

GLENCOE CORRELATION
HUMAN HERITAGE: A WORLD HISTORY
MASSACHUSETTS
 History and Social Science Curriculum Framework

OBJECTIVES	PAGE REFERENCES
Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History	
Concepts and Skills	
History and Geography	
1. Compare information shown on modern and historical maps of the same region. (G)	SE: <i>Map Skills</i> 284, 511, 567 <i>Map Study</i> 44, 271, 422, 549, 607, 637, 648
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (<i>decade, age, era, century, millennium, AD/CE, BC/BCE, c. and circa</i>). Identify in BC/BCE dates the higher number as indicating the older year (<i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i>) (H)	SE: 27-28, 33-34, 41-46
3. Construct and interpret timelines of events and civilizations studied. (H)	SE: 2-3, 52-53, 148-149, 206-207, 484-485, 542-543, 600-601 <i>Graphic Organizer Activity</i> 65, 200, 615
4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)	SE: <i>Primary Sources Library</i> 672-673, 674-697 TWE: BI 680, 682, 684, 686 MLS 675 OH 672
5. Identify multiple causes and effects when explaining historical events. (H)	SE: <i>Critical Thinking Skills</i> 29 <i>Graphic Organizer Activity</i> 46, 120, 131, 160, 222, 277, 424, 526, 667
6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)	SE 25-28, 30, 35-36, 38-40, 41-43, 45-46, 48-49 TWE: MP 25 TTS 29
Civics and Government	
7. Define and use correctly words and terms relating to government such as <i>city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military</i> . (C)	SE: 57, 61-63, 88-89, 117-119, 163-164, 168-169, 219-222, 415-416, 518, 563-565
Economics	
8. Define and apply economic concepts learned in prekindergarten through grade 6: <i>producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand</i> . (E)	SE: 63, 102-103, 125-126, 136, 240-241, 399-403, 508-509, 526-529, 579-580, 611-612

OBJECTIVES		PAGE REFERENCES
Learning Standards		
Human Origins in Africa through the Neolithic Age		
7.1	Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)	SE: 33-40, 48-49 TWE: SO 48 <i>Reading Essentials and Study Guide</i> 19
7.2	Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what they found. (G, H)	SE: 33-38 <i>Map Skills</i> 44 <i>People in History</i> 26, 36 <i>Primary Sources Library</i> 674-675 <i>Then & Now</i> 35
7.3	Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age: their use of tools and fire, basic hunting weapons, beads and other jewelry. (H)	SE: 33-40 <i>Around the World</i> 48-49 <i>Linking Across Time</i> 38 <i>Then and Now</i> 35 TWE: SO 39 T 34
7.4	Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)	SE: 41-43, 45-46 TWE: CL 45 EC 42 <i>Cooperative Learning Activities</i> 7-8 <i>Reading Essentials and Study Guide</i> 24-25
7.5	Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)	SE: 41-43, 45-56 <i>Fun Facts</i> 43 TWE: EC 42 <i>Cooperative Learning Activities</i> 7-5 <i>Reading Essentials and Study Guide</i> 25 <i>Reteaching Activities</i> 6
7.6	Identify the characteristics of civilizations: a. the presence of geographic boundaries and political institutions b. an economy that produces food surpluses c. a concentration of population in distinct areas or cities d. the existence of social classes e. developed systems of religion, learning, art, and architecture f. a system of record keeping. (H,G,E)	SE: 43, 45-46, 55-59, 61, 63 <i>Linking Across Time</i> 56 TWE: CL 45, 56 T 56 <i>Activity Book</i> 11
Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE		
7.7	On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia identify the modern countries in the region: Iraq, Iran, and Turkey. (H, G, E)	SE: 55-59, 61-64, 117-122, RA 714-715 <i>Map Skills</i> 62 <i>Map Study</i> 119

OBJECTIVES	PAGE REFERENCES
7.8 Identify polytheism (the belief that there are many Gods) as the religious belief of the people in Mesopotamian civilizations. (H)	SE: 57-58, 61 TWE: CL 56 T 56 <i>Reading Essentials and Study Guide 27-28</i>
7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow, contributed to the growth of Mesopotamian civilizations. (H, E)	SE: 56, 61, 63-64, 118 TWE: CL 56 <i>Reading Essentials and Study Guide 31-32</i>
7.10 Describe the important achievements of Mesopotamian civilization: a. its system of writing (and its importance in record keeping and tax collection) b. monumental architecture (the ziggurat) c. art (large relief sculpture, mosaics, and cylinder seals). (H, C, E)	SE: 56-59, 61, 63-64, 118-119 TWE: C 64 CL 56 <i>Enrichment Activities 7</i>
7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (H, C, E)	SE: 61, 63 <i>People in History 61</i> TWE: C 64 <i>Reading Essentials and Study Guide 29-30</i>
Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE	
7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)	SE: 69, 202, RA 714-715 <i>Map Skills 75</i> <i>Map Study 637</i> TWE: T 75 <i>Activity Book 18</i> <i>Geography and Map Activities 7</i>
7.13 Describe the kinds of evidence that have been used by archeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (H, G)	SE: 129-131, 202-203 <i>Critical Thinking 131</i> TWE: CL 130 MA 202
7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)	SE: 69-71, 73-74, 77-78 TWE: DYK 72, 74 MP 70 MSN 79 <i>Reading Essentials and Study Guide 39-40</i>
7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)	SE: 72-73, 74, 76-78 TWE: MC 72 <i>Reading Essentials and Study Guide 37, 39-40</i>

OBJECTIVES	PAGE REFERENCES
7.16 Summarize important achievements of Egyptian civilization: <ul style="list-style-type: none"> a. the Egyptian agricultural system b. the invention of a calendar c. Egyptian monumental architecture and art such as the Pyramids and Sphinx at Giza d. hieroglyphic writing e. the invention of papyrus. (H) 	SE: 68, 70-72, 76-78, 78-80 <i>Linking Across Time</i> 70 TWE: CT 71
Phoenicia c. 1000 BC/BCE-300 BC/BCE	
7.16 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)	SE: RA 710-711 <i>Map Skills</i> 165 <i>Map Study</i> 173 TWE: GH 173 <i>Geography and Map Activity</i> 14, 16
7.17 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)	SE: 101-106 <i>Alphabets</i> 105 <i>Map Skills</i> 108 TWE: CL 102 T 102 <i>Activity Book</i> 27 <i>Geography and Map Activity</i> 10
The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD	
7.18 On a historical map of the Mediterranean, locate Mesopotamia, Greece and Asia Minor, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Turkey, Greece, Israel, the area governed by the Palestinian Authority, Jordan, Lebanon, and Syria. (G)	SE: RA 700-701, RA 714-715 <i>Map Skills</i> 62, 75, 108, 165 <i>Map Study</i> 173 TWE: T 62
7.19 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H,G)	SE: 106-107, 109-110, 112-114 <i>Critical Thinking Skills</i> 111 <i>Geography in History</i> 115 <i>People in History</i> 110 TWE: MP 107
7.20 Describe the monotheistic religion of the Israelites: <ul style="list-style-type: none"> a. the belief that there is one God b. the Ten Commandments c. the emphasis on individual worth and personal responsibility d. the belief that all people must adhere to the same moral obligations, whether ruler or ruled e. the Hebrew Bible (Old Testament) as part of the history of early Israel. (H) 	SE: 107, 109-110, 112-114 <i>Critical Thinking #3</i> , 115 <i>Enrichment Activities</i> 10 <i>World Literature Readings</i> 13-14

OBJECTIVES		PAGE REFERENCES
7.21	Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BCE and the building of the first temple by Solomon.(H)	SE: 112 TWE: EC 112 <i>Cooperative Learning Activities</i> 15-16
7.22	Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD, and the renaming of the country by the Romans. (H)	SE: 112-113 TWE: C 114
The Roots of Western Civilization: Ancient Greece, c. 800 BC/BCE to 30 BC/BCE		
7.23	On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 30 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate Spain, England, France, Italy, Greece and other countries in the Balkan peninsula, Egypt, Crete, Turkey, the Middle East, Pakistan, and India. (H, G)	SE: RA 710-711, RA 712-713, RA 714-715 <i>Map Skills</i> 165 <i>Map Study</i> 173
7.24	Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)	SE: 168-175, 179-185, 185-190 <i>Chapter Focus</i> 193 <i>Geography in History</i> 177
7.25	Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H) a. the "polis" or city-state b. civic participation and voting rights c. legislative bodies d. constitution writing e. rule of law	SE: 163-164, 169, 171 <i>Activity Book</i> 43 <i>Reading Essentials and Study Guide</i> 85-86
7.26	Compare and contrast life in Athens and Sparta. (H)	SE: 164-167, 168-171, 175-176 <i>Critical Thinking Skills</i> 111 <i>Graphic Organizer Activity</i> 177
7.27	Describe the status of women and the functions of slaves in ancient Athens. (H)	SE: 163-164, 167 TWE: CT 184 DYK 167, 182 MSN 168

OBJECTIVES	PAGE REFERENCES
7.28 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)	SE: 171-173 <i>Then & Now</i> 171 TWE: CL 174 GH 173 LPP 171 SO 172 <i>Geography and Map Activities</i> 14 <i>Reading Essentials and Study Guide</i> 86-87
7.29 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)	SE: 173-175, 175-176 TWE: CL 174 MC 174 <i>Activity Book</i> 45 <i>Reading Essentials and Study Guide</i> 90 <i>World Literature Readings</i> 19
7.30 Describe the rise of Alexander the Great and the spread of Greek culture. (H)	SE: 195-200 <i>Chapter Focus</i> 193 <i>Primary Source Readings</i> 19-20
7.31 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)	SE: 171, 179-181 <i>Olympian Gods and Goddesses</i> 181 TWE: AE 180 <i>Primary Source Readings</i> 17-18 <i>Reading Essentials and Study Guide</i> 91-92 <i>Reteaching Activities</i> 15 <i>World Literature Readings</i> 17-18
7.32 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)	SE: 180-183 TWE: LPP 171 MP 182 <i>Reading Essentials and Study Guide</i> 92
7.33 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H) a. Thales (science) b. Pythagoras and Euclid (mathematics) c. Hippocrates (medicine) d. Socrates, Plato, and Aristotle (philosophy) e. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) f. the Parthenon; the Acropolis, and the Temple of Apollo (architecture) g. the development of the first complete alphabet with symbols for consonants and vowels (H)	SE: 183-185, 185-188, 190, 197-198 <i>Greek Scientists</i> 189 TWE: DYK 183, 184 EC 180, 184 IP 186 MC 183 SO 186, 187 <i>Enrichment Activities</i> 15 <i>Reading Essentials and Study Guide</i> 87-88, 93-96
The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE to 500 AD	
7.34 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD. (H, G)	SE: <i>Map Skills</i> 211 <i>Map Study</i> 228, 235 <i>Activity Book</i> 64, 73 <i>Geography and Map Activities</i> 18-19

OBJECTIVES	PAGE REFERENCES
7.35 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)	SE: 210, 212-213, 222, 234-236 <i>Activity Book</i> 64, 73 <i>Geography and Map Activities</i> 18-19
7.36 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H) a. Romulus and Remus b. Hannibal and the Carthaginian Wars c. Cicero d. Julius Caesar and Augustus e. Hadrian	SE: 209-210, 220, 223-224, 228-229, 233-234 TWE: AE 228 CL 227 MC 223 MSN 223 <i>Primary Source Readings</i> 21-22
7.37 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)	SE: 219-220, 233-234, 234-236 TWE: MC 220 MP 228 <i>Enrichment Activities</i> 18 <i>Reading Essentials and Study Guide</i> 109-110 <i>Reteaching Activities</i> 18
7.38 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E) a. Military organization, tactics, and conquests, and decentralized administration b. the purpose and functions of taxes c. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes d. the benefits of a Pax Romana	SE: 221-222, 225-226, 228-229, 233-236 <i>People in History</i> 229 TWE: AE 228 CL 227, 235 LPP 229 <i>Primary Source Readings</i> 21-22
7.39 Describe the characteristics of slavery under the Romans. (H)	SE: 220, 224-225, 234, 238 TWE: EC 225
7.40 Describe the origins of Christianity and its central features. (H) a. monotheism b. the belief in Jesus as the Messiah and God's son who redeemed humans from sin c. the concept of salvation d. belief in the Old and New Testament e. the lives and teachings of Jesus and St. Paul f. the relationship of early Christians to officials of the Roman Empire	SE: 247-250, 250-252, 252-256 <i>Geography in History</i> 257 <i>Graphic Organizer Activity</i> 250, 252 TWE: MP 253 <i>Geography and Map Activities</i> 20
7.41 Explain how inner forces (including the rise of autonomous military powers, political corruption, economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)	SE: 240-241, 243-244 <i>Understanding Main Ideas</i> #8, 245 TWE: MC 226

OBJECTIVES		PAGE REFERENCES
7.42	Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)	SE: 219-220, 235-238 <i>Linking Across Time</i> 212 TWE: CL 212 EC 243 MC 220 <i>Enrichment Activities</i> 19 <i>Primary Source Readings</i> 23-24 <i>World Literature Readings</i> 21-24
7.43	Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for over 1000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)	SE: 188, 190 <i>Chapter Focus</i> 193 TWE: IP 215
World History I The World from the Fall of Rome through the Enlightenment		
WHI Learning Standards		
<u>The Emergence and Expansion of Islam to 1500</u>		
WHI.1	On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD. (H)	SE: <i>Map Skills</i> 394 <i>Map Study</i> 334, 337 TWE: T 394 <i>Activity Book</i> 100 <i>Geography and Map Activities</i> 26
WHI.2	Describe significant aspects of Islamic belief. (H) a. the life and teachings of Muhammad b. the significance of the Qur'an as the primary source of Islamic belief c. Islam's historical relationship to Judaism and Christianity d. the relationship between government and religion in Muslim societies	SE: 331-336 <i>Graphic Organizer Activity</i> 336, 345 <i>People in History</i> 332 TWE: EC 334 MC 335, 336 <i>Activity Book</i> 99
WHI.3	Analyze the causes, course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia. (H, G) a. the strength of the Islamic world's economy and culture b. the training of Muslim soldiers and the use of advanced military techniques c. the disorganization and internal divisions of Islam's enemies d. the resistance and/or assimilation of Christianized peoples in the Mediterranean	SE: 336-340, 342, 393 <i>Eastern Conquerors</i> 341 <i>Geography in History</i> 345 <i>Using Your Journal</i> 345 TWE: MSN 337 <i>Reteaching Activities</i> 26

OBJECTIVES	PAGE REFERENCES
<p>WHI.4 Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E)</p> <ul style="list-style-type: none"> a. the sources of disagreement between Sunnis and Shi'ites b. the importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China c. the relationship of trade to the growth of Central Asian and Middle Eastern cities d. the sources and uses of slaves in Islamic societies as well as the extent of the Islamic slave trade across Africa from 700 AD on. 	<p>SE: 331-336, 336-342 TWE: CT 338 LPP 337</p>
<p>WHI.5 Analyze the influence and achievements of Islamic civilization during its "Golden Age". (H)</p> <ul style="list-style-type: none"> a. the preservation and expansion of Greek thought b. Islamic science, philosophy, and mathematics c. Islamic architecture 	<p>SE: 338-342, 342-344, 392 <i>Critical Thinking #3</i>, 345 TWE: LPP 342 ST 342</p>
The Medieval Period in Europe to 1500	
<p>WHI.6 Describe the rise and achievements of the Byzantine Empire. (H)</p> <ul style="list-style-type: none"> a. the influence of Constantine, including the establishment of Christianity as an officially sanctioned religion b. the importance of Justinian and the Code of Justinian c. the preservation of Greek and Roman traditions d. the construction of the Church of the Holy Wisdom (Hagia Sophia) 	<p>SE: 317-319, 320-324, 324-326, 326-328 <i>Critical Thinking #4</i>, 329 <i>Graphic Organizer Activity 329</i></p>

OBJECTIVES	PAGE REFERENCES
WHI.7 Describe the major economic, social, and political developments that took place in medieval Europe. (H, E) <ul style="list-style-type: none"> a. the growing influence of Christianity and the Catholic Church b. the differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western civilization c. the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class d. the economic and social effects of the spread of the Black Death or Bubonic Plague e. the growth and development of the English and French nations 	SE: 367-369, 369-373, 373-374, 375-378, 381-388, 399-401, 401-403, 403-405, 406-407, 411-416
WHI.8 Describe developments in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and habeas corpus. (H, C)	SE: 414-416 <i>Graphic Organizer Activity 416</i> <i>Using Your Journal 425</i> TWE: CL 414 D 416 MC 418 <i>Reading Essentials and Study Guide 225</i>
<u>The Encounters Between Christianity and Islam to 1500</u>	
WHI.9 Describe the religious and political origins of conflicts between Islam and Christianity including the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries. (H)	SE: 388-389, 391-393, 395 <i>Graphic Organizer Activity 397</i> <i>Understanding Main Ideas #8, 397</i> TWE: CL 389 EC 392 H 389 MP 395
WHI.10 Describe the rise of the Ottoman Empire in the 14th and 15th century, including the capture of Constantinople in 1453. (H)	SE: 327-328 <i>Activity Book 95</i> <i>Reading Essentials and Study Guide 171</i>
WHI.11 Describe the decline of Muslim rule in the Iberian Peninsula and the subsequent rise of Spanish and Portuguese kingdoms after the Reconquest in 1492. (H)	SE: 423, 442-443, 471 <i>Graphic Organizer Activity 424</i> <i>Reading Essentials and Study Guide 231-232</i>
<u>The Origins of European Western Expansion and the Civilizations of Central and South America</u>	
WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)	SE: 467-471, 471-476, 487-489, 490-492, 492-496, 496-498, 509

OBJECTIVES	PAGE REFERENCES
WHI.13 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves. (H,G, E)	SE: 138-140, 140-142, 473 <i>Graphic Organizer Activity 142</i> TWE: AE 140 C 142 EC 141 MP 139
WHI.14 Identify the major economic, political, and social effects of the European colonial period in South America. (H, E)	SE: 473, 487-489, 490-492 <i>Then & Now 473</i> TWE: CL 490 MP 488 SO 473
African History to 1800	
WHI.15 Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity. (H)	SE: 129-131, 136 TWE: CL 130 <i>Reading Essentials and Study Guide 69</i>
WHI.16 Explain how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries. (H, E)	SE: 130, 133, 136 TWE: CL 130
WHI.17 Describe the different ways in which Islam and Christianity influenced indigenous African cultures. (H)	SE: 131, 133-134 TWE: SO 133 <i>Reading Essentials and Study Guide 64</i>
WHI.18 Identify the locations and time periods of the empires of Ghana, Mali, and Songhay. (H, G)	SE: 132-134 <i>Map Skills 135</i> <i>People in History 133</i> TWE: CL 132 DL 133 LPP 134 <i>Primary Sources Readings 15-16</i>
WHI.19 Describe important political and economic aspects of the African empires. (H, E) a. the economies of these empires (gold, salt, and slaves as commodities for trade by African kings) b. leaders such as Sundiata and Mansa Musa c. Timbuktu as a center of trade and learning	SE: 129-131, 132-134, 136 <i>People in History 133</i> TWE: E 134 EG 130 LPP 134 SO 133 T 132 <i>Cooperative Learning Activities 19-20</i>
WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on and the trans-Atlantic slave trade to the Western hemisphere from the 16 th century on. (H, E, G)	SE: 131, 469, 509, 581

OBJECTIVES	PAGE REFERENCES
Optional Standards for Indian History to 1800	
WHI.21 Describe important economic, political, and religious developments in Indian history to 1800. (H) a. the evolution and central principles of Hinduism b. the development of the caste system c. the influence of Islam and the rise and fall of the Moghul Empire d. artistic and intellectual achievements, including the development of a decimal system	SE: 83-87, 584-585 <i>Around the World</i> 310-311 TWE: CL 85
WHI.22 Describe the growth of British influence in India and the emergence of the British Raj. (H)	SE: 585 TWE: MP 585 <i>Reading Essentials and Study Guide</i> 318
Optional Standards for the History of China, Japan, and Korea to 1800	
WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19 th century. (H) a. the role of kinship and Confucianism in maintaining order and hierarchy b. the political order established by the various dynasties that ruled China c. the role of civil servants/scholars in maintaining a stable political and economic order	SE: 88-92, 586 <i>Around the World</i> 144-145 <i>People in History</i> 90 TWE: C 145 LPP 145 MC 89 MP 91 MSN 89 <i>Enrichment Activities</i> 9 <i>Primary Sources Readings</i> 11-12
WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery. (H)	SE: 88, 125, 586 <i>Around the World</i> 144 TWE: MSN 89 <i>Reading Essentials and Study Guide</i> 318
WHI.25 Summarize the major economic, political, and religious developments in Japanese history to 1800. (H) a. The evolution of Shinto and Japanese Buddhism b. the development of feudalism c. the rise of the shoguns and the role of the samurai	SE: 310, 588, 589-590 <i>Around the World</i> 426-427 TWE: C 427 SO 426 <i>Activity Book</i> 126
WHI.26 Describe Japan's cultural and economic relationship to China and Korea. (H, G)	SE: 588 <i>Around the World</i> 427 TWE: EC 588
WH.27 Describe the influence and consequences of Japanese isolationism to 1800. (H, G)	SE: 589 TWE: T 426
WH.28 Explain how Korea has been both a battleground and a cultural bridge between China and Japan. (H, G)	SE: 589-590 TWE: MC 590

OBJECTIVES	PAGE REFERENCES
Renaissance and the Reformation in Europe	
WHI.29 Describe the origins and development of the Renaissance including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg. (H)	SE: 433-439, 440-441, 442-443, 444-445 <i>Graphic Organizer Activity 447</i>
WHI.30 Describe origins and effects of the Protestant Reformation. (H) a. the reasons for the growing discontent with the Catholic Church including the main ideas of Martin Luther and John Calvin b. the spread of Protestantism across Europe, including the reasons and consequences of England's break with the Catholic Church c. the weakening of a uniform Christian faith d. the consolidation of royal power	SE: 449-451, 451-452, 453-454, 455-458 <i>Graphic Organizer Activity 451</i> <i>Using Your Journal 465</i> TWE: LPP 458 MC 451, 452 MP 456
WHI.31 Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola. (H)	SE: 453-454 <i>Graphic Organizer Activity 455, 465</i> TWE: EC 453 LPP 453 <i>Enrichment Activities 33</i> <i>Reading Essentials and Study Guide 245-246</i>
WHI.32 Explain the role of religion in the wars between European nations in the 15th and 16th centuries. (H)	SE: 459-460, 462-464 <i>Using Your Journal 465</i> TWE: C 464 CL 459 EC 463
Scientific Revolution and the Enlightenment in Europe	
WHI.33 Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution: Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. (H)	SE: 523, 525 <i>Graphic Organizer Activity 525</i> <i>Scientists 524</i> TWE: B 525 CL 524 T 524 <i>Reteaching Activities 37</i>
WHI.34 Describe the concept of Enlightenment in European history and describe the accomplishments of major Enlightenment thinkers, including Diderot, Kant, Locke, Montesquieu, Rousseau, and Voltaire. (H)	SE: 507, 514 <i>Chapter Focus 503</i> <i>Critical Thinking #4, 521</i> <i>Graphic Organizer Activity 508</i> TWE: MP 514
WHI.35 Explain how the Enlightenment contributed to the growth of democratic principles of government, a stress on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation. (H)	SE: 507, 514 <i>Chapter Focus 503</i> <i>Critical Thinking #4, 521</i> <i>Graphic Organizer Activity 508</i> TWE: MP 514

OBJECTIVES		PAGE REFERENCES
The Growth and Decline of Islamic Empires		
WHI.36	Describe the expansion of the Ottoman Empire in the 15th and 16th century into North Africa, Eastern Europe, and throughout the Middle East. (H, E)	SE: 327-328
WHI.37	Describe the expansion of Islam into India from the 13th through the 17th century, the role of the Mongols, the rise and fall of the Moghul Empire, and the relationship between Muslims and Hindus. (H, E)	SE: 353-354, 585, 634 <i>Graphic Organizer Activity 354</i> TWE: EC 353 LAT 353
WHI.38	Account for the declining strength of the Ottoman Empire beginning in the 17th century, including the failed siege of Vienna in 1683 and the rapid pace of modernization in European economic, political, religious, scientific, and intellectual life resulting from the ideas embedded in the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment and the Industrial Revolution. (H, E)	SE: 433-445, 449-458, 507, 514, 523-535 <i>Graphic Organizer Activity 537</i>

Codes Used for TWE Pages

AE	A & E Home Video	IP	Independent Practice
B	Biography	LAT	Linking Across Time
BI	Background Information	LPP	Linking Past and Present
C	Close	MA	Motivational Activity
CL	Cooperative Learning	MC	Making Connections
CT	Critical Thinking	MLS	Multiple Learning Styles
D	Debate	MP	Multicultural Perspectives
DL	Daily Life	MSN	Meeting Special Needs
DYK	Did You Know?	OH	Oral History
E	Economics	SO	Spotlight On
EC	Extending The Content	ST	Science and Technology
EG	Economics at a Glance	T	Teach
GH	Geography and History	TTS	Team Teaching Strategy
H	History Channel		