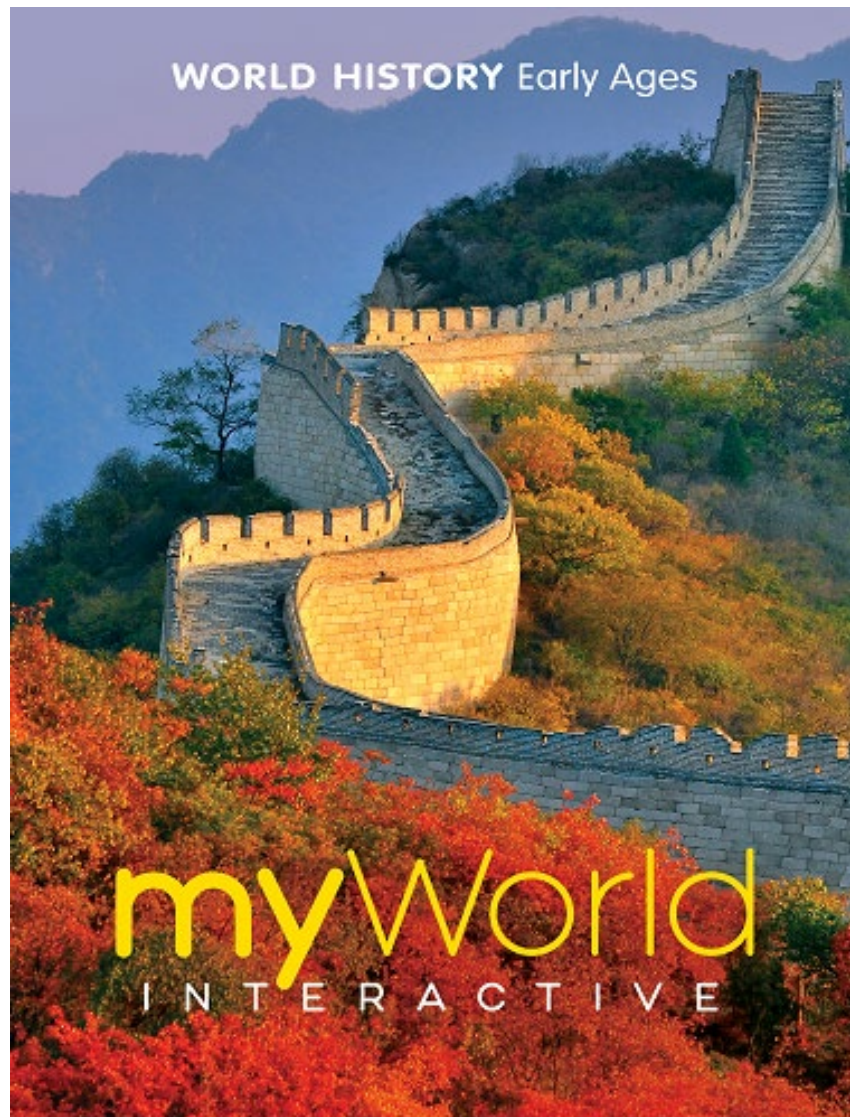


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to the

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**A Correlation of myWorld Interactive World History Early Ages ©2019
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Introduction**

This document demonstrates how *myWorld Interactive World History Early Ages* ©2019 meets the Nebraska Social Studies Standards 2019 Grade 6 World Studies. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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Nebraska Social Studies Standards 2019 Grade 6 World Studies I	myWorld Interactive World History Early Ages ©2019
<p>Grade 6 Grade Level Summary and Theme World Studies I: In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world’s ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.</p>	
Civics	
Forms and Functions of Government	
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	
<p>SS 6.1.1.a Analyze the different forms of government through the study of early civilizations. <i>For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy</i></p>	<p>SE/TE: How Did Sargon Rule?, 55 The Babylonian Empire, 56-57 Lesson Check 2, 58 Governing the Zhou, 187 How Was the Empire Organized?’ 199 Quest Connections, 199 Experimenting with Forms of Government, 227-228 The Business of Government, 230 Quest Connections, 230 Government in Sparta, 234-235 Founding the Republic, 282 The Senate, 287-288 Analyze Charts, 288 Dictators, 289 Visual Review: Rome: Comparing Monarchy and Republic, 302 Government by Citizens, 337-338 How Did the French Monarchy Grow?, 409-410 Calvin’s “City of God”, 645 Lesson 4 Check, 648</p>

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<p>Continued: SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.</p>	<p>Continued: Absolute Monarchy in Spain, 729-730 How Did Lewis XIV Use His Absolute Power?, 733</p> <p>Digital Resources: Topic 2>Lesson 2>Interactive Chart: Akkadian and Babylonian Empire Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy Topic 7>Lesson 2>Interactive Simulation: The Race of Honors</p>
<p>SS 6.1.1.b Identify the development of written laws and artifacts. <i>For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities</i></p>	<p>SE/TE: Watch NBC Learn: The Code of Hammurabi, 41 Written Laws, 50-51 How Did the Akkadian Empire End?, 55-56 The Significance of Hammurabi’s Code, 56-57 Quick Activity, 57 Analyze Diagrams, 57 Primary Source, 57 What Are the Ten Commandments?, 74 What Are the Vedas?, 136-137 Primary Sources: Confucius, <i>The Analects</i>, 196 Quest Connections, 196 The Twelve Tablets, 338 Organizing Roman Law, 355</p> <p>Digital Resources: Topic 2>Lesson 2>Video: Hammurabi’s Code; Interactive Primary Source: Code of Hammurabi</p>
<p>SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.</p>	<p>This standard is met throughout the program. For representative references see the following: SE/TE:</p>

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<p><i>For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy</i></p>	<p>Public Works, 36-37 The Significance of Hammurabi’s Code, 56-57 What Was Asoka’s Legacy?, 167 How Was the Empire Defended?, 198 Alexander on the March, 268-270 Quest Discussion Inquiry – Freedom vs. Security?, 362, 368, 379, 381, 398 A Multicultural Society Advances, 429 Quest Connections, 479 What Was the Makeup of Incan Society?, 572-573 Literacy and Censorship, 639-640</p> <p>TE only: English Language Learners: Writing, Developing, Expanding</p> <p>Digital Resources: Topic 6>Lesson 8>Interactive Gallery: Alexander the Great’s Conquests and Contributions Topic 8>Lesson 5>Interactive Map: Invasions of the Roman Empire, 378-533 CE Topic 9> Quest Project>Discussion Inquiry: Freedom vs. Security?; Lesson 3>Interactive Map: Invasions of Europe</p>
<p>SS 6.1.1.d Investigate important government principles. <i>For example: democracy, rule of law, justice, equality, toleration</i></p>	<p>This standard is met throughout the program. For representative references see the following: SE/TE: How Does Judaism Help Ensure Social Justice, 88-89 New Rules for the Empire, 165</p>

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	<p>Reading Check: Understand Effects, 166 The World's First Democracy, 229 Direct and Representative Democracy: The Differences, 231 Lesson 2 Check, 231 What Were the Principles of Roman Government, 285-286 English Law, 417 Analyze Diagrams: The Rule of Law in Medieval England, 417 Reading Check: Identify Main Ideas, 429 Guidelines for Government, 519</p> <p>TE only: Connect, 57</p> <p>Digital Resources: Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy</p>
Civic Participation	
SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.	
<p>SS 6.1.2.a Describe ways individuals participate in the political process. <i>For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership</i></p>	<p>This standard is met throughout the program. For representative references see the following: SE/TE: How Did Sumerian Government Work?, 50-51 A New Empire in India, 168-169</p>

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	<p>What Were the Five Confucian Relationships?, 193 What was the Polis?, 225 Direct and Representative Democracy: The Differences, 231 Analyze Images, 231 Analyze Charts: Three Branches of Roman Government, 286 Who Were the Citizens of Rome?, 287 Who Were the Magistrates?, 288</p> <p>TE only: Differentiated Instruction: Below Level, 289 Interpret Sources, 475</p> <p>Digital Resources: Topic 7>Lesson 2>Interactive Simulation: The Race of Honors Topic 8>Lesson 6>21st Century Skill: Make Decisions: Video</p>
<p>SS 6.1.2.b Compare and contrast the roles and rights of individuals In Ancient Civilizations to those in the United States today. <i>For example: military service, voting, civic engagement, decision making, leadership</i></p>	<p>SE/TE: What Is the Legacy of Judaism?, 90 Direct and Representative Democracy: The Differences, 231 Lesson 2 Check, 231 Quest Connections, 286 How Did the Romans Set an Example?, 290 Lesson 2 Check, 290 What Was the Influence of Roman Law?, 338</p>

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	<p>TE only: Differentiated Instruction: Advanced, 239 Compare and Contrast, 289 Connect, 416</p> <p>Digital Resources: Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy Topic 8>Lesson 6>21st Century Skill: Make Decisions: Video</p>
Economics	
Economic Decision Making	
SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	
<p>SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations. <i>For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert</i></p>	<p>SE/TE: What Were the Costs and Benefits of Farming?, 28-29 How Was Agriculture Important in Mesopotamia??. 45-47 Analysis Skills: Detect Changing Patterns, 324 The Swahili Culture, 606 Analysis Skills: Conduct a Cost-Benefit Analysis, 350 Quest Connections, 674</p> <p>Digital Resources: Topic 8>Lesson 2>21st Century Skill: Identify Trends: Video; Lesson 6>21st Century Skill: Make Decisions: Video</p>
<p>SS 6.2.1.b Examine how social and governmental decisions impact economic well-being. <i>For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.</i></p>	<p>SE/TE: The Caste System, 138-140 How Was the Empire Defended?, 198 Lesson 4 Check, 201 The Silk Road, 205-207 Analyze Diagrams: The Silk Road in the Han Dynasty, 206 Lesson 5 Check, 207 Economic Life, 210-211 The Peloponnesian War, 248-249 How Did Cities and Trade Grow?, 468-470 An Economic Revolution, 493</p>

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Financial Literacy	
SS 6.2.2 Not addressed at this level	
Exchange and Markets	
SS 6.2.3 Explain the interdependence of producers and consumers.	
SS 6.2.3.a Identify producers and consumers for Ancient civilizations. <i>For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.</i>	SE/TE: Why Was Trade Important for Egypt and Kush?, 115-117 Lesson 3 Check, 120 Topic 3 Assessment, 123 Economic Life, 210-211 Trade and the Roman Economy, 314-315 From Market Center to Busy Towns, 386-387 Guilds Protect Crafts, 387-388 Ancient Ghana, 592 Digital Resources: Topic 3>Lesson 3>Interactive Simulation: Ancient Egypt and Kush Trade
SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs. <i>For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.</i>	SE/TE: Trade, 47 Lesson 3 Check, 64 Why Was Trade Important for Egypt and Kush?, 115-117 Unified Standards, 198 Economic Life, 210-211 Currency Aids Trade, 315 Currency, 495 Trade, 555 Gold-Salt Trade, 593 TE only: Curriculum Connection: Economics, Barter, 47

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National Economy	
SS 6.2.4 Not addressed at this level	
Global Economy	
SS 6.2.5 Not addressed at this level	
Geography	
Location and Place	
SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.	
SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. <i>For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)</i>	This standard is met throughout the program. For representative references see the following: SE/TE: Where Were Early Civilizations?, 35 Geography of Mesopotamia, 45-46 Geography Skills, 46 City-States of Sumer, 47 Geography Skills, 61 The Nile River Valley, 99-100 How Did Cities Develop?, 101 How Did Geography Affect Kush?, 117

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<p>SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires. <i>For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron</i></p>	<p>SE/TE: Where Did Farming Begin and How Did It Spread?, 27-29 How Did Farming Change Human Culture?, 29-30 How Was Agriculture Important in Mesopotamia?, 45-47 Independent Kush, 119 Kush’s Links to Africa and the World, 120 Quest Discussion Inquiry- The Fall of Rome, 308, 335, 340, 356 Economic Life, 533 Analysis Skills: Detect Changing Patterns, 324 Natural Resources, 591</p> <p>TE only: Compare and Contrast, 493</p>

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	<p>Digital Resources: Topic 1>Lesson 3>Video: Effects of the Agricultural Revolution Topic 1>Lesson 4>Video: Effects of the Agricultural Revolution Topic 1>Lesson 5>Video: What Makes a Civilization? Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 8>Quest Project>The Fall of Rome Topic 8>Lesson 2>21st Century Skill: Identify Trends: Video</p>
Regions	
SS 6.3.2 Not addressed at this level	
Human Environment Interaction	
SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	
SS 6.3.3.a Describe the impact of natural processes on the human and physical environments. <i>For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</i>	SE/TE: Floods and the Black Land, 100 Analyze Images, 101 Why Did the Indus Civilization Disappear?, 134 Analyze Images, 212 Fall of the Tang, 491 The Ring of Fire, 517 Mongols Threaten Japan, 526-527 The Fall of the Maya, 556 Lesson 1 Check, 557 The Ancestral Pueblo, 575-576 Topic 13 Assessment, 583 Analyze Images, 699

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<p>SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment. <i>For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources</i></p>	<p>SE/TE: How Did Humans Stay Warm?, 19 How Did People First Modify the Environment, 25 How Did Farming Change Clothing?, 30 What Resources Were Important?, 33-34 Farming the Land, 46-47 City-States of Sumer, 47 Sumerian Achievements, 51 Lesson 1 Check, 51 Return to the Promised Land, 75 Agricultural Techniques Create a Surplus, 101 Analyze Images, 113 Technology, 131 Lesson 1 Check, 134 Economy and Technology, 188 Changes in Farming, 294 An Arid Environment, 449-450 Environmental Diversity, 552 Geographic Features, 552 Who Were the Olmecs and Zapotecs?, 553</p>

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Movement	
SS 6.3.4 Interpret and summarize patterns of culture around the world.	
<p>SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements. <i>For example: characteristics of river civilizations</i></p>	<p>SE/TE: Where Were the Early Civilizations?, 34 Topic 1 Assessment, 39 Lesson 4 Check, 134 Comparing Japanese and European Feudalism, 526 Analyze Images, 543 Topic 12 Visual Review: Comparing Buddhism, Daoism, Confucianism, 544 Topic 12 Assessment, 545 Lesson Check 1, 628 Analyze Images: The Revolution in Printing, 639 Lesson Check 3, 692 Lesson Check 6, 714 Lesson Check 7, 721</p> <p>Digital Resources: Topic 1>Lesson 5>Interactive Map: River Valley Civilizations</p>

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	<p>Topic 12>Lesson 5>Interactive Gallery: Feudal Society in Japan Topic 13>Lesson 4>Video: Contrasting Two North American Cultures</p>
<p>SS 6.3.4.b Explain how cultural diffusion occurs. <i>For example: trade routes, migration, conquest/empire building</i></p>	<p>SE/TE: Akkadian Culture, 55 What Is the Cultural Legacy of the Phoenicians?, 69 Lesson 2 Check, 70] Topic 2 Assessment, 93 Quest Document-Based Writing Inquiry – The Roman Influence, 278, 282, 299, 302 Rome as a Site of Encounter, 331-332 Government Spreads Culture, 332-333 The Army Shares Culture, 333 Charlemagne Spreads Christianity, 366 Achievements in Philosophy and Medicine, 471 Quest Document-Based Writing Inquiry – A Strong Influence, 488, 512, 519, 532, 544 Legacy of Empires, 600</p> <p>TE only: Curriculum Connection: Science, Navigational Improvements, 673</p> <p>Digital Resources: Topic 7>Quest Project>The Roman Influence</p>

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	Topic 12>Quest Project>A Strong Influence
Geospatial Skills and Geo-literacy	
SS 6.3.5 Not addressed at this level	
299, History	
Change, Continuity, and Context	
SS 6.4.1 Analyze patterns of continuity and change over time in world history.	
SS 6.4.1.a Examine the impact of people, events, and ideas including various cultures and ethnic groups, on the world. <i>For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam</i>	This standard is met throughout the program. For representative references see the following: SE/TE: Analyze Diagrams: The History of Domestication, 28 How Was Agriculture Important in Mesopotamia??, 45-47 Writing and Literature, 109-110 Architecture and Art, 111-112 Science and Mathematics, 112-113 Technology, 131 What Is the Impact of Hinduism?, 147-149 Quest Document-Based Writing Inquiry – The Roman Influence, 278, 282, 299, 302 What Was Greco-Roman Culture?, 332-333 Roman Art and Language, 333-334 Quest Document-Based Writing Inquiry – A Strong Influence, 488, 512, 519, 532, 544 Who Were the Olmecs and Zapotecs?, 553 Digital Resources:

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	<p>Topic 4>Lesson 1>Interactive Chart: Technology of the Indus Civilizations Topic 7>Quest Project>The Roman Influence Topic 12>Quest Project>A Strong Influence</p>
<p>SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. <i>For example: Hammurabi's Code, symbols of world religions</i></p>	<p>SE/TE: The Significance of Hammurabi's Code, 56-57 Get Ready to Read: Start Up, 71 Analyze Images, 133 Primary Sources: The Ramayana, 150 This Symbol, 195 Signing the Magna Carta, 416-418 Primary Sources: The Magna Carta, 419 Primary Sources: Martin Luther, Preface, 649</p> <p>Digital Resources: Topic 2>Lesson 2>Video: Hammurabi's Code; Interactive Primary Source: Code of Hammurabi Topic 8>Lesson 2>Interactive Gallery: Early Christian Symbols Topic 10>Lesson 2>Interactive Primary Source: The Magna Carta</p>
Multiple Perspectives	
SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	
<p>SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history. <i>For example: Macedonian Empire, Persian Empire</i></p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA4-ELA5 Support Your Analysis with Evidence, ELA6</p>

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<p>Continued: SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.</p>	<p>Quest Discussion Inquiry – Debate Punishments for Crime, 44, 62, 80, 92 Analysis Skills: Detect Historical Points of View, 141 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Compare Different Points of View, 411 Analyze Charts: Catholicism, Lutheranism, and Calvinism, 644</p> <p>TE only: Differentiated Instruction: Advanced, 60 Differentiated Instruction: Advanced, 245 Differentiated Instruction: Advanced, 267 Differentiated Instruction: Advanced, 460</p> <p>Continued: Digital Resources: Topic 2>Quest Project>Debate Punishments for Crime Topic 4>Lesson 2>21st Century Skill: Compare Different Points of View: Video Topic 6>Lesson 5>21st Century Skill: Compare Different Points of View: Video Topic 10>Lesson 1>21st Century Skill: Compare Different Points of View: Video</p>
<p>SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: foundational texts of world religions</i></p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA4-ELA5 The Hebrew Bible, 77-79 Laws, The Talmud, and Commentaries, 79 Vedic Age Beliefs and Practices, 142 New Teachings, 144 What Are Buddhist Beliefs, 154-155 Analysis Skills: Compare Different Points of View, 250 The Christian Bible, 325-326 Analysis Skills: Compare Different Points of View, 411 What Are the Sources of Islamic Teachings?, 453-454</p>

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SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	
<p>SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives. <i>For example: religious, ethnic and racial groups</i></p>	<p>SE/TE: The Life of Buddha, 151-153 Jesus’ Life and Teachings, 319-320 Travels of Apostle Paul, 321 Muhammad’s Early Life, 451 Preaching a New Message, 451-452 Importance of Kinship, 608-609 The Long History of Slavery, 715</p> <p>TE only: Recognize Cultural and Experiential Background, 485</p>
<p>SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world. <i>For example: inclusion of non-Eurasian civilizations</i></p>	<p>For opportunities to address this standard see: SE/TE: The Caste System, 138-140 Slavery in West Africa, 608 The Long History of Slavery, 715 Origins of the Atlantic Slave Trade, 716-717 Slave Trading Impacts Africa, 721</p>
Historical Analysis and Interpretation	
SS 6.4.4 Interpret and evaluate sources for historical context.	
<p>SS 6.4.4.a Compare and contrast primary and secondary sources of history.</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA4-ELA5</p>

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<p><i>For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.</i></p> <p>Continued: SS 6.4.4.a Compare and contrast primary and secondary sources of history.</p>	<p>Compare Different Points of View, 250 Analysis Skills: Compare Different Points of View, 411 Analysis Skills: Distinguish Verifiable From Unverifiable Information, 602</p> <p>TE only: Curriculum Connection: Art, 22</p> <p>Continued: Digital Resources: Topic 6>Lesson 5>21st Century Skill: Compare Different Points of View: Video Topic 10>Lesson 1>21st Century Skill: Compare Different Points of View: Video Topic 14>Lesson 2>21st Century Skill: Distinguish Between Fact and Opinion: Video</p>
<p>SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues. <i>For example: agriculture, technology, written laws</i></p>	<p>SE/TE: What Is the Legacy of Judaism?, 90 Quest Document-Based Writing Inquiry – The Roman Influence, 278, 282, 299, 302 How Did the Romans Set an Example?, 290 Analyze Charts: Impact o the Romans on the Environment, 313 What Was the Influence of Roman Law?, 338 Quest Document-Based Writing Inquiry – Learning Through the Ages, 620, 625, 645, 661, 664 Analyze Images: The Revolution in Printing, 639 Intolerance Grows, 648 Experiments in Self-Government, 655-656 Economic and Social Effects, 656 Women and the Reformation, 656</p> <p>TE only: Curriculum Connection: Economics, 47 Connect, 416 Visual Review, 272</p>

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	<p>Digital Resources: Topic 7>Quest Project>The Roman Influence Topic 15>Quest Project>Learning Through the Ages</p>
Historical Inquiry and Research	
SS 6.4.5 Apply the inquiry process to construct and answer historical questions.	
<p>SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources. <i>For example: What defines an empire?</i></p>	<p>The Quest feature at the beginning of each Topic, provides an opportunity for students to construct and answer inquiry question using multiple historical sources. For examples see: SE/TE: Quest Project-Based Learning Inquiry – Design a Village, 6, 24, 30, 32, 38 Analysis Skills: Frame Questions, 121 Quest Document-Based Writing Inquiry – The Roman Influence, 278, 282, 299, 302 Quest Project-Based Learning Inquiry – Create an Oral History, 588, 593, 610, 614</p> <p>Digital Resources: Topic 1>Quest Project>Design a Village Topic 3>Lesson 3>21st Century Skill: Ask Questions: Video Topic 7>Quest Project>The Roman Influence Topic 14>Quest Project>Create an Oral History</p>
<p>SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources. <i>For example: Hammurabi's Code, Twelve Tables</i></p>	<p>The Quest feature at the beginning of each Topic, provides an opportunity for students to identify and cite appropriate sources for research about world history. For examples see: SE/TE: Analyze Primary and Secondary Sources, ELA4-ELA5 Find and Use Credible Sources, ELA12-ELA13</p>

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<p>Continued: SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources</p>	<p>Quest Discussion Inquiry – Debate Punishments for Crime, 44, 62, 80, 92 Quest Discussion Inquiry- The Fall of Rome, 308, 335, 340, 356 Lesson 3 Check, 466 Quest Document-Based Writing Inquiry – Learning Through the Ages, 620, 625, 645, 661, 664</p> <p>Continued: Digital Resources: Topic 2>Quest Project>Debate Punishments for Crime Topic 8>Quest Project>The Fall of Rome Topic 15>Quest Project>Learning Through the Ages</p>
<p>SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources. <i>For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation</i></p>	<p>The Quest feature at the beginning of each Topic, provides an opportunity for students to gather, analyze, and communicate historical information about the world from multiple sources. For examples see:</p> <p>SE/TE: Analyze Primary and Secondary Sources, ELA4-ELA5 Find and Use Credible Sources, ELA12-ELA13 Write Research Paper, ELA14 Quest Document-Based Writing Inquiry – Become a Pharaoh-in-Training, 98, 103, 111, 122 Quest Discussion Inquiry – Freedom vs. Security?, 362, 368, 379, 381, 398 Quest Discussion Inquiry – Colonizing Planets. 670, 674, 698, 722</p> <p>Digital Resources: Topic 3>Quest Project>Become a Pharaoh-in-Training Topic 9>Quest Project>Freedom vs. Security? Topic 16>Quest Project>Colonizing Planets</p>

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