



# World History

# JOURNEY ACROSS TIME

The Early Ages  
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STANDARDS	PAGE REFERENCES
<b>Grade 6</b>	
Social Studies EALR 1: <b>CIVICS</b> – The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.	
<b>Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.</b>	
<b>1.1.1 KEY IDEALS &amp; PRINCIPLES</b>	
<b>1.1.2 APPLICATION OF IDEALS &amp; PRINCIPLES</b>	
<b>Component 1.2: Understands the purposes, organization, and function of governments, laws and political systems.</b>	
<b>1.2.1 STRUCTURE OF GOVERNMENT</b>	
<b>1.2.2 FUNCTION OF GOVERNMENT</b>	
<b>1.2.3 FORMS OF GOVERNMENT</b>	
<p><b>Understands a variety of forms of government in the ancient world.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Compares and contrasts monarchy and democracy in ancient Greece and ancient Egypt.</li> <li>Explains the “Mandate of Heaven” as a principle in the creation of Chinese Dynasties.</li> </ul>	<p><b>Student Edition:</b> 28, 43, 48, 122-123, 127, 129-130, 139-141, 230 <i>Assessments and Activities</i> 149 #25 <i>Biography</i> 141 <i>Comparing Governments</i> 140 <i>Photograph</i> 139 <i>Reading Check</i> 48, 130, 140 <i>Reading Summary</i> 130, 231</p> <p><b>Teacher Wraparound Edition:</b> C 140, 231; CAY 122; E 130; T 141; TN 141</p>

STANDARDS	PAGE REFERENCES
<b>1.2.4 POLITICAL PARTIES</b>	
<b>Component 1.3: Understands the purposes, organization of international relationships and United States foreign policy.</b>	
<b>1.3.1 INTERNATIONAL RELATIONSHIPS</b>	
<p><b>Analyzes how societies interact with one another in the ancient world.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Examines how goods were exchanged along the Silk Road between China and the Middle East.</li> <li>Examines trade between Minoan and Egyptian societies.</li> <li>Examines alliances between the Assyrians and the Egyptians.</li> <li>Examines how Alexander the Great expanded the Macedonian empire through military conquest and cultural assimilation of neighboring societies.</li> </ul>	<p><b>Student Edition:</b> 28, 118, 176-179, 246-247 <i>Alexandria, Egypt</i> 178 <i>National Geographic</i> 28, 176, 246 <i>Reading Check</i> 118, 179, 247 <i>Using Geography Skills</i> 246</p> <p><b>Teacher Wraparound Edition:</b> C 179; CLA 247; CTA 177; E 179</p>
<b>Component 1.4: Understands civic involvement.</b>	
<b>1.4.1 CIVIC INVOLVEMENT</b>	
<p><b>Understands the historical origins of civic involvement.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Explains how the male, property-owning citizens of ancient Athens practiced direct democracy.</li> </ul>	<p><b>Student Edition:</b> 122-123 <i>Main Idea</i> 122 <i>Reading Check</i> 123</p> <p><b>Teacher Wraparound Edition:</b> CAY 122; R 123</p>
<p>Social Studies EALR 2: <b>ECONOMICS</b> – The student understands economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies.</p>	
<b>2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</b>	
<b>2.1.1 ECONOMIC CHOICES</b>	
<p><b>Analyzes examples of how groups and individuals make economic choices in ancient civilizations.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Examines the impact of the Phoenicians' choice to over utilize finite natural resources, forcing their relocation, and how this information can be used to prevent problems today.</li> </ul>	<p><b>Student Edition:</b> 62, 121, 143, 242, 292-293, 319, 529-531 <i>National Geographic</i> 293 <i>Reading Check</i> 531</p> <p><b>Teacher Wraparound Edition:</b> CAT 319; WA 319</p>

STANDARDS	PAGE REFERENCES
<b>2.2 Understands how economic systems function.</b>	
<b>2.2.1 ECONOMIC SYSTEMS</b>	
<p><b>Understands the production, distribution, and consumption of goods, services, and resources in ancient civilizations.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Compares the production and distribution of agricultural goods in Egypt and Mesopotamia.</li> </ul>	<p><b>Student Edition:</b> 17, 20, 27, 39-42, 71, 117, 121, 143 <i>National Geographic</i> 17, 121 <i>Reading Check</i> 20, 42, 121 <i>The Way it Was</i> 42</p> <p><b>Teacher Wraparound Edition:</b> CAT 41; EC 43; T 39; WA 43</p>
<b>2.2.2 TRADE</b>	
<p><b>Understands and analyzes how the forces of <i>supply</i> and <i>demand</i> affect international trade in ancient world.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Compares how ancient Chinese and Egyptian civilizations used trade to meet their needs and wants.</li> <li>Explains how demand for spices increased the trade along the Silk Road.</li> </ul>	<p><b>Student Edition:</b> 62, 246-247 <i>National Geographic</i> 246 <i>Reading Check</i> 62, 247 <i>Using Geography Skills</i> 246</p> <p><b>Teacher Wraparound Edition:</b> CLA 247; IAW 246; UGS 246</p>
<b>2.3 Understands the government’s role in the economy.</b>	
<b>2.3.1 GOVERNMENT AND THE ECONOMY</b>	
<p><b>Understands and analyzes the role of government in the economies of ancient civilizations through the creation of money, taxation, and spending.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Examines how Sumerian priest kings need for monetary record-keeping advanced the development of cuneiform.</li> <li>Explains why people in ancient Greece established the use of coins as money to make trade easier.</li> <li>Examines the establishment of salt as a currency in Tikal and other Yucatan Nation States.</li> </ul>	<p><b>Student Edition:</b> 18-21, 28, 121, 242, 247, 288, 294, 319, 448 <i>Primary Source</i> 320 <i>Reading Check</i> 28, 288</p> <p><b>Teacher Wraparound Edition:</b> CTA 320; E 294; EC 43; PS 320</p>

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<p><b>2.4 Understands the economic issues and problems that all societies face.</b></p>	
<p><b>2.4.1 ECONOMIC ISSUES</b></p>	
<p><b>Understands and analyzes the distribution of wealth and <i>sustainability</i> of resources in ancient civilizations.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Compares and analyzes the deforestation of Easter Island and current deforestation of the Amazon Rain Forest.</li> </ul>	<p><b>Student Edition:</b> 18, 39-42 <i>National Geographic</i> 39 <i>Reading Check</i> 42 <i>The Way it Was</i> 42</p> <p><b>Teacher Wraparound Edition:</b> CAT 18; ICA 42; T 39</p>
<p>Social Studies EALR 3: <b>GEOGRAPHY</b> – The student applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and human cultures impact environments to make reasoned decisions.</p>	
<p><b>Component 3.1: Understands the physical characteristics, cultural characteristics and location of places and regions.</b></p>	
<p><b>3.1.1 MAPS AND GEOGRAPHIC TOOLS</b></p>	
<p><b>Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Compares past and present satellite images of the Amazon Rainforest to illustrate deforestation.</li> <li>Constructs a population map of Canada including annual temperature and draws conclusions about how the environment affects human settlement.</li> </ul>	<p><b>Student Edition:</b> <i>Assessments and Activities</i> 75 #27; 105 #28 <i>Geography Handbook</i> GH2-GH13 <i>National Geographic</i> 225, 445 <i>Reference Atlas</i> R2-R26</p> <p><b>Teacher Wraparound Edition:</b> DI GH2; E2 GH2; E3 GH2; E4 GH3; E5 GH3; RS 225; T 445</p>
<p><b>3.1.2 CHARACTERISTICS OF PLACES AND REGIONS</b></p>	
<p><b>Understands physical and cultural characteristics of places and regions in the world.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Understands the location of world regions.</li> <li>Explains the unique characteristics of the cultural landscape between North Africa and Sub-Saharan Africa.</li> </ul>	<p><b>Student Edition:</b> <i>Geography Handbook</i> GH2-GH3 <i>National Geographic</i> 225, 374, 445, 485, 590 <i>Reading Check</i> 374</p> <p><b>Teacher Wraparound Edition:</b> DI GH2; E2 GH2; RS 225, 445, 590; T 445, 485</p>

STANDARDS	PAGE REFERENCES
<b>Component 3.2: Understands the interactions between humans and environments.</b>	
<b>3.2.1 HUMAN-ENVIRONMENTAL INTERACTION</b>	
<p><b>Understands and analyzes how the environment affected people and how people affected the environment in ancient history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Examines how people in Mesopotamia shaped agriculture through the building of canals.</li> <li>Examines how Incas modified their environment to maximize crop production.</li> </ul>	<p><b>Student Edition:</b>            574-575, 580-581, 588  <i>National Geographic</i> 225  <i>Photograph</i> 580, 581  <i>Using Geography Skills</i> 225</p> <p><b>Teacher Wraparound Edition:</b>            E 581; EC 591; MAA 580; RS 225</p>
<b>3.2.2 CULTURE</b>	
<p><b>Understands the characteristics of cultures in ancient history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Explains the Mayans' ways of life, including their technology, traditions, language, social roles, beliefs, and values.</li> <li>Explains how the Sumerians developed a unique culture based on the domestication of grain.</li> </ul>	<p><b>Student Edition:</b>            20, 28, 45-46, 97-98, 155-163, 183-186, 200-201, 214-216, 233-239, 303-310, 583-592  <i>A Roman House</i> 308  <i>Aztec Daily Life</i> 587  <i>Biography</i> 159, 237, 589  <i>Chinese Numbering System</i> 236  <i>Chinese Village</i> 233  <i>Greek Scientists and Their Contributions</i> 185  <i>History Makers</i> 215  <i>Linking Past &amp; Present</i> 97, 160  <i>National Geographic</i> 590  <i>Reading Check</i> 46, 98, 161, 183, 201, 216, 235, 310, 587  <i>Tenochtitlan</i> 586</p> <p><b>Teacher Wraparound Edition:</b>            C 23, 163, 186, 239, 310, 581; CAT 307; CAY 308; CLA 162, 309; CTA 185; DI 584; E 46; EC 591; HM 308; IAW 98; RS 155, 183, 303, 588, 590; TT 160, 585, 587; WA 20, 306, 584</p>

STANDARDS	PAGE REFERENCES
<b>3.2.3 HUMAN MIGRATION</b>	
<p><b>Understands the geographic factors that influence the movement of groups of people in ancient history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Compares the factors that led to migration of the Han and the Goths into Europe.</li> <li>• Compares how the physical environments of island culture influenced Maori and Polynesian migration.</li> </ul>	<p><b>Student Edition:</b> 82, 469, 573 <i>National Geographic</i> 469, 573 <i>Reading Check</i> 573</p> <p><b>Teacher Wraparound Edition:</b> RS 573</p>
<b>Component 3.3: Understands the geographic context of global issues.</b>	
<b>3.3.1 GEOGRAPHIC CONTEXT OF GLOBAL ISSUES</b>	
<p><b>Understands that learning about the geography of the ancient world helps us understand issues related to global issues of sustainability.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Explains how studying the deforestation of Easter Island helps us understand the importance of environmental conservation.</li> <li>• Explains how irrigation difficulties in Mesopotamia are similar to the challenges currently facing California’s agricultural industry.</li> <li>• Compares the Anasazis’ struggle to find an adequate water supply in the 13th century with that of many societies today.</li> </ul>	<p><b>Student Edition:</b> 18, 39-41, 577-579 <i>Main Idea</i> 41 <i>National Geographic</i> 39 <i>Photograph</i> 40 <i>Reading Check</i> 40</p> <p><b>Teacher Wraparound Edition:</b> CC 40; MAP 40</p>
<p>Social Studies EALR 4: <b>HISTORY</b> – The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.</p>	
<b>Component 4.1 Understands historical chronology.</b>	
<b>4.1.1 CHRONOLOGY</b>	
<p><b>Analyzes different cultural measurements of time.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Compares the different ways calendars were used in ancient Egypt and Mayan civilization to plan agriculture.</li> </ul>	<p><b>Student Edition:</b> 21, 30, 51, 281, 585 <i>Minoan Calendar</i> 118 <i>Tools of the Historian</i> TOOLS1</p> <p><b>Teacher Wraparound Edition:</b> A TOOLS1; TT 280</p>

STANDARDS	PAGE REFERENCES
<b>4.1.2 CHRONOLOGICAL ERAS</b>	
<p><b>Understands how the rise of civilizations defines eras in ancient history by:</b></p> <ul style="list-style-type: none"> <li>• Explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on at least two continents.</li> <li>• Explaining and comparing the rise of civilizations from 200 CE to 600 CE on at least two continents.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Explains and compares the basic cultural elements of early civilization in Mesopotamia and Egypt (8000 BCE to 200 CE).</li> <li>• Explains and compares the basic cultural elements of later civilization in Rome and Han China (200 CE to 600 CE).</li> </ul>	<p><b>Student Edition:</b></p> <p>17-23, 39-46, 241-248, 263-267, 269-276, 278-283, 287-294, 303-310, 318-326</p> <p><i>A Roman House</i> 308</p> <p><i>Biography</i> 22, 243, 272, 289, 321</p> <p><i>Comparing Mesopotamia to Egypt</i> 44</p> <p><i>Four Chinese Dynasties</i> 247</p> <p><i>Linking Past &amp; Present</i> 21, 245, 290, 325</p> <p><i>National Geographic</i> 17, 39, 241, 246, 263, 269, 274, 292</p> <p><i>Painting</i> 287</p> <p><i>Primary Source</i> 322</p> <p><i>Reading Check</i> 20, 21, 40, 42, 46, 247, 246, 326</p> <p><i>Sumerian Ziggurat</i> 18</p> <p><i>The Decline of Rome</i> 318</p> <p><i>The Way it Was</i> 42, 271, 291, 306, 319</p> <p><i>You Decide</i> 24-25, 284-285</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 23, 248, 267, 276, 283, 326; CAT 270; CAY 246, 308; CC 40; CLA 309; CTA 244; DI 18, 40, 270, 304; E 23, 46, 326; EC 282, 292, 323; F 24; HM 244, 264, 308; ICA 20, 322; R 46; RS 245, 310; T 17, 243, 269; TIA 44; TT 279; WA 19, 43, 245, 306</p>
<b>Component 4.2: Understands and analyzes the causal factors that have shaped major events in history.</b>	
<b>4.2.1 INDIVIDUALS AND MOVEMENTS</b>	
<p><b>Understands and analyzes how individuals and movements impact world history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Explains the impact of Confucius and Buddha on Eastern belief systems.</li> <li>• Explains the impact of Aristotle on scientific investigation with human reasoning.</li> </ul>	<p><b>Student Edition:</b></p> <p>169-173, 176-177, 203-206, 236, 344-347, 541-543, 635-641, 671-679, 681-682</p> <p><i>Biography</i> 172, 207, 237, 346, 376, 638, 677, 683</p> <p><i>Greek Philosophers</i> 170</p> <p><i>Linking Past &amp; Present</i> 637</p> <p><i>National Geographic</i> 176, 352, 380, 542</p> <p><i>Primary Source</i> 640</p> <p><i>Reading Check</i> 171, 347, 375, 637, 641</p> <p><i>The Scientific Revolution</i> 676</p> <p><i>The Teachings of Jesus</i> 344</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 543, 641, 679; CAT 636; CAY 640; CC 177, 344; CLA 541; CTA 205; HM 170; T 172, 237, 346, 376, 638, 677, 683; WA 169, 177</p>

STANDARDS	PAGE REFERENCES
<b>4.2.2 CULTURES AND CULTURAL GROUPS</b>	
<p><b>Understands and analyzes how <i>cultures</i> and <i>cultural groups</i> contributed to world history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Explains how Mesopotamia and Egypt responded to environmental challenges.</li> <li>Compares the experiences of Jewish slaves in Egypt with those of Greek slaves in the Roman Empire.</li> </ul>	<p><b>Student Edition:</b>  84-85, 160-163, 169-173, 183-186, 215-216, 245-246, 303-310, 325, 334, 343-350, 355-356, 377-378, 418-419, 474-476, 575, 609-610, 619, 634, 671-679</p> <p><i>Alphabets</i> 85  <i>Assessments and Activities</i> 337 #23  <i>Biography</i> 172  <i>Greek Scientists and Their Contributions</i> 185  <i>History Makers</i> 215, 620  <i>Linking Past &amp; Present</i> 160, 245, 325, 362, 475, 500, 637, 674  <i>National Geographic</i> 361  <i>Primary Source</i> 621  <i>Reading Check</i> 186, 216, 326, 420  <i>The Greek Alphabet</i> 120  <i>The Microscope</i> 678  <i>The Scientific Revolution</i> 676  <i>The Way it Was</i> 184, 291, 306, 419</p> <p><b>Teacher Wraparound Edition:</b>  C 85, 163, 186, 334, 356, 422, 679; CAT 575, 621; CTA 621, 673; DI 304; E 326, 422; EC 675; IAW 246, 637; ICA 420, 674; RS 419</p>
<b>4.2.3 IDEAS AND TECHNOLOGY</b>	
<p><b>Understands and analyzes how technology and ideas have impacted world history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Examines the impact of the Phoenician alphabet on improved communication amongst societies.</li> <li>Examines the impact of irrigation on the establishment of river societies.</li> </ul>	<p><b>Student Edition:</b>  11, 18, 41, 85, 185-186, 215-216, 245, 419-420, 659, 671-679</p> <p><i>Alphabets</i> 85  <i>Greek Scientists and Their Contributions</i> 185  <i>History Makers</i> 215  <i>Linking Past &amp; Present</i> 245, 674  <i>Reading Check</i> 186, 216, 679  <i>The Microscope</i> 678  <i>The Scientific Method</i> 679  <i>The Scientific Revolution</i> 676  <i>The Way it Was</i> 11, 419</p> <p><b>Teacher Wraparound Edition:</b>  C 23, 85, 679; EC 675; ICA 674; RS 419, 671; T 659, 671; TT 674</p>

STANDARDS	PAGE REFERENCES
<p><b>Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.</b></p>	
<p><b>4.3.1 HISTORICAL INTERPRETATION</b></p>	
<p><b>Analyzes and interprets historical materials from a variety of perspectives in ancient history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Describes the impact of the Code of Hammurabi on ancient Mesopotamia.</li> </ul>	<p><b>Student Edition:</b>            23, 82-83, 145, 157-158, 183  <i>Document Based Questions</i> 739, 741  <i>History Makers</i> 100  <i>Primary Source</i> 41, 75, 83, 89, 135, 145, 149, 175, 183  <i>Primary Source Library</i> 738-741  <i>Reading Check</i> 83  <i>SkillBuilder Handbook</i> 716  <i>The Trojan Horse</i> 157</p> <p><b>Teacher Wraparound Edition:</b>            A 25; BI 738; EC 738, 740; MAA 157; TT 158; WA 157</p>
<p><b>4.3.2 MULTIPLE CAUSATION</b></p>	
<p><b>Analyzes multiple causal factors that shape major events in world history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Presents a position on the causes and outcomes of the Peloponnesian wars demonstrating understanding of varying viewpoints of the conflict.</li> </ul>	<p><b>Student Edition:</b>            144-146, 274, 276  <i>SkillBuilder Handbook</i> 713, 714, 720  <i>Then and Now</i> 243</p> <p><b>Teacher Wraparound Edition:</b>            C 146, 276; CAY 275; E 276; HM 274; R 276; T 713, 714, 720</p>
<p><b>Component 4.4: Uses history to understand the present and plan for the future.</b></p>	
<p><b>4.4.1 HISTORICAL ANTECEDENTS</b></p>	
<p><b>Analyzes how a historical event in world history from 8000 BCE to 600 CE helps us to understand a current issue.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Examines how studying the effects of lead on people living in ancient Rome helps us to understand the dangers of lead today.</li> <li>Examines how the history of “Tse-whit-zen,” an ancient burial ground and native village in Port Angeles, helps us understand the current conflict over use of the land.</li> </ul>	<p><b>Student Edition:</b>            269-270, 273, 318-319, 325-326  <i>Biography</i> 289  <i>History Makers</i> 273  <i>Linking Past &amp; Present</i> 97, 325  <i>Reading Check</i> 324, 326  <i>Section 2 Review</i> 326 #7  <i>The Decline of Rome</i> 318</p> <p><b>Teacher Wraparound Edition:</b>            CAT 291, 319; E 294, 326; ICA 273; T 269, 289</p>

STANDARDS	PAGE REFERENCES
<p>Social Studies EALR 5: <b>SOCIAL STUDIES SKILLS</b> – The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.</p>	
<p><b>Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.</b></p>	
<p><b>5.1.1 UNDERSTANDS REASONING</b></p>	
<p><b>Understands <i>positions</i> about events in ancient history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Explains positions historians take on Mesopotamia’s and Egypt’s responses to challenges.</li> <li>Explains one’s own position on how history helps us understand current events.</li> <li>Explains one’s own position on the factors that caused the Punic Wars.</li> </ul>	<p><b>Student Edition:</b>  137, 144-145, 557  <i>Biography</i> 502  <i>National Geographic</i> 557  <i>SkillBuilder Handbook</i> 713, 714  <i>Then and Now</i> 243  <i>Tools of the Historian</i> TOOLS4-TOOLS5  <b>Teacher Wraparound Edition:</b>  BQ 297; C 137; CAY 275; DI 95; F TOOLS4;  HM 82; MAA 82; R 276; T 713; TN 243; WA 97</p>
<p><b>5.1.2 EVALUATES REASONING</b></p>	
<p><b>Evaluates the <i>significance</i> of information used to support <i>positions</i> on events in ancient history.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Selects the most significant information to support positions on Mesopotamia’s and Egypt’s responses to challenges.</li> <li>Selects the most significant information to support positions on how history helps us understand current events.</li> <li>Selects the most significant information to support positions on what caused the Punic Wars.</li> </ul>	<p><b>Student Edition:</b>  137, 144-145, 274-276  <i>Assessments and Activities</i> 105 #25  <i>National Geographic</i> 557  <i>Primary Source</i> 640  <i>Then and Now</i> 243  <b>Teacher Wraparound Edition:</b>  CAY 275, 640; EM 274; HM 82, 274; MAA 82</p>
<p><b>Component 5.2: Uses inquiry-based research.</b></p>	
<p><b>5.2.1 FORMS QUESTIONS</b></p>	
<p><b>Creates and uses <i>research questions</i> to guide inquiry on social studies issues and historical events.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Develops a research question to guide inquiry on the challenges that early civilizations faced.</li> <li>Develops a research question to guide inquiry to determine how physical geography contributed to the political, economic, and cultural development of a particular civilization.</li> </ul>	<p><b>Student Edition:</b>  <i>Reading Check</i> 137, 276, 558  <i>SkillBuilder Handbook</i> 715, 716  <i>Tools of the Historian</i> TOOLS4-TOOLS5  <b>Teacher Wraparound Edition:</b>  CTA 134; DI 635; E 558; T 715</p>

STANDARDS	PAGE REFERENCES
<b>5.2.2 ANALYZES SOURCES</b>	
<p><b>Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or historical event.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Uses Cornell Notes to examine the validity, reliability, and credibility of secondary sources on ancient Egypt and Mesopotamia while researching why people relocated to the Middle East during ancient times.</li> <li>• Uses a Venn diagram to examine the validity, reliability, and credibility of primary sources on the causes of the Peloponnesian Wars.</li> </ul>	<p><b>Student Edition:</b> 443 <i>Document Based Questions</i> 75, 135, 479, 561 <i>Primary Source</i> 75, 135, 479, 561 <i>Primary Sources Library</i> 736-737 <i>SkillBuilder Handbook</i> 714, 715, 716 <i>Tools of the Historian</i> TOOLS4-TOOLS5 <i>You Be the Historian</i> 617</p> <p><b>Teacher Wraparound Edition:</b> A TOOLS5; CC TOOLS4; CTA TOOLS4; F TOOLS4; T TOOLS4, 714, 715, 716</p>
<b>Component 5.3: Deliberates public issues.</b>	
<b>5.3.1 DELIBERATION</b>	
<p><b>Engages in discussions that clarify and address multiple viewpoints on public issues.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Engages in a debate to clarify multiple viewpoints on how the Phoenicians could have conserved resources.</li> <li>• Engages in a discussion to address multiple viewpoints on how studying the history of Mesopotamia helps one understand current issues in the Middle East region.</li> </ul>	<p><b>Student Edition:</b> <i>SkillBuilder Handbook</i> 713 <i>Then and Now</i> 243</p> <p><b>Teacher Wraparound Edition:</b> T 713; TN 243</p>
<b>Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.</b>	
<b>5.4.1 CREATES POSITION AND PRODUCT</b>	
<p><b>Analyzes multiple factors, compares two groups, generalizes, and connects past to present to formulate a thesis in a paper or presentation.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Examines multiple factors, generalizes and connects the past to the present to formulate a thesis on the significance of the fall of Rome in a paper.</li> <li>• Examines multiple factors, generalizes and connects past to present to formulate a thesis on the significance of the Peloponnesian War in a presentation.</li> </ul>	<p>In addition to the following references, this objective can be met through research and writing activities in the classroom.</p> <p><b>Student Edition:</b> <i>Assessments and Activities</i> 33 #20, 189 #24, 439 #28 <i>Section 1 Review</i> 163 #7</p>

**STANDARDS****PAGE REFERENCES****5.4.2 CITING SOURCES**

**Understands and demonstrates the ethical responsibility one has in using and citing sources and the rules related to *plagiarism* and *copyrighting*.**

Examples:

- Demonstrates ethical responsibility while writing a paper by using one's own words and giving credit to ideas from others.
- Explains the legal and ethical consequences of plagiarism.

This objective can be met through classroom discussion and activities based on research of plagiarism and copyrighting guidelines.