



World History JOURNEY ACROSS TIME

The Early Ages

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STANDARDS	PAGE REFERENCES
<p>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</p>	
<p>Why This Goal Is Important: Why This Goal Is Important: People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.</p>	
<p>B. Understand that scarcity necessitates choices by consumers.</p>	
<p>15.B.3a Describe the “market clearing price” of a good or service.</p>	<p>Student Edition: 435, 447, 449-450, 666-667 <i>Section 3 Review 334 #6</i> <i>The Way It Was 449</i> Teacher Wraparound Edition: EC 449; S 448</p>
<p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p>	<p>Student Edition: 435, 449, 612, 666-667 <i>Section 3 Review 334 #4</i> <i>The Way It Was 449</i> Teacher Wraparound Edition: DI 667; EC 449</p>

STANDARDS	PAGE REFERENCES
C. Understand that scarcity necessitates choices by producers.	
<p>15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p>	<p>Student Edition: 43, 121, 319, 429, 448-449, 577, 666-667 <i>National Geographic</i> 121 <i>The Way It Was</i> 449</p> <p>Teacher Wraparound Edition: S 448; WA 667</p>
D. Understand trade as an exchange of goods or services.	
<p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.</p>	<p>Student Edition: 121, 247, 389, 435, 448-449, 611-612, 666-667 <i>National Geographic</i> 121, 292, 667, 668 <i>Reading Check</i> 449, 667 <i>The Way It Was</i> 449</p> <p>Teacher Wraparound Edition: DI 667; TT 449</p>
<p>15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.</p>	<p>Student Edition: 30, 121, 246, 435, 448, 666-667 <i>African Trading Empires</i> 451 <i>Biography</i> 434 <i>National Geographic</i> 121, 246, 448, 667, 668</p> <p>Teacher Wraparound Edition: C 294; CLA 247; DI 667; S 448; UC 451</p>
<p>15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p>	<p>Student Edition: 10-11, 27, 303, 304-305, 435 <i>The Roman Colosseum</i> 305 <i>The Way It Was</i> 11, 184, 291 <i>Understanding Charts</i> 185</p> <p>Teacher Wraparound Edition: CTA 305; IAW 246</p>
E. Understand the impact of government policies and decisions on production and consumption in the economy.	
<p>15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).</p>	<p>Student Edition: 234, 385, 426, 492, 530, 688, 696-697 Different types of tax collection also are discussed on the following pages: 28, 48, 94, 247, 386 <i>Biography</i> 234</p>

STANDARDS	PAGE REFERENCES
<p>15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p>	<p>Student Edition: 23, 43, 213, 319 <i>Assessment and Activities</i> 439 #25 <i>You Decide</i> 24-25</p> <p>Teacher Wraparound Edition: CAT 41; E 23; EC 24,43; WA 43</p>
<p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p>	
<p>Why This Goal Is Important: George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.</p>	
<p>A. Apply the skills of historical analysis and interpretation.</p>	
<p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p>	<p>Student Edition: <i>Assessment and Activities</i> 561 #25 <i>Biography</i> 12, 141, 272, 665 <i>SkillBuilder Handbook</i> 711, 713, 717, 721 <i>Tools of the Historian</i> TOOLS4-TOOLS11 <i>When & Where</i> 116, 182, 338, 508, 604 <i>When & Who</i> 404 <i>You Be the Historian</i> 617</p> <p>Teacher Wraparound Edition: T 711, 717</p>
<p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p>	<p>Student Edition: <i>Alexander the Great</i> 177 <i>Alexandria, Egypt</i> 178 <i>National Geographic</i> 13,17, 176, 225, 274 <i>Primary Sources</i> 270 <i>SkillBuilder Handbook</i> 716, 723 <i>Standardized Test Practice</i> 727, 734 <i>Tools of the Historian</i> TOOLS8-TOOLS9 <i>You Be the Historian</i> 617</p> <p>Teacher Wraparound Edition: CTA 177; PSA 723; T 716; UGS 176; WA 177</p>

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<p>16.A.3c Identify the differences between historical fact and interpretation.</p>	<p>Student Edition: 264 <i>Assessment and Activities</i> 561 #25 <i>Primary Source</i> 75 <i>Primary Sources Library</i> 736 <i>Section 3 Review</i> 179 #5 <i>SkillBuilder Handbook</i> 714 <i>You Be the Historian</i> 617</p> <p>Teacher Wraparound Edition: CLA 697; CTA 142; HM 264; PSA 714; T 714</p>
<p>B. Understand the development of significant political events.</p>	
<p>16.B.3a (W) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.</p>	<p>Student Edition: 119-123, 124-130, 139-140, 213, 241-242, 244-248, 252-253, 265-267, 269-276 <i>Biography</i> 141, 243 <i>Comparing Governments</i> 140 <i>Four Chinese Dynasties</i> 247 <i>History Makers</i> 273 <i>National Geographic</i> 269 <i>Primary Source</i> 122 <i>Reading Check</i> 140</p> <p>Teacher Wraparound Edition: C 269; CAT 270; CAY 122, 246; CTA 271; ICA 128, 273; PS 122; T 125, 141</p>
<p>16.B.3b (W) Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.</p>	<p>Student Edition: 278-283, 318-324, 380-386, 411-412, 447-448 <i>National Geographic</i> 323, 380 <i>Reading Check</i> 324 <i>Understanding Charts</i> 318</p> <p>Teacher Wraparound Edition: C 386; CLA 324; CTA 382, 411, 447; RS 318; TT 280, 324; WA 319</p>
<p>16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p>	<p>Student Edition: 522-531, 537-543 <i>A Medieval Manor</i> 524-525 <i>Linking Past & Present</i> 536 <i>National Geographic</i> 538, 540 <i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: A 533; CAT 524; F 532; MJ 525; RS 523, 538; T 523, 532</p>

STANDARDS	PAGE REFERENCES
<p>16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p>	<p>Student Edition: 659-669, 691-693 <i>Biography</i> 665 <i>National Geographic</i> 662-663, 668, 694 <i>Reading Check</i> 660 <i>Santa Maria</i> 661 Teacher Wraparound Edition: C 669; CTA 661; DI 660; MAA 660; TT 662; WA 663</p>
<p>C. Understand the development of economic systems.</p>	
<p>16.C.3a (W) Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.</p>	<p>Student Edition: 389, 417, 543, 611-612, 667 <i>Section 3 Review</i> 334 #4 Teacher Wraparound Edition: EC 540; ICA 612, 662</p>
<p>16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.</p>	<p>Student Edition: 577, 579, 584 <i>National Geographic</i> 577, 590 Teacher Wraparound Edition: EC 591</p>
<p>16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.</p>	<p>Student Edition: 294, 419, 435, 620-621, 659-660, 671-679 <i>Biography</i> 677 <i>History Makers</i> 620 <i>Linking Past & Present</i> 674 <i>Primary Source</i> 621 <i>Section 2 Review</i> 422 #5 <i>The Way It Was</i> 419 Teacher Wraparound Edition: C 23, 679; CAT 621; CTA 390, 419, 621, 673; HM 620; PS 621; T 659; UC 676</p>

STANDARDS	PAGE REFERENCES
D. Understand Illinois, United States and world social history.	
<p>16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p>	<p>Student Edition: 82, 319, 469-470, 472-473, 554-555 <i>Biography</i> 471 <i>National Geographic</i> 469, 473, 554, 555 <i>The Way It Was</i> 319 <i>Using Geography Skills</i> 469 <i>When & Where</i> 468 Teacher Wraparound Edition: CTA 472; DI 555; ICA 473; MAA 472; T 554; WA 473</p>
E. Understand Illinois, United States and world environmental history.	
<p>16.E.3a (W) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.</p>	<p>Student Edition: 17-18, 23, 39-42, 225-226, 446 <i>Assessment and Activities</i> 75 #21, #22, #23 <i>National Geographic</i> 17, 39, 225 <i>Section 2 Review</i> 23 #4 Teacher Wraparound Edition: CAT 41; ICA 42; MAP 40; RS 225</p>
<p>16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.</p>	<p>Student Edition: 435, 554-555, 666 <i>National Geographic</i> 554-555 <i>Reading Check</i> 555 <i>Using Geography Skills</i> 554 Teacher Wraparound Edition: DI 555; ICA 435</p>

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p>	
<p>Why This Goal Is Important: The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.</p>	
<p>A. Locate, describe and explain places, regions and features on the Earth.</p>	
<p>17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).</p>	<p>Student Edition: 18, 39-41, 117, 195, 225, 292, 485, 513 <i>Assessment and Activities</i> 105 #28 <i>Using Geography Skills</i> 485 Teacher Wraparound Edition: CLA GH4; MAP 40; UGS 485</p>
<p>17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.</p>	<p>Student Edition: <i>Geography Handbook</i> GH4-GH11 <i>National Geographic</i> 39, 90, 117, 194, 225, 263, 374, 445, 485, 513, 538, 609 <i>Reference Atlas</i> R2-R26 Teacher Wraparound Edition: MAP 40; T 195</p>
<p>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</p>	
<p>17.B.3a Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.</p>	<p>Student Edition: 39, 117, 195, 225, 230, 373, 445-446, 485 <i>Assessments and Activities</i> 478 #7 <i>Main Idea</i> 195 <i>National Geographic</i> 225, 445 Teacher Wraparound Edition: CAT 18; DI 446; RS 195, 225, 445; T 445</p>
<p>17.B.3b Explain how changes in components of an ecosystem affect the system overall.</p>	<p>Student Edition: 14-15, 39-41, 60, 81, 195, 198, 225, 445-446, 485, 573 <i>Primary Source</i> 41 Teacher Wraparound Edition: C 15; DI 446; T 39, 485; TT 18</p>

STANDARDS	PAGE REFERENCES
C. Understand relationships between geographic factors and society.	
<p>17.C.3a Explain how human activity is affected by geographic factors.</p>	<p>Student Edition: 10, 14-15, 17, 23, 39-40, 81, 198-199, 225-226, 263, 328, 445, 447, 485, 574 <i>Assessment and Activities</i> 250 #10 <i>Biography</i> 12, 376 <i>National Geographic</i> 225 <i>Primary Source</i> 41 <i>Reading Check</i> 485 <i>The Way It Was</i> 578-579 Teacher Wraparound Edition: C 123, 201, 294; EC 65, 591; T 485; TT 160</p>
<p>17.C.3b Explain how patterns of resources are used throughout the world.</p>	<p>Student Edition: 11, 14-15, 39-40, 81, 199, 446, 485, 591 <i>Assessment and Activities</i> 75 #27 <i>The Way It Was</i> 11, 291 Teacher Wraparound Edition: DI 446; EC 591</p>
<p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p>	<p>Student Edition: 14-15, 18, 23, 39-42, 69, 81, 122-123, 196, 198-199, 230, 447, 469, 579-581 <i>Assessment and Activities</i> 33 #18 <i>Biography</i> 22 <i>National Geographic</i> 198, 225, 469 Teacher Wraparound Edition: C 123; CAT 447; MAA 447</p>
D. Understand the historical significance of geography.	
<p>17.D.3a Explain how and why spatial patterns of settlement change over time.</p>	<p>Student Edition: 14-15, 39, 81-85, 195, 198-199, 263, 445-447, 579-581 <i>National Geographic</i> 225 <i>Reading Check</i> 83 <i>Using Geography Skills</i> 195 Teacher Wraparound Edition: HM 82; MAA 82; RS 81, 198</p>

STANDARDS	PAGE REFERENCES
<p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p>	<p>Student Edition: 198-199, 225, 263, 290, 446, 485, 573 <i>Linking Past & Present</i> 290 <i>National Geographic</i> 198, 225 <i>Reading Check</i> 485</p> <p>Teacher Wraparound Edition: HM 308; RS 263; T 485; TT 290</p>
<p>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</p>	
<p>Why This Goal Is Important: A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.</p>	
<p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p>	
<p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	<p>Student Edition: 11, 14, 20-21, 28, 42-46, 49, 52, 60, 65, 85, 155-163, 169-173, 183-186, 215, 228-229, 303-310, 326, 421, 474-476, 588, 619-626 <i>Biography</i> 88, 159, 622 <i>History Makers</i> 100, 199, 228, 620 <i>Linking Past & Present</i> 160, 325, 475 <i>Primary Source</i> 10, 614, 621 <i>Reading Check</i> 21, 65, 163 <i>The Parthenon</i> 162 <i>The Roman Colosseum</i> 305 <i>The Way It Was</i> 42-43, 64, 306, 624 <i>World Literature</i> 53-58, 164-167, 312-316, 454-459, 627-632 <i>You Decide</i> 24-25</p> <p>Teacher Wraparound Edition: C 163; CLA 309, 475; EC 292, 624; F 24; HM 42; MAA 156, 157, 421; MAP 48; RS 619</p>

STANDARDS	PAGE REFERENCES
B. Understand the roles and interactions of individuals and groups in society.	
<p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	<p>Student Edition: 21, 84, 97-98, 122-123, 126, 140, 169-171, 266, 274-275, 279-281, 319-320, 334, 470 <i>In a Word</i> 128 <i>Linking Past & Present</i> 21 <i>Reading Check</i> 127 <i>The Way It Was</i> 98 Teacher Wraparound Edition: CAY 21, 100; MAA 266</p>
<p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p>	<p>Student Edition: 45, 122-123, 125-127, 139, 200, 359-364, 414-415 <i>National Geographic</i> 361 <i>Reading Check</i> 46 <i>The Way It Was</i> 414 Teacher Wraparound Edition: CLA 101; DI 126; E 46</p>
C. Understand how social systems form and develop over time.	
<p>18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).</p>	<p>Student Edition: 139, 537, 692-700 <i>Linking Past & Present</i> 536 <i>Primary Source</i> 698 <i>Section 4 Review</i> 700 #5 Teacher Wraparound Edition: CAY 122; DI 692; WA 184</p>
<p>18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.</p>	<p>Student Edition: 81, 122, 129, 139, 200, 352-356, 590-591, 685-686 <i>Comparing Governments</i> 140 <i>Early India's Social System</i> 200 <i>Linking Past & Present</i> 21, 61, 97, 128, 160, 475 <i>The Way It Was</i> 686-687 Teacher Wraparound Edition: C 163; CAT 49; CAY 122, 200, 308; CLA 101; MAA 200; UC 140</p>