A Correlation of

*** SCOTT FORESMAN ***
SOCIAL STUDIES

to the

Maryland
Voluntary State Curriculum
Social Studies
Grade Six

PEARSON
O/SS-18
Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies – The World** in meeting the **Maryland Voluntary State Curriculum—Social Studies** objectives. Correlation page references are to the Teacher’s Edition and associated Student Edition.

**Scott Foresman** is pleased to introduce **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

**Content**

**Scott Foresman Social Studies** content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

**Accessibility**

**Scott Foresman Social Studies** provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

**Motivation**

**Scott Foresman Social Studies** is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation’s largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as-life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

**Accountability**

**Scott Foresman Social Studies** provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children’s learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children’s learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.
Standard 1.0 Political Science
Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.

Topic A. The Foundations and Function of Government

Indicator 1. Examine the necessity and purpose of government in early world history

Objectives
a. Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and constitutional monarchies


b. Summarize the positions taken on government by political philosophers from early civilizations through the Middle Ages

SE/TE: Charlemagne, 399; Justinian and Theodora, 329; Pericles, 257; Chandragupta Maurya, 135; Hammurabi’s Code, 49-51; Soloman, 54, 57

Indicator 2. Analyze the historic events, documents, and practices in early world history that are the foundations of political systems

Objectives
a. Examine and report on the roots of democratic principles in World History, such as Sumerian written law, Hammurabi’s Code, Greek city-states, Roman Republicanism, and the British Constitution (Magna Carta, English Bill of Rights)

SE/TE: Hammurabi’s Code, 49-51; Greek city-states, 252-257; Roman Republicanism, 282-287; Magna Carta, 398, 473; English Bill of Rights, 472, 473
b. Examine the decline of feudalism and the emergence of monarchies

   **SE/TE:** Medieval Europe, 390–391; Rulers and Invaders, 396–399; Life in the Middle Ages, 400–405; Crusades, Trade, and the Plague, 406–413; Chapter Review, 414–415

**Indicator 3.** Analyze the roles of institutions and governments in early world history regarding public policy and issues

**Objectives**

a. Describe the conflict between the church and the state in the formation and implementation of policy

   **SE/TE:** The Rise of Christianity, 294-297; Rulers and Invaders, 396–399; Life in the Middle Ages, 400–405; Crusades, Trade, and the Plague, 406–413

b. Analyze perspectives regarding issues in a feudal society, such as the church leaders v. lords of the manor, joining the Crusades, the growth of trade

   **SE/TE:** Medieval Europe, 390–391; Rulers and Invaders, 396–399; Life in the Middle Ages, 400–405; Crusades, Trade, and the Plague, 406–413; Chapter Review, 414–415

**Topic B. Individual and Group Participation in the Political System**

**Indicator 1.** Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history

**Objectives**

a. Compare methods used in early world history to change governments, such as coups, elections and revolts

   **SE/TE:** Early Civilizations, 32–63; Ancient Egypt and Nubia, 78–97; Greek City-States, 252-257; Alexander the Great, 266-269; Roman Republic, 282-287; Roman Empire, 288-292; Chinese Dynasties, 350-353

b. Examine the role of citizens in Greek city-states and the Roman Republic/Empire

   **SE/TE:** Greek and Roman Citizenship, 255, 283, 284, 290, 293
c. Examine how religion shaped and influenced government policy

**SE/TE:** Theocracy, 169; Egyptian Government, 89-91; Hebrews, 55, 56; Roman Empire, 288-292; The Rise of Christianity, 294-297; The Islamic World, 334-336

**Indicator 2.** Analyze the importance of civic participation as a citizen of early world history

**Objectives**

a. Analyze the usefulness of various sources of information used to make political decisions

**SE/TE:** Issues and Viewpoints, 228–229, 588–589; Hammurabi’s Code, 49-51; Greek city-states, 252-257; Roman Republicanism, 282-287; Magna Carta, 398, 473; English Bill of Rights, 472, 473

b. Explain why common people did not have a voice in ancient civilizations

**SE/TE:** Theocracy, 169; Egyptian Government, 89-91; Hebrews, 55, 56; Roman Empire, 288-292

**Topic C. Protecting Rights and Maintaining Order**

**Indicator 1.** Analyze the individual rights and responsibilities in an ancient world civilization

**Objectives**

a. Describe the importance of citizenship in ancient Rome and Greece

**SE/TE:** Greek and Roman Citizenship, 255, 283, 284, 290, 293

b. Describe the significance of Hammurabi’s Code and how it defined rights of citizens

**SE/TE:** Hammurabi’s Code, 49-51
Indicator 2. Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups

Objectives

a. Explain how the Roman Republic and the rule of the Senate affected individuals and groups

SE/TE: The Roman Republic, 282–287

b. Compare power and authority of rulers in Ancient Egypt, India, Persia and China v. the protection of citizens in Greek city-states

SE/TE: Monarchy, 47, 51; Feudalism, 401–402; Theocracy, 169; City-States, 252–257; Empire, 266–269, 288–293, 346–349, 350–355; Democracy, 245, 255, 257, 283

c. Examine the balance between providing for the common good of the manor v. the rights of the individual serfs

SE/TE: Rulers and Invaders, 396–399; Life in the Middle Ages, 400–405

Standard 2.0 Peoples of the Nation and World
Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

Topic A. Elements of Culture

Indicator 1. Describe characteristics that historians use to organize people into cultures

Objectives

a. Describe how location and environment influenced early world cultures

SE/TE: The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125; Geography of Mesopotamia, 162–165; Geography of South America, 186–189; Geography of North America, 208–211; The Geography of Greece, 246–249; Rome’s Beginnings, 276–279
b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history


c. Describe the social, political, and religious character of societies in early world history

SE/TE: Early Civilizations, 32-63; Ancient Egypt and Nubia, 76-97; Ancient China, 98-119; Ancient India and Persia, 120-147; Mesoamerican Civilizations, 160-183; The Early Peoples of South America, 184-205; Early North American Peoples, 206-231; Ancient Greece, 244-273; Ancient Rome, 274-311; Byzantine Empire and Ancient Arabia, 320-343; Asian Empire, 344-367; African Empire, 368-389; Medieval Europe, 390-419

Topic B. Cultural Diffusion

Indicator 1. Explain how cultural diffusion influenced the development of cultures

Objectives

a. Identify cultural groups within a region in early world history

SE/TE: Early Civilizations, 32-63; Ancient Egypt and Nubia, 76-97; Ancient China, 98-119; Ancient India and Persia, 120-147; Mesoamerican Civilizations, 160-183; The Early Peoples of South America, 184-205; Early North American Peoples, 206-231; Ancient Greece, 244-273; Ancient Rome, 274-311; Byzantine Empire and Ancient Arabia, 320-343; Asian Empire, 344-367; African Empire, 368-389; Medieval Europe, 390-419

b. Describe factors that resulted in cultural diffusion, such as trade, conflict and migration

Additional TE Pages: Culture, 52, 55, 81, 129, 165, 249, 262, 329, 331, 376, 399, 401, 416
c. Describe interactions that promoted or failed to promote relationships between groups, civilizations, empires, and nations


**Additional TE Pages:** Government, 133, 284, 290; Economics, 38, 59, 169, 220, 269, 336, 348, 351, 371, 375, 394, 399, 403, 411

**Indicator 2.** Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development

**Objectives**

a. Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism


b. Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems


**Topic C. Conflict and Compromise**

**Indicator 1.** Analyze factors that affected relationships in early world history

**Objectives**

a. Examine the causes and effects of social, economic, and political conflict such as the Crusades

b. Describe the impact of trade and migration on the exchange of ideas and beliefs


Standard 3.0 Geography
Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Topic A. Using Geographic Tools

Indicator 1. Use geographic tools to locate places and describe the human and physical characteristics in early world history

Objectives

a. Use maps to compare geographic locations of civilizations from world history to:
   ▪ Mesopotamia
   ▪ Africa including Egypt
   ▪ Nubia/Kush and Sub-Saharan Africa
   ▪ Indus River Valley
   ▪ Northern China
   ▪ Greeks and Romans
   ▪ Mesoamerican, such as the Incas, Mayans and Aztecs


b. Use photographs and thematic maps, to identify and describe physical and human characteristics of early civilizations

Topic B. Geographic Characteristics of Places and Regions

Indicator 1. Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history

Objectives

a. Identify and describe physical characteristics that influenced human settlement

SE/TE: The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125; Geography of Mesopotamia, 162–165; Geography of South America, 186–189; Geography of North America, 208–211; The Geography of Greece, 246–249; Rome’s Beginnings, 276–279

b. Explain how physical characteristics of a place influenced human activities, such as agriculture, transportation, art and architecture and economic activity in the ancient world


c. Explain how human perceptions of and interactions with the environment changed over time in due to technologies, such as road building, dam construction, and agricultural improvements

Topic C. Movement of People, Goods and Ideas

Indicator 1. Describe and analyze population growth, migration and settlement patterns in early world history

Objectives

a. Identify reasons why people migrate, such as economic opportunity, climate, and political reasons


b. Explain how the development of transportation and communication networks influenced the movement of people, goods and ideas from place to place, such as trade routes in Africa, Asia and Europe, and the spread of Islam

SE/TE: Trade, 38, 39, 58, 59, 89, 94, 99, 110, 112, 169, 220, 248, 324, 362, 363, 369, 375, 378, 381, 385, 391; Greek Empire, 266-269; The Roman Empire, 288-292; The Islamic World, 334-338; Crusades, 406-411

c. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction


Topic D. Modifying and Adapting to the Environment

Indicator 1. Analyze why and how people modify their natural environment and the impact of those modifications

Objectives

a. Describe ways people modified their environment to meet their needs, such as cultivating lands, building roads, dams, and aqueducts

b. Analyze how people in early world history perceived and reacted to environmental concerns, such as flooding, drought, and depletion of natural resources and evaluate the consequences of those actions

**SE/TE:** Climatic Events, 23, 35–36, 75, 79, 81, 102, 103, 123, 125, 163, 164, 371, 661

**Standard 4.0 Economics**
Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

**Topic A. Scarcity and Economic Decision-making**

**Indicator 1.** Explain that people made choices because resources relative to economic wants to goods and services in the context of early world history

**Objective**

a. **Identify opportunity cost of economic decisions made by individuals and groups such as the decision to engage in trade**


**Indicator 2.** Analyze how scarce economic resources were used to satisfy economic wants in early world history

**Objectives**

a. **Identify ways people have used resources to meet economic wants such as domesticating agriculture**


b. **Describe how available resources affected specialization and trade**

Indicator 3. Analyze how technological changes affected consumption and production in early world history

Objectives

a. Give examples of how technology changed consumption and provided greater access to goods and services


b. Examine why technology has changed production such as the development of the printing press


Indicator 4. Examine how specialization, interdependence and trade affected the production of goods and services in early world history

Objectives

a. Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming


b. Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities in various parts of the world

SE/TE: Early Farmers, 18-23; Developing Cultures, 26-29; The Fertile Crescent, 34-39; Mesopotamia, 40-47; Life in Egypt, 84-85; India and Persia, 128-134

c. Identify African and Eurasian trade routes to explain how surplus goods and regional specialization resulted in economic interdependence

Topic B. Economic Systems and the Role of Government in the Economy

Indicator 1. Describe the types of economic systems in early world societies

Objectives

a. Describe how various early world societies answer the basic question of what, how, and for whom to produce


b. Describe examples of tradition in economies such as the economic roles of men and women in tribal societies

SE/TE: Early Farmers, 18-23; Developing Cultures, 26-29; The Fertile Crescent, 34-39; Mesopotamia, 40-47; Life in Egypt, 84-85; India and Persia, 128-134; Women in China, 108-111; Women in Egypt, 89, 91; Women in Ancient Greece, 243, 255, 256; Women in Kush, 95; Women in Mayan Civilization, 173

c. Describe examples of command in economies, such as the feudal system

SE/TE: Feudalism, 401-402

Indicator 2. Describe the transition from feudalism and the manor system to the development of early towns

Objectives

a. Explain how the growth and management of towns, guilds, and the banking system were affected by technology and agriculture

SE/TE: Life in the Middle Ages, 400–405; Crusades, Trade, and the Plague, 406–413

b. Analyze how the guild system addressed changes in the economy, such as dictating price and production

SE/TE: Guild System 404
Indicator 3. Describe the importance of medium of exchange in early world history

Objective

a. Explain how societies used mediums of exchange to facilitate trade and help their economies grow


Standard 5.0 History
Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.

Topic A. Individuals and Societies Change Over Time

Indicator 1. Analyze how the rise of the earliest communities led to the emergence of agricultural societies

Objectives

a. Describe characteristics and innovations of hunting and gathering societies, such as nomadic lifestyles, inventors of tools, adaptation to animal migration and vegetation cycles and the shift from food gathering to food-producing activities

SE/TE: Early Gatherers and Hunters, 10–17; Early Farmers, 18–23

b. Explain how and why towns and cities grew from early human settlements, including the need for security and government

SE/TE: Developing Cultures, 26-29; Early Civilizations, 32–63

Indicator 2. Examine the emergence, growth and decline of empires in the Americas

Objective

a. Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs

SE/TE: The Olmec and the Maya, 168–173; The Aztecs, 174–181; The Inca, 196–203
Topic B. Emergence, Expansion and Changes in Nations and Empires

Indicator 1. Analyze how civilizations emerged in the river valley areas

Objectives

a. Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade and the establishment of cities

SE/TE: Developing Cultures, 26-29; Early Civilizations, 32–63

b. Compare major cultural, political and economic achievements of river valley civilizations, such as the Tigris and Euphrates River Valley, the Huang River Valley, the Indus River Valley and the Nile River Valley including Egypt, Nubia and Kush

SE/TE: The Fertile Crescent, 34–39; Mesopotamia, 40–47; Babylon and Assyria, 48–53; Hebrews, Phoenicians, and Lydians, 54-59; Ancient Egypt and Nubia, 76–97; Ancient China, 98–119; Ancient India and Persia, 120-147

Indicator 2. Analyze the emergence and enduring influence of Aegean civilizations

Objectives

a. Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy across time

SE/TE: Ancient Greece, 244–245; The Geography of Greece, 246–251; The Greek City-States, 252–257; The Golden Age of Athens, 260–265; Alexander the Great, 266–271

b. Explain the emergence, rise and decline of the Greek city-states

SE/TE: The Greek City-States, 252–257
Indicator 3. Analyze the emergence, expansion and decline of the Roman Empire

Objectives

a. Describe the major achievements of the Roman Era, such as legal, artistic, architectural, technological, and literary

SE/TE: Ancient Rome, 274–275; Rome’s Beginnings, 276–279; The Roman Republic, 282–287; The Roman Empire, 288–293; The Rise of Christianity, 294–297; Rise and Fall, 298–300

b. Explain the transition from Roman Republic to Roman Empire including the social structure, significance of citizenship and the development of political institutions

SE/TE: Rome’s Beginnings, 276–279; The Roman Republic, 282–287; The Roman Empire, 288–293

c. Summarize the factors that led to the decline of the Roman Empire

SE/TE: The Rise of Christianity, 294–297; Rise and Fall, 298–300

Indicator 4. Compare the dynasties and empires in ancient China

Objectives

a. Describe the causes and consequences of the unification of China under early imperial dynasties, such as the Shang, Zhou, Qin, Han and Tang

SE/TE: China’s Past, 106–113; Chinese Dynasties, 350–354

b. Explain the major traditions, customs and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties

SE/TE: Legacy of Thought, 114–117

c. Analyze China’s cultural, political and economic influence on Japan, Korea, and countries in Southeast Asia

Indicator 5. Analyze the emergence, growth and decline of African Empires

Objectives

a. Describe the contributions of major African monarchies, cities, and trade networks, such as Ghana, Mali and Songhai

**SE/TE:** African Empires, 368–369; Geography of Africa, 370–373; West African Kingdoms, 374–379; East Central, and Southern Africa, 380–386

b. Analyze the cultural and economic impact of African regional and worldwide trade routes

**SE/TE:** Spread of Peoples, 372-373; West African Kingdoms, 374–379; East Central, and Southern Africa, 380–386

c. Summarize the factors that led to the decline of the African empires

**SE/TE:** West African Kingdoms, 374–379; East Central, and Southern Africa, 380–386

Topic C. Conflict between Ideas and Institutions

Indicator 1. Analyze the effect of interactions between civilizations in early world history

Objectives

a. Describe how interactions promoted or failed to promote development, such as the Fertile Crescent Empire, Greek city-states, and Latin Empires

**SE/TE:** Early Civilizations, 32-63; Ancient Egypt and Nubia, 76-97; Ancient China, 98-119; Ancient India and Persia, 120-147; Mesoamerican Civilizations, 160-183; The Early Peoples of South America, 184-205; Early North American Peoples, 206-231; Ancient Greece, 244-273; Ancient Rome, 274-311; Byzantine Empire and Ancient Arabia, 320-343; Asian Empire, 344-367; African Empire, 368-389; Medieval Europe, 390-419
b. Analyze the causes of the rise and fall, expansion and contraction of political entities and nation-states

**SE/TE:** Early Civilizations, 32-63; Ancient Egypt and Nubia, 76-97; Ancient China, 98-119; Ancient India and Persia, 120-147; Mesoamerican Civilizations, 160-183; The Early Peoples of South America, 184-205; Early North American Peoples, 206-231; Ancient Greece, 244-273; Ancient Rome, 274-311; Byzantine Empire and Ancient Arabia, 320-343; Asian Empire, 344-367; African Empire, 368-389; Medieval Europe, 390-419

**Indicator 2.** Analyze the major traditions, customs, and beliefs of Hinduism and Buddhism and their expansion throughout Asia

**Objectives**

a. Describe the major traditions, customs and beliefs of Buddhism

**SE/TE:** Buddhism, 141–143, 361, 402

b. Explain the major traditions, customs and beliefs of Hinduism and its political and social impact on India

**SE/TE:** Hinduism, 136–139, 349

**Indicator 3.** Analyze the emergence and expansion of Islamic civilization

**Objectives**

a. Analyze the major traditions, customs, and beliefs of Islam

**SE/TE:** Development of Islam, 330–333; The Islamic World, 334–339; Review, 342–343

b. Describe causes and consequences of the expansion of Islam into other regions, such as Southwest Asia, Southeast Asia, North Africa, Europe and India

**SE/TE:** The Islamic World, 334–339; Review, 342–343
Indicator 4. Analyze the changes in the European society during the Middle Ages

Objectives

a. Analyze the major traditions, customs, and beliefs of Christianity

SE/TE: Christianity, 294–297, 302, 328, 381, 382, 401, 407

b. Explain the origins and consequences of the Black Death during the 14th century, such as a population decrease, a decline in trade, the elimination of the social order and the decline of religious power

SE/TE: Crusades, Trade, and the Plague, 406–411

c. Analyze the characteristics of the development and decline of feudalism and the emergence of monarchies

SE/TE: Feudalism, 401–403; Monarchy, 399, 402, 467

d. Describe the causes, consequences and cultural diffusion that resulted from the Crusades, such as the increase in Mediterranean trade and the exchange of knowledge and ideas

SE/TE: Crusades, Trade, and the Plague, 406–411

Standard 6.0 Social Studies Skills and Processes
Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Topic A. Read to Learn and Construct Meaning about Social Studies

Indicator 1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary

Objectives

a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources

SE/TE: Preview Vocabulary, 8, 32, 76, 98, 120, 160, 184, 206, 244, 274, 320, 344, 368, 390, 428, 454, 484, 518, 540, 566, 604, 628, 652; Lesson Vocabulary, 10, 18,
b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences


c. Use context clues to understand new social studies vocabulary

**SE/TE:** Unit Review, 66, 150, 234, 310, 418, 508, 594, 676; Preview Vocabulary, 8, 32, 76, 98, 120, 160, 184, 206, 244, 274, 320, 344, 368, 390, 428, 454, 484, 518, 540, 566, 604, 628, 652

d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression


Indicator 2. Use strategies to prepare for reading (before reading)

**Objectives**

a. Identify the characteristics of informational texts, such as print features, graphic aids, informational aids, organizational aids, and online features

**SE/TE:** Use Primary and Secondary Sources, 280-281; Compare Primary Sources, 472-473; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634
b. Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines, graphs, and icons


c. Set a purpose for reading the text


d. Ask questions and make predictions about the text


e. Make connections to the text using prior knowledge and experiences

Indicator 3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)

Objectives

a. Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning


b. Reread slowly and carefully, restate, or read on and revisit difficult parts

SE/TE: See Teach and Discuss for opportunities to address this objective. For examples see pages 27, 85, 163, 247, 267, 335, 357, 371, 397, 445, 521, 549, and 615.
c. Use a graphic organizer or another note-taking technique to record important ideas or information


d. Look back through the text to search for connections between and among ideas

SE/TE: See Teach and Discuss for opportunities to address this objective. For examples see pages 27, 85, 163, 247, 267, 335, 357, 371, 397, 445, 521, 549, and 615.

e. Make, confirm, or adjust predictions about the text

SE/TE: Predict, 80, 175, 178, 377

f. Periodically summarize or paraphrase important ideas while reading


g. Visualize what was read for deeper meaning

SE/TE: Analyze Pictures, H2, H16, 137, 223, 465, 500

h. Explain personal connections to the ideas or information in the text

SE/TE: See Teach and Discuss for opportunities to address this objective. For examples see pages 27, 85, 163, 247, 267, 335, 357, 371, 397, 445, 521, 549, and 615.
Indicator 4. Use strategies to demonstrate understanding of the text (after reading)

Objectives

a. Identify and explain what is directly stated in the text


b. Identify, paraphrase, or summarize the main idea of the text


c. Determine and explain the author's purpose

d. Distinguish between facts and opinions

SE/TE: Fact and Opinion, 113, 200, 213, 217, 268, 324, 337; Detect Bias, 216-217

e. Explain whether or not the author's opinion is presented fairly

SE/TE: Fact and Opinion, 113, 200, 213, 217, 268, 324, 337; Detect Bias, 216-217; Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675

f. Explain what is not directly stated in the text by drawing inferences


g. Confirm or refute predictions made about the text to form new ideas

SE/TE: Predict, 80, 175, 178, 377

h. Connect the text to prior knowledge or personal experiences


i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge

Topic B. Write to Learn and Communicate Social Studies Understandings

Indicator 1. Select and use informal writing strategies, such as short/response/essay answer/brief constructed responses, journal writing, note taking, and graphic organizers, to clarify, organize, remember, and/or express new understandings

Objectives

a. Identify key ideas


b. Connect key ideas to prior knowledge (personal experience, text and world)


Indicator 2. Use formal writing, such as multi-paragraph essays, historical investigations, research reports, letters, summaries, to inform

Objectives

a. Identify form, audience, topic, and purpose before writing


b. Organize facts and/or data/statistics to support a topic

c. Provide introduction, body, and conclusion


d. Cite sources when paraphrasing, summarizing, and quoting


e. Enhance text with graphics, such as charts, maps, and diagrams


Indicator 3. Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade

Objectives

a. Identify form, audience, topic, and purpose


b. State a clear opinion or position


c. Modify or refute a position when appropriate

d. Provide reasons and cite reliable supporting evidence


e. Demonstrate understandings of social studies knowledge


Indicator 4. Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)

Objectives

a. Address the topic


b. Provide accurate information


c. Support topic with appropriate details


d. Integrate social studies concepts and skills

Topic C. Ask Social Studies Questions

Indicator 1. Identify a topic that requires further study

Objectives

a. Identify prior knowledge about the topic

SE/TE: Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673; Unit Project, 68, 152, 236, 312, 420, 510, 596, 678

b. Pose questions about the topic

SE/TE: Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673; Unit Project, 68, 152, 236, 312, 420, 510, 596, 678

c. Formulate research questions

SE/TE: Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673; Unit Project, 68, 152, 236, 312, 420, 510, 596, 678

d. Develop a plan for how to answer questions about the topic

SE/TE: Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673; Unit Project, 68, 152, 236, 312, 420, 510, 596, 678

Indicator 2. Identify a situation/issue that requires further study

Objectives

a. Define the situation/issue


b. Identify prior knowledge about the situation/issue

c. Pose questions about the situation/issue from a variety of perspectives


d. Pose questions that elicit higher order thinking responses


e. Formulate research questions


f. Develop a plan for how to answer questions about the situation/issue


**Topic D. Acquire Social Studies Information**

**Indicator 1.** Identify primary and secondary sources of information that relate to the topic/situation/problem being studied

**Objectives**

a. Gather and read appropriate print sources, such as journals, periodicals, government documents, timelines, databases, reference works, and web sites


**Additional TE Pages:** Bibliography, 1h, 69h, 153h, 237h, 313h, 421h, 511h, 313h; Curriculum Connection, 1f, 4, 14, 39, 64, 69f, 72, 83, 91, 105, 107, 113, 153f, 156, 203, 217, 225, 237f, 240, 251, 264, 292, 308, 313f, 316, 339, 359, 373, 403, 417, 421f, 424, 443, 448, 463, 471, 511f, 514, 533, 555, 573, 588, 597f, 600, 619, 638, 643, 666
b. Read and obtain information from texts representing diversity in content, culture, authorship, and perspective

**SE/TE:** Using Primary and Secondary Sources, 280-281; Compare Primary Sources, 472-473; Literature, 141, 171, 253, 376, 461, 584, 638

c. Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, multimedia, interviews, and oral histories

**SE/TE:** Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; Analyze Pictures, H2, H16, 137, 223, 465, 500; Music: Curriculum Connection, 1f, 69f, 153f, 232, 237f, 313f, 421f, 451, 511f, 593, 597f, 610; Video Field Trip, 1c, 69c, 153c, 237c, 313c, 421c, 511c, 597c

d. Access and process information that is factual and reliable from readings, investigations, and/or oral communications


**Indicator 2.** Engage in field work that relates to the topic/ situation/ problem being studied

**Objectives**

**a. Gather data**

**SE/TE:** Unit Project, 68, 152, 236, 312, 420, 510, 596, 678; Interpret Line Graphs, 340; Interpret Circle Graphs, 490; Interpret Bar Graphs, 562

**b. Make and record observations**

**SE/TE:** Unit Project, 68, 152, 236, 312, 420, 510, 596, 678; Interpret Line Graphs, 340; Interpret Circle Graphs, 490; Interpret Bar Graphs, 562
c. Design and conduct surveys and oral histories

**SE/TE:** Unit Project, 68, 152, 236, 312, 420, 510, 596, 678; Interpret Line Graphs, 340; Interpret Circle Graphs, 490; Interpret Bar Graphs, 562

### Topic E. Organize Social Studies Information

#### Indicator 1. Organize information from non-print sources

#### Objectives

a. Prioritize information gathered according to importance and relevance

**SE/TE:** Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; Analyze Pictures, H2, H16, 137, 223, 465, 500; Music: Curriculum Connection, 1f, 69f, 153f, 232, 237f, 313f, 421f, 451, 511f, 593, 597f, 610; Video Field Trip, 1c, 69c, 153c, 237c, 313c, 421c, 511c, 597c; Interpret Political Cartoon, 450-451

b. Distinguish factual from fictional information

**SE/TE:** Fact and Opinion, 113, 200, 213, 217, 268, 324, and 337; Analyze Pictures, H2, H16, 137, 223, 465, 500; Interpret Political Cartoon, 450-451

c. Find relationships among gathered information

**SE/TE:** Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; Analyze Pictures, H2, H16, 137, 223, 465, 500; Music: Curriculum Connection, 1f, 69f, 153f, 232, 237f, 313f, 421f, 451, 511f, 593, 597f, 610; Video Field Trip, 1c, 69c, 153c, 237c, 313c, 421c, 511c, 597c; Interpret Political Cartoon, 450-451

d. Display information on various types of graphic organizers, maps, and charts

**SE/TE:** Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634

e. Summarize information obtained from surveys and field work

**SE/TE:** Unit Project, 68, 152, 236, 312, 420, 510, 596, 678; Interpret Line Graphs, 340; Interpret Circle Graphs, 490; Interpret Bar Graphs, 562
Indicator 2. Organize information from print sources

Objectives

a. Prioritize information gathered according to importance and relevance


b. Determine the bias and reliability of a source


c. Find relationships among gathered information


d. Construct various types of graphic organizers, maps, and charts to display information

SE/TE: Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634

Additional TE Pages: 9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653
Topic F. Analyze Social Studies Information

Indicator 1. Interpret information from primary and secondary sources

Objectives

a. Interpret information in maps, charts and graphs


b. Interpret information from field studies and surveys

SE/TE: Unit Project, 68, 152, 236, 312, 420, 510, 596, 678; Interpret Line Graphs, 340; Interpret Circle Graphs, 490; Interpret Bar Graphs, 562

c. Analyze a document to determine point of view

SE/TE: Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675

d. Analyze the perspective of the author to determine if the document or topic is historically significant

SE/TE: Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675; Use Primary and Secondary Sources, 280-281; Interpret Political Cartoons, 450-451; Compare Primary Sources, 472-473

e. Identify bias and prejudice

SE/TE: Detect Bias, 216-217; Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675
Indicator 2. Evaluate information from a variety of sources

Objectives

a. Compare information from a variety of sources


b. Compare information to prior knowledge

SE/TE: For related information see: Gather and Report Information, 144-145, 364-365; Use Primary and Secondary Sources, 280-281; Interpret Political Cartoons, 450-451; Compare Primary Sources, 472-473

c. Determine the reliability of the document

SE/TE: For related information see: Gather and Report Information, 144-145, 364-365; Use Primary and Secondary Sources, 280-281; Interpret Political Cartoons, 450-451; Compare Primary Sources, 472-473

d. Compare ideas, models, systems, and perspectives


Indicator 3. Synthesize information from a variety of sources

Objectives

a. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details

SE/TE: Sequence, 318–319; Reading Skills: Sequence, 6–7, 10, 11, 12, 14, 16, 18, 28, 35, 36, 37, 38, 43, 48, 50, 52, 61, 80, 87, 101, 108, 135, 171, 176, 191, 195, 197, 202, 221, 270, 296, 301, 303, 322, 323, 324, 325, 326, 332, 341, 346, 348, 355, 361,
b. **Reconstruct the arguments of issues or events**

**SE/TE:** Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643

c. **Assess the costs and benefits of alternatives**

**SE/TE:** Solve Problems, H5, 130, 145, 171, 197, 375, 397, 436, 522, 639; Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643

d. **Modify understandings of social studies concepts and trend**

e. Verify or change prior understandings based on new information


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**Topic G. Answer Social Studies Questions**

**Indicator 1.** Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources

**Objectives**

a. Present social studies information in a variety ways, such as mock trials, simulations, debates, and skits


b. Engage in civic participation and public discourse

**SE/TE:** Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; Citizenship, H2, H3, 17, 88, 199, 305, 327, 351, 573, 609, 640, 647

c. Use effective speaking techniques to deliver narrative, persuasive, and research presentations

**SE/TE:** Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; Unit Project, 68, 152, 236, 312, 420, 510, 596, 678
Indicator 2. Use historic contexts to answer questions

Objectives

a. Use historically accurate resources to answer questions, make predictions, and support ideas


b. Explain why historic interpretations vary and are subject to change

SE/TE: Issues and Viewpoints, 228–229, 588–589; Thinking Skills, 60-61, 216-217, 574-575, 624-625

c. Construct a sound historical interpretation


d. Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions


Indicator 3. Use current events/issues to answer questions

Objectives

a. Summarize the main points of an issue explaining different viewpoints

SE/TE: Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545

b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions

SE/TE: Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545
c. Identify and formulate a position on a course of action or an issue

**SE/TE:** Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545

d. Propose and justify solutions to social studies problems

**SE/TE:** Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545

e. Use media resources to deliberate and advocate issues and policy

**SE/TE:** Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545