliefs of Hinduism and Buddhism and their expansion throughout Asia</p>	<p>Student Edition: 202-208 <i>Understanding Charts</i> 204 <i>Primary Source</i> 206 <i>Biography</i> 207 <i>Section Review</i> 208 #1-#7 Teacher Wraparound Edition: C 208; CAT 205; CTA 205; E 208; ICA 206; PS 206; R 208; RS 204; T 203, 207; WA 205</p>
<p>Indicator 3. Analyze the emergence and expansion of Islamic civilization</p>	<p>Student Edition: 377-378, 380-386, 388-394 <i>Using Geography Skills</i> 380, 383, 385 <i>Reading Check</i> 381 <i>Understanding Charts</i> 381 <i>Linking Past & Present</i> 390 Teacher Wraparound Edition: C 386, 394; CAT 383; CC 384; CTA 382; E 386, 394; EC 384; IAW 381; ICA 383; R 386; WA 382, 390</p>
<p>Indicator 4. Analyze the changes in the European society during the Middle Ages</p>	<p>Student Edition: 538, 543, 545-552, 554-555 <i>Reading Check</i> 538 <i>Section Review</i> 543 #6-#7 <i>Primary Source</i> 546 <i>Using Geography Skills</i> 554, 555 Teacher Wraparound Edition: C 543, 552; CAT 547; CLA 550; CTA 547; DI 546, 555; E 552; R 552; WA 555</p>

STANDARDS	PAGE REFERENCES
<p>Standard 6.0 Social Studies Skills and Processes Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</p>	
<p>Topic A. Read to Learn and Construct Meaning about Social Studies</p>	
<p>Indicator 1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary</p>	<p>Student Edition: 152-153, 192-193 <i>Get Ready to Read!</i> 8, 16, 26, 38, 47, 59, 68 Teacher Wraparound Edition: T20 AI 153, 193; LI 15, 192; PI 153, 193; RS 152, 153, 192, 193</p>
<p>Indicator 2. Use strategies to prepare for reading (before reading)</p>	<p>Student Edition: T40, T42-T47, 6-7, 36-37, 222-223 <i>Get Ready to Read!</i> 8, 16, 26, 38, 47, 59, 68 Teacher Wraparound Edition: T20-T21, 1B, 564B AI 223, LI 6, 36, 222; PI 7, 37, 223; RS 6, 7, 36, 37, 222, 223</p>
<p>Indicator 3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)</p>	<p>Student Edition: T40, 78-79, 114-115, 260-261, 300-301, 340-341, 370-371, 406-407, 442-443, 482-483, 606-607, 656-657 Teacher Wraparound Edition: T21, 1B, 108B, 254B, 400B, 564B AI 79, 115, 261, 301, 407; LI 78, 114, 260, 300, 406; PI 79, 115, 261, 301, 407; RS 78, 79, 114, 115, 260, 261, 300, 301, 406, 407</p>
<p>Indicator 4. Use strategies to demonstrate understanding of the text (after reading)</p>	<p>Student Edition: T41, 510-511, 570-571, 656-657 <i>Reading Review</i> 31, 72, 103, 147, 187, 217 Teacher Wraparound Edition: 254B, 400B, 564B AI 511, 571, 657; LI 510, 570, 656; PI 511, 571, 657; RS 510, 511, 570, 571, 656, 657</p>

STANDARDS	PAGE REFERENCES
<p>Topic B. Write to Learn and Communicate Social Studies Understandings</p>	
<p>Indicator 1. Select and use informal writing strategies, such as short/response/essay answer/ brief constructed responses, journal writing, note taking, and graphic organizers, to clarify, organize, remember, and/or express new understandings</p>	<p>Student Edition: 260-261, 710 <i>Foldables Study Organizers</i> 5, 35, 77, 113, 151, 191, 221 <i>Assessment and Activities</i> 219 #21, 251 #25, 297 #23, 337 #22 Teacher Wraparound Edition: AI 261; C 248; LI 260; PI 261; R 173; RS 198, 204, 226, 233, 241 260, 261; T 710; WA 177, 210</p>
<p>Indicator 2. Use formal writing, such as multi-paragraph essays, historical investigations, research reports, letters, summaries, to inform</p>	<p>Student Edition: <i>Assessment and Activities</i> 189 #22, #23, 219 #22, 251 #24, 297 #24-#25, 337 #21, 439 #27 <i>Section Review</i> 201 #7, 208#7 Teacher Wraparound Edition: ICA 228; WA 196, 205, 245</p>
<p>Indicator 3. Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade</p>	<p>Student Edition: <i>Section Review</i> 173 #7, 216 #5 <i>Assessment and Activities</i> 189 #24, 219 #20, 251 #26, 297 #22, 439 #25 Teacher Wraparound Edition: CTA 235; WA 227, 236</p>
<p>Indicator 4. Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)</p>	<p>Questions suitable for use in timed, on-demand writing assessments appear on the following pages: Student Edition: <i>Assessment and Activities</i> 33 #20, #23, 75 #24, 105 #24, 149 #24, 189 #22, 561 #23, #26, 603 #19 Teacher Wraparound Edition: T22-T23</p>

STANDARDS		PAGE REFERENCES	
<p>Topic C. Ask Social Studies Questions</p>			
<p>Indicator 1. Identify a topic that requires further study</p>	<p>Student Edition: <i>Assessment and Activities</i> 33 #22, 75 #26, 105 #27, 149 #24, 189 #25, 297 #24-#25, 367 #27, 397 #25</p> <p>Teacher Wraparound Edition: CLA 309; CTA 305; CY 363; IAW 381; ICA 322, 383</p>		
<p>Indicator 2. Identify a situation/issue that requires further study</p>	<p>Student Edition: <i>Assessment and Activities</i> 75 #27, 149 #25, 189 #24, 219 #22, 251 #26-#27, 397 #27</p> <p>Teacher Wraparound Edition: CTA 390, 411; CY 308, 414; ICA 362</p>		
<p>Topic D. Acquire Social Studies Information</p>			
<p>Indicator 1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied</p>	<p>Student Edition: 715-716, 719, 725, 731-732</p> <p><i>Tools of the Historian</i> TOOLS 4-TOOLS 5, TOOLS 8-TOOLS 9</p> <p><i>Primary Source</i> 10, 41, 71, 83, 89, 102, 122, 135, 145, 175, 183, 206, 214, 264, 270, 282, 304, 320, 322, 330, 348, 382, 391, 413, 420 428, 462, 465, 488, 495, 537, 539, 546, 597, 599, 614, 621, 640, 644, 682, 685, 693, 698</p> <p><i>Primary Sources Library</i> 738-747</p> <p>Teacher Wraparound Edition: CTA TOOLS 4; E TOOLS 5; F TOOLS 8; T TOOLS 4, TOOLS 8, 715, 716, 719, 725, 731, 732</p>		
<p>Indicator 2. Engage in field work that relates to the topic/situation/ problem being studied</p>	<p>Student Edition: <i>Tools of the Historian</i> TOOLS 0, TOOLS 4</p> <p><i>Reading Social Studies</i> 260-261</p> <p><i>Assessment and Activities</i> 479 #23</p> <p>Teacher Wraparound Edition: AI 261; E TOOLS 7; F TOOLS 6; ICA 637; LI 260</p>		

STANDARDS		PAGE REFERENCES	
<p>Topic E. Organize Social Studies Information</p>			
<p>Indicator 1. Organize information from non-print sources</p>		<p>Student Edition: GH 11-GH 13 <i>Skillbuilder Handbook</i> 713-714, 720-721, 723 Teacher Wraparound Edition: DI GH13; MC GH12; MG GH11; T 713, 714, 720, 721, 723</p>	
<p>Indicator 2. Organize information from print sources</p>		<p>Student Edition: <i>Skillbuilder</i> 713-714, 720-721, 723 <i>Reading Social Studies</i> 442-443, 482-483, 606-607 Teacher Wraparound Edition: AI 443, 483; LI 442, 482, 606; PI 443, 483, 607; RS 442, 443, 482, 483, 606, 607; T 713, 714, 720, 721, 723</p>	
<p>Topic F. Analyze Social Studies Information</p>			
<p>Indicator 1. Interpret information from primary and secondary sources</p>		<p>Student Edition: 715-716, 719, 725, 731-732 <i>Tools of the Historian</i> TOOLS 4-TOOLS 5, TOOLS 8-TOOLS 9 <i>Primary Source</i> 10, 41, 71, 83, 89, 102, 122, 135, 145, 175, 183, 206, 214, 264, 270, 282, 304, 320 322, 330, 348, 382, 391, 413, 420 428, 462, 465, 488, 495, 537, 539, 546, 597, 599, 614, 621, 640, 644, 682, 685, 693, 698 <i>Primary Sources Library</i> 738-747 Teacher Wraparound Edition: CTA TOOLS 4; E TOOLS 5; F TOOLS 8; T TOOLS 4, TOOLS 8, 715, 716, 719, 725, 731, 732</p>	
<p>Indicator 2. Evaluate information from a variety of sources</p>		<p>Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617 <i>Reading Social Studies</i> 442-443 <i>Skillbuilder</i> 721 Teacher Wraparound Edition: A 25, 181, 285, 533, 617; AI 443; LI 442; PI 443; RS 442, 443; T 721</p>	

STANDARDS	PAGE REFERENCES
<p>Indicator 3. Synthesize information from a variety of sources</p>	<p>Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617 <i>Reading Social Studies</i> 370-371, 482-483 <i>Skillbuilder</i> 709, 712, 720, 722, 723</p> <p>Teacher Wraparound Edition: A 25, 181, 285, 533, 617; AI 371, 483; LI 370, 482; PI 371, 483; RS 370, 371, 482, 483; T 709, 712, 720, 722, 723</p>
<p>Topic G. Answer Social Studies Information</p>	
<p>Indicator 1. Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources</p>	<p>Student Edition: 578-581, 590-592, 690-700 <i>The Way It Was</i> 578-579 <i>Linking Past & Present</i> 637 <i>Using Geography Skills</i> 691, 694, 695</p> <p>Teacher Wraparound Edition: CAT 694, CLA 579, 697, 699; CY 578, 696; CTA 580; E 581, 592; RS 590, 693</p>
<p>Indicator 2. Use historic contexts to answer questions</p>	<p>Student Edition: <i>Tools of the Historian</i> TOOLS 0-TOOLS 11</p> <p>Teacher Wraparound Edition: A TOOLS 1, TOOLS 5, TOOLS 7, TOOLS 11; CTA TOOLS 4; EC TOOLS 0; F TOOLS 4, TOOLS 10; T TOOLS 4</p>
<p>Indicator 3. Use current events/issues to answer questions</p>	<p>Student Edition: <i>Tools of the Historian</i> TOOLS 10-TOOLS 11 <i>Linking Past & Present</i> 21, 61, 97, 128, 160, 245, 290, 325, 362, 390, 410, 475, 500, 536, 595, 637, 674</p> <p>Teacher Wraparound Edition: A TOOLS 11; CAT 636; CTA TOOLS 10, 244, 390, 411, 673; CY 161; ICA 128</p>