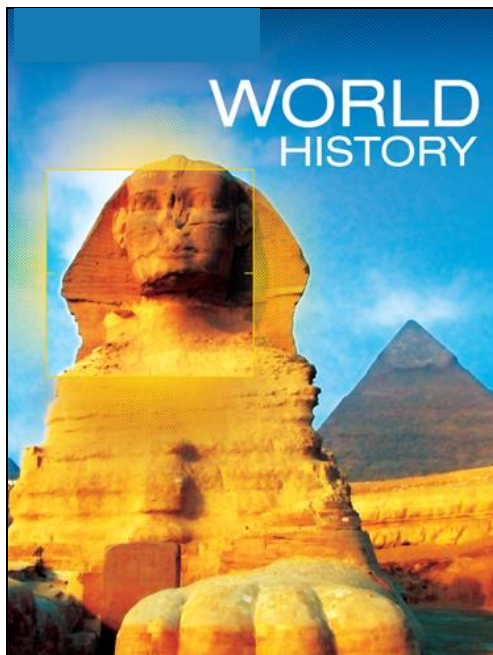


A Correlation of



Survey Edition, ©2016

To the

**Virginia Standards of Learning
and Curriculum Framework
Virginia and U.S. Government**

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Virginia Standards of Learning World History and Geography	World History Survey Edition, ©2016	World History and Geography to 1500 A.D. Curriculum Framework Essential Understandings
World History and Geography to 1500 A.D. (C.E.)		
<p>These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.</p>		
Skills: Grade 9		
WHI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by		
<p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;</p> <p>(Continued) a) synthesizing evidence from artifacts and primary and</p>	<p>SE/TE: <i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><i>Primary Sources are embedded within the text (examples):</i> 174, 180, 204, 217, 272, 329–330, 364, 445, 551, 653–654, 742, 745, 751, 797</p> <p>Analyze Political Cartoons, 516, 524, 537, 554, 555, 559, 565, 571, 607, 637, 649, 661, 664, 708, 726, 739, 743</p> <p>(Continued) <i>Critical Thinking Questions:</i> Cite</p>	<p>-Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>-Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.</p> <p>-An artifact is an object or tool that tells us about the people from the past.</p> <p>-A primary source is an artifact, document, image, or other source of information that was created at the time under study.</p> <p>-A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>(Continued) -Synthesis involves combining</p>

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<p>secondary sources to obtain information about events in world history;</p>	<p>Evidence, 13, 19, 65, 115, 147, 275, 344, 367, 389, 476, 483, 503, 512, 544, 560, 597, 625, 661, 683, 768, 782, 836, 843, 875; Support a Point of View with Evidence, 434, 613; Support Ideas with Evidence, 204, 657, 885; Support Ideas with Examples, 45, 120, 177, 208, 210, 568, 726, 730; Learning About Our Past, 4–8 (discussion of use of artifacts)</p> <p><i>21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979-780; Identify Bias, 980-981; Evaluate Existing Arguments, 981-982; Consider and Counter Opposing Arguments, 982</i></p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</i></p> <p><i>Social Studies Social Studies Core Concepts: History – How Do Historians Study History?; Historical Sources; Archaeology and Other Sources</i></p>	<p>processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>-Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.</p> <p>-An artifact is an object or tool that tells us about the people from the past.</p> <p>-A primary source is an artifact, document, image, or other source of information that was created at the time under study.</p> <p>-A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p>
<p>b) using geographic information to determine patterns and trends to</p>	<p>SE/TE: Geography Shapes Egypt, 46–47; Geography of the Indian</p>	<p>-Analyzing and interpreting involves identifying the important elements of</p>

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<p>understand world history;</p> <p>(Continued) b) using geographic information to determine patterns and trends to understand world history;</p>	<p>Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; Chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 131–133; The Roman Empire Splits, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 247–248</p> <p>Identify Patterns, 110, 112, 396, 405, 410, 503, 512, 704, 893</p> <p><i>Interactive Maps: Analyze Maps</i>, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 232, 241, 247, 249, 252, 263, 267, 279, 287, 293, 309, 322, 329, 333, 343, 352, 385, 399, 401, 407, 413, 429, 436, 440, 442, 461, 476, 484, 488, 499, 502, 541, 543, 549, 551, 575, 581, 601, 606, 617, 635, 639, 651, 653, 656, 665, 671, 688, 697, 700, 721, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 878, 879, 883, 887</p> <p>(Continued)</p>	<p>geographic sources in order to make inferences and generalizations, and draw conclusions.</p> <p>-Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</p> <p>-The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.</p> <p>-Geographic themes include:</p> <ul style="list-style-type: none"> • Location • Place Regions • Movement • Human-Environmental Interaction <p>(Continued) -Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations, and draw conclusions.</p>

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<p>(Continued) b) using geographic information to determine patterns and trends to understand world history;</p>	<p><i>21st Century Skills: Read Physical Maps, 973-974; Read Political Maps, 974-975; Read Special-Purpose Maps, 975-976; Use Parts of a Map, 977-978</i></p> <p><u>Topic Assessment (activities involving maps and spatial data):</u> Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (14. Interpret Thematic Maps), 252; (19. Locate Places and Regions), 253; Topic 12 Assessment (1. Locate Regions), 490; Topic 20 Assessment (13. Summarize and Locate Places), 846; Generalize, 965; Draw Inferences, 966-967; Draw Conclusions 967-968; Analyze Data and Models, 969-970; Read Charts, Graphs, and Tables, 970-971</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</i></p> <p>(Continued)</p>	<p>-Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. -The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment. -Geographic themes include:</p> <ul style="list-style-type: none"> • Location • Place Regions • Movement • Human-Environmental Interaction <p>(Continued) -Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations, and draw conclusions. -Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places</p>

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	<p><i>Social Studies Social Studies Core Concepts: History – How Do Historians Study History?; Historical Maps; Geography – Geography: Migration; Urbanization</i></p>	<p>and the environment for problem solving and historical understanding. -The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment. -Geographic themes include:</p> <ul style="list-style-type: none"> • Location • Place Regions • Movement • Human-Environmental Interaction
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;</p>	<p>SE/TE: Analyze Charts, 12, 17, 130, 132, 160, 167, 183, 192, 207, 242, 360, 366, 387, 415, 418, 419, 450, 454, 468, 473, 479, 505, 538, 546, 577, 623, 636, 663, 757, 767, 778, 786, 787, 842, 851, 858, 882; Analyze Data, 270, 289, 331, 648; Analyze Graphs, 405, 517, 710, 718, 754, 786, 875, 882, 903; Analyze Political Cartoons, 516, 524, 537, 554, 555, 559, 565, 571, 607, 637, 649, 661, 664, 708, 726, 739, 743; Analyze Timeline, 7, 20, 166, 740; Analyze Visuals, 213</p>	<p>-Interpretation begins with observation and collection of data to extract significant information embedded within data. -Interpretation involves determining relevant and irrelevant information in order to analyze characteristics such as change over time, patterns, and relationships.</p>

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	<p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Charts, Graphs, and Tables; Read Physical Maps; Read Political Maps; Analyze Political Cartoons; Use Parts of a Map; Analyze Images</p>	
<p>d) evaluating sources for accuracy, credibility, bias, and propaganda;</p>	<p>SE/TE: <u>Arguments and Starting Points for Position Papers on Major Events:</u> Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 10 Assessment (15. Identify the Contributions), 380; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (14. Identify the Characteristics), 588; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p>	<p>-It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions. -The context from the time period of the primary or secondary source can influence the information included. -Facts can be verified with evidence while opinions cannot. -Bias: partiality in favor of or against one thing, person, or group compared with another.</p>

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	<p><i>21st Century Skills:</i> Evaluate Existing Arguments, 981-982; Consider and Counter Opposing Arguments, 982; Participate in a Discussion or Debate, 983; Analyze Primary and Secondary Sources, 982-983; Compare Viewpoints, 983-984; Identify Bias, 984-985</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias</p>	
<p>e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;</p>	<p>SE/TE: Critical Thinking: Compare Points of View, 110, 421, 665, 706, 709, 716, 790, 800, 843, 885; Determine Point of View, 147, 511; Support a Point of View with Evidence, 434, 613; Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 10 Assessment (15. Identify the Contributions), 380</p> <p>Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 20</p>	<p>- The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>

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<p>(Continued) e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;</p>	<p>Assessment (4. Identify Examples), 844; (5. Identify Examples), 844; (14. Explain), 846; (15. Summarize Impact), 846; (16. Summarize the Reasons), 846; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p>Analyze Political Cartoons, 516, 524, 537, 554, 555, 559, 565, 571, 607, 637, 649, 661, 664, 708, 726, 739, 743</p> <p><i>21st Century Skills: Compare Viewpoints, 979-980; Identify Bias, 980-981; Evaluate Existing Arguments, 981-982; Consider and Counter Opposing Arguments, 982</i></p> <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</i></p> <p><i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; Cultural Diffusion and Change; Science and Technology; Economics – Economics Basics; Economic Process; Economic Systems; History – How Do Historians Study</i></p>	<p>(Continued) - The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>

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	History?; Historical Sources	
f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;	SE/TE: Persia’s Legacy, 37-38; Cultural Diversity, 63; Identify Steps in a Process, 141, 389, 396, 416, 421; Sequence Events, 72, 74, 257, 619, 679, 872; Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 260, 280, 285, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 434, 437, 441, 443, 447, 465, 474, 479, 481, 485, 501, 503, 509, 514, 515, 527, 529, 584, 586, 597, 603, 604, 609, 612, 614, 619, 621, 625, 630, 631, 633, 636, 638, 640, 649, 651, 654, 657, 666, 668, 672, 683, 685, 689, 692, 694, 696, 701, 706, 708, 712, 716, 720, 724, 730, 761, 777, 790, 805, 806, 820,	-A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). There can be multiple causes and effects. -An indirect cause-and-effect relationship usually takes time to establish. They are many times unforeseen, unplanned, or connected to the main causes and effects. -Explaining includes justifying why the evidence credibly supports the claim. -Diversity creates a variety of perspectives, contributions, and challenges. -Events that lead to conflict often have multiple causes and effects.

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	<p>822, 836, 843, 860, 863, 864, 865, 869, 872, 877, 879, 880, 883, 899, 904; Analyze Timeline, 7, 20, 166, 740; Migrations Increase Diversity, 248-249</p> <p><i>21st Century Skills:</i> Sequence, 959; Categorize, 960-961; Analyze Cause and Effect, 961-962</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Sequence; Categorize; Analyze Cause and Effect</p>	
g) analyzing multiple connections across time and place;	<p>SE/TE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 255, 307, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849; Sequence Events, 72, 74, 257, 619, 679, 872; Analyze Timeline, 7, 20, 166, 740; Apply Concepts, 8, 260, 283, 337, 339, 474, 798, 800, 885; Identify Patterns, 110, 112, 396, 405, 410, 503, 512, 704, 893; Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 260, 280, 285, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 434, 437,</p>	<p>-Analyzing includes identifying the important elements of a topic.</p> <p>-Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>-Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.</p>

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<p>(Continued) g) analyzing multiple connections across time and place;</p>	<p>441, 443, 447, 465, 474, 479, 481, 485, 501, 503, 509, 514, 515, 527, 529, 584, 586, 597, 603, 604, 609, 612, 614, 619, 621, 625, 630, 631, 633, 636, 638, 640, 649, 651, 654, 657, 666, 668, 672, 683, 685, 690, 692, 694, 696, 701, 706, 709, 712, 716, 720, 724, 730, 761, 777, 790, 805, 806, 820, 822, 836, 843, 860, 863, 864, 865, 869, 872, 877, 879, 880, 883, 899, 904</p> <p>(Continued) Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><i>21st Century Skills:</i> Sequence, 959; Categorize, 960-961; Analyze Cause and Effect, 961-962; Draw Inferences, 966-967</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Sequence; Categorize; Analyze Cause and Effect; Draw Inferences</p>	<p>(Continued) -Analyzing includes identifying the important elements of a topic. -Analytical thinking is further strengthened when connections are made between two or more topics. -Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.</p>

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<p>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;</p> <p>(Continued) h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;</p>	<p>SE/TE: Express Problems Clearly, 407, 830, 836, 865; Solve Problems, 115, 703</p> <p><u>Topic Assessment questions related to decision-making:</u> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 17 Assessment (10. Describe People's Participation), 732; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844</p> <p>(Continued) <i>Consider Citizen Participation:</i> Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 14 Assessment (7. Identify Influence and Describe Participation), 587; (8. Describe How People Participated), 587; (9. Describe People's Participation), 587; (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p><i>21st Century Skills:</i> Solve Problems, 985-986; Make Decisions, 986-987; Political Participation, 988; Voting, 988-989; Serving on a Jury, 989-990</p>	<p>-Decision-making models serve several purposes:</p> <ul style="list-style-type: none"> • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. <p>-Decision making involves determining relevant and irrelevant information. -Effective decision-making models:</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices; <p>(Continued)</p> <ul style="list-style-type: none"> • identify the costs and benefits of specific choices made. Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways. <p>-Decision-making models serve several purposes:</p> <ul style="list-style-type: none"> • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. <p>-Decision making involves determining relevant and irrelevant information. -Effective decision-making models:</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices; • identify the costs and benefits of

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	<p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Solve Problems; Make Decisions; Political Participation; Voting; Serving on a Jury</i></p>	<p>specific choices made. Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>
<p>i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and</p>	<p>SE/TE: The Early Roman Republic, 159–160; The United States Constitution, 910-922; France: The National Assembly, 471-473</p> <p><u>Topic Assessment questions related to research and using sources (examples):</u> Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 153; (7. Summarize Development), 154; Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587; Topic 18 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation), 770</p>	<p>-Plagiarism is the unauthorized use or theft of intellectual property -There are consequences of plagiarism according to the guidelines established by local school divisions and the law.</p>

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<p>(Continued) i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and</p>	<p><i>21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978-979; Avoid Plagiarism, 985; Being an Informed Citizen, 987; Political Participation, 988; Voting, 988-989; Serving on a Jury, 989-990; Paying Taxes, 990-991</i></p> <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Avoid Plagiarism; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury; Paying Taxes</i></p> <p><i>Social Studies Social Studies Core Concepts: Core Concepts: Government and Civics – Citizenship</i></p>	<p>(Continued) -Plagiarism is the unauthorized use or theft of intellectual property -There are consequences of plagiarism according to the guidelines established by local school divisions and the law.</p>

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<p>j) investigating and researching to develop products orally and in writing.</p>	<p>SE/TE: <u>Topic Assessment questions related to research and developing written and oral presentations:</u> (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p><i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 978-979; Interpret Sources, 968; Create Databases, 968-969; Compare Viewpoints, 979-980; Participate in a Discussion or Debate, 983; Give an Effective Presentation, 983-984; Write an Essay, 984</p>	<p>-Experiences in the classroom provide opportunities for students to read, think, speak, listen and write about social science content.</p> <p>-The skill of investigating involves acting like a detective: formulating questions and proactively setting out to try and answer the questions.</p> <p>-The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.</p> <p>-Students take more ownership over investigating and researching when able to choose the type of product to produce. -Student inquiry drives the design process. Specifically students:</p> <ul style="list-style-type: none"> • Formulate a question to investigate; • Create a goal/hypothesis; • Conduct research and collaborate with teacher and peers; • Revisit and revise goal/hypothesis, if necessary; • Create product; and • Write a reflection on the process

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<p>(Continued) j) investigating and researching to develop products orally and in writing.</p>	<p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Interpret Sources; Create Databases; Compare Viewpoints; Participate in a Discussion or Debate; Give an Effective Presentation; Write an Essay</i></p> <p><i>Social Studies Social Studies Core Concepts: History – How Do Historians Study History?; Historical Sources</i></p>	<p>involved to arrive at product.</p> <p>(Continued) -Experiences in the classroom provide opportunities for students to read, think, speak, listen and write about social science content. -The skill of investigating involves acting like a detective: formulating questions and proactively setting out to try and answer the questions. -The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating. -Students take more ownership over investigating and researching when able to choose the type of product to produce. -Student inquiry drives the design process. Specifically students: <ul style="list-style-type: none"> • Formulate a question to investigate; • Create a goal/hypothesis; • Conduct research and collaborate with teacher and peers; • Revisit and revise goal/hypothesis, if necessary; • Create product; and • Write a reflection on the process involved to arrive at product. </p>
<p>Human Origins and Early Civilizations, Prehistory to 1000 b.c. (b.c.e.)</p>		

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WHI.2 The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by		
a) explaining the impact of geographic environment on hunter-gatherer societies;	<p>SE/TE: Map: Migrations of Homo-sapiens, 8; Strategies for Survival, 10; Farming Begins a New Stone Age, 10-11</p> <p>Topic 1 Assessment (1. Identify Major Causes of Events), 20</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Science and Technology; Geography – Environment and Resources; Land Use; People's Impact on the Environment; Migration</p>	-Life in early hunter-gatherer societies was shaped by their physical environment.
b) describing characteristics of hunter-gatherer societies, including their use of tools and fire;	SE/TE: Early Hominid Groups, 7; Old Stone Age Skills and Beliefs, 9-10; Farming Begins a New Stone Age, 10-	- Early human societies, through the development of culture, began the process of overcoming the limits set by

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	<p>11; Dramatic Change with the Neolithic Revolution, 11-13; Civilizations Change, 18-19; Topic 1 Assessment (14. Analyze the Influence of Geographic Factors), 23 From Nomads to Farmers, 66</p> <p>Topic 1 Assessment (5. Identify Changes), 20</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – Cultural Diffusion and Change; Science and Technology; Geography – Land Use; Migration</i></p>	<p>the physical environment.</p>
<p>c) analyzing how technological and social developments gave rise to sedentary communities; and</p> <p>(Continued) c) analyzing how technological and social developments gave rise to sedentary communities; and</p>	<p>SE/TE: The Neolithic Revolution, 10–13</p> <p>Topic 1 Assessment (5. Identify Changes), 20; Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 1 Assessment (8. Describe Major Effects), 21; Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22</p> <p>(Continued) <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: History – Archaeology and Other Sources; Culture – Science and Technology; Geography – Environment</i></p>	<p>- The beginning of agriculture, including permanent settlements, was a major step in the advancement of human social organization.</p> <p>(Continued) - The beginning of agriculture, including permanent settlements, was a major step in the advancement of human social organization.</p>

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	and Resources; Land Use; People's Impact on the Environment; Migration	
d) analyzing how archaeological discoveries are changing current understanding of early societies.	<p>SE/TE: Learning About Our Past, 4–8</p> <p>Topic 1 Assessment (2. Identify Characteristics of Civilizations), 20; (3. Identify and Describe Major Causes of Events), 20</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> History – Archaeology and Other Sources; Culture – Science and Technology; Geography – Environment and Resources; Land Use; People's Impact on the Environment; Migration</p>	- Archaeologists continue to find and interpret evidence of early humans and their lives.
WHI.3 The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by		
a) locating these civilizations in time and place and describing their major geographic features;	<p>SE/TE: Geography of the Fertile Crescent, 26–27; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Maps: River Valley Civilizations, 15, 21; Sumer and the Fertile Crescent, 27; Assyrian Empire, 35; Persian Empire,</p>	<p>-During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.</p> <p>-River valleys provided water and rich soil for crops</p>

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<p>(Continued) a) locating these civilizations in time and place and describing their major geographic features;</p>	<p>36; Canaan, Mesopotamia, and Egypt, 41; Ancient Egypt, 47; New Kingdom, 49; The Indian Subcontinent, 63</p> <p>Topic 1 Assessment (6. Locate Regions and Places), 21; (13. Interpret Maps to Explain Geography), 22; (14. Analyze the Influence of Geographic Factors), 23; Topic 2 Assessment (1. Identify and Describe Major Events), 56; (2. Analyze the Influences of Human and Physical Geographic Factors), 56; Topic 3 Assessment (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; (6. Analyze the Influence), 96; (14. Describe Major Effects), 98</p> <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People's Impact on the Environment; Migration</p>	<p>(Continued) -During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent. -River valleys provided water and rich soil for crops</p>
<p>b) describing the development of</p>	<p>SE/TE: Civilization Begins, 14–19; A</p>	<p>-River valleys were the “Cradles of</p>

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<p>social, political, and economic patterns, including slavery;</p> <p>(Continued) b) describing the development of social, political, and economic patterns, including slavery;</p>	<p>Civilization Emerges in Sumer, 26–31; Empires in Mesopotamia, 32–39; Egyptian Civilization, 46–55; Early Civilization South Asia, 62–68; Ancient Civilization in China, 81–88 Topic 1 Assessment (14. Analyze the Influence of Geographic Factors), 23; (16. Identify the Characteristics of Political Systems), 23; Topic 2 Assessment (1. Identify and Describe Major Events), 56; (5. Identify and Describe Major Events), 56; (9. Identify the Characteristics of Monarchies and Theocracies), 56; (10. Explain the Development of Government), 57; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97</p> <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials: Analyze Cause and Effect; Develop Cultural Awareness</i></p> <p><i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; Cultural Diffusion and Change; Science and Technology; History – How Do Historians Study History?; Measuring Time</i></p>	<p>Civilization.” Early civilizations made major contributions to social, political, and economic development.</p> <p>(Continued) -River valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic development.</p>
<p>c) explaining the development and</p>	<p>SE/TE: Religious Beliefs, 29; The</p>	<p>- Religion was a major part of life in all</p>

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<p>interactions of religious traditions;</p> <p>(Continued) c) explaining the development and interactions of religious traditions;</p>	<p>Hebrews and the Origins of Judaism, 40–45; Religion Shapes Ancient Egyptian Life, 50–52; The Aryan Religion, 66–67; The Origins of Hinduism and Buddhism, 69–74; Two Major Belief Systems Take Root, 85–87</p> <p>Topic 1 Assessment (15. Identify the Characteristics of Theocracies), 23; Topic 2 Assessment (11. Describe the Development of Monotheism), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; (18. Identify Examples), 58; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (5. Identify Examples of Religious Influence), 96</p> <p>(Continued) <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Religion</i></p> <p><i>Interactive Primary Sources: Psalm 23; The Quran</i></p>	<p>early civilizations</p> <p>(Continued) - Religion was a major part of life in all early civilizations</p>
<p>d) describing the origins, beliefs, traditions, customs, and spread of Judaism; and</p>	<p>SE/TE: The Hebrews and the Origins of Judaism, 40–45</p> <p>Topic 2 Assessment (8. Describe the Development of Major Religions), 56; (11. Describe the Development of Monotheism) 57; Topic 6 Assessment</p>	<p>- Monotheism, of attributed to Abraham, became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.</p>

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	(11. Describe Historical Origins), 186 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts: Religion</i>	
e) explaining the development of language and writing.	SE/TE: Sumerian Writing, 29-30; Phoenician Contributions, 38-39; Egyptian Writing, 53; The Chinese Develop a System of Writing, 88 Topic 1 Assessment (12. Describe the Major Effects), 22 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts: Culture – Language</i>	-Language and writing were important cultural innovations because they facilitated the preservation and spread of knowledge.
Classical Civilizations and Rise of Religious Traditions, 1000 b.c. (b.c.e.) to 500 a.d. (c.e.)		
WHI.4 The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by		
a) locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;	SE/TE: Rise of the Persian Empire, 36-38 Topic 2 Assessment (5. Identify and	-Built on Indus, Mesopotamian, and Nile River civilizations, Persia developed the largest empire in the world. -Zoroastrianism was the main Persian

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	Describe Major Events), 56; (6. Explain How Major Civilizations Influenced Developments), 56 <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map <i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps	religion, although other religions were tolerated.
b) locating India in time and place, including its origins, early development, and the debate over the Aryan migrations;	SE/TE: Early Civilization in South Asia, 62–68 <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map <i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps	- Classical Indian civilization began in the Indus River Valley, spread to the Ganges River Valley, and then spread throughout the Indian subcontinent. This spread continued with little interruption because of the geographic location. - Historians are divided over whether migrations occurred or whether Indian civilization grew from within, but agree that Harappan civilization and the Vedic period shaped Indian society.
c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;	SE/TE: Hindu Beliefs Develop, 69–70; The Caste System Shapes India, 71; Assessment, 74 Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (5. Identify Examples of Religious Influence), 96	-Hinduism was a major cultural product of classical India -Hinduism influenced Indian society and culture and is still practiced in India today.

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	<p><u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts: Culture – Religion</i></p>	
<p>d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;</p>	<p>SE/TE: The Buddha’s Key Teachings, 71–72; Buddhism Spreads, 72–74; Asoka Governs by Examples, 76</p> <p>Topic 3 Assessment (7. Describe the Spread), 97; (9. Describe the Development of Major World Religions), 97; (12. Describe the Major Religions), 98</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts: Culture – Religion; Cultural Diffusion and Change</i></p>	<p>- Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal. -Buddhism was strengthened as a major faith when Asoka sent missionaries throughout Asia.</p>
<p>e) locating China in time and place, including the development of an empire and the construction of the Great Wall; and f) describing the impact of Confucianism, Taoism, and Buddhism.</p>	<p>SE/TE: Ancient Civilization in China, 81–88; Strong Rulers Unite China, 89–95; Buddhism Spreads to China, 95</p> <p>Topic 3 Assessment (6. Analyze the Influence), 96; Topic 3 Assessment (4. Describe Historical Origins and Central Ideas), 96; (12. Describe the Major</p>	<p>-Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the north. The Great Wall was built for China’s protection. -Confucianism and Taoism are among the major products of Chinese civilization</p>

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<p>(Continued) e) locating China in time and place, including the development of an empire and the construction of the Great Wall; and f) describing the impact of Confucianism, Taoism, and Buddhism.</p>	<p>Religious), 98; (13. Summarize the Institutions), 98</p> <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Measuring Time; Historical Maps; Culture – Religion; Cultural Diffusion and Change</p>	<p>(Continued) -Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the north. The Great Wall was built for China’s protection. -Confucianism and Taoism are among the major products of Chinese civilization</p>
<p>WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by</p>		
<p>a) locating Greek civilizations in time and place and describing their major geographic features;</p>	<p>SE/TE: Language and Culture, 30; A Crossroads Location, 126-127; Analyze Charts, 130; Geography Shapes Greek City-States, 131-133; Maps: Persian Wars, 139, 153; Empire of Alexander the Great, 149</p> <p>Topic 5 Assessment (1. Identify Major Causes and Describe Effects of Events), 153</p> <p><u>Digital Resources:</u></p>	<p>-The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization. -Classical Greek civilizations emerged after the river valley civilizations. Greece became the first major civilization of Europe.</p>

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	<p><i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Measuring Time; Historical Maps; Culture –Cultural Diffusion and Change</p>	
<p>b) describing the social and religious structure of ancient Greece;</p>	<p>SE/TE: Early Greece, 126–130; Geography Shapes Greek City-Shapes, 131-133; Discipline and Warfare in Sparta, 133; Democracy Evolves in Athens, 134-136; Myths and Beliefs, 137; Legacy of Greek Myths, 137; Assessment (3. Draw Conclusions), 141; The Greek Legacy, 152</p> <p>Topic 5 Assessment (2. Describe Major Influences), 153; (3. Identify Characteristics), 153; (13. Explain Development), 155</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; Cultural Diffusion and Change</p> <p><i>Interactive Primary Sources:</i> The Republic, Plato; Politics, Aristotle</p>	<p>-Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece. -Many of Western civilization’s symbols, metaphors, words, and idealized images come from ancient Greek mythology.</p> <p>-Greek society consisted of men, women, and slaves with defined roles.</p>

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<p>c) describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;</p>	<p>SE/TE: Discipline and Warfare in Sparta, 133-134; Democracy Evolves in Athens, 134-136</p> <p>Topic 5 Assessment (4. Identify Characteristics), 153; (5. Describe Rights and Analyze Information), 153</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Foundations of Government; Political Systems; Political Structures; Citizenship</i></p> <p><i>Interactive Primary Sources: The Republic, Plato; Politics, Aristotle</i></p>	<p>-Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became an inspiration for modern democracies.</p> <p>-Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).</p>
<p>d) evaluating the political and economic development of Greece, with emphasis on the Persian and Peloponnesian wars;</p>	<p>SE/TE: Greek Wars with Persia, 138-139; Pericles, Democracy, and War, 139-141; Hellenistic Arts and Sciences, 150-152</p> <p>Topic 5 Assessment (14. Locate Places and Regions), 155</p> <p><u>Digital Resources:</u></p>	<p>-The Greeks defeated the Persian empire and preserved their political independence.</p> <p>-Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.</p> <p>-The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the</p>

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	<p><i>Social Studies Social Studies Core Concepts: History – Measuring Time; Historical Maps</i></p> <p><i>Interactive Primary Sources: The Republic, Plato; Politics, Aristotle</i></p>	Mediterranean and Black seas.
<p>e) evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and</p> <p>f) citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.</p>	<p>SE/TE: Greek Thinkers, Artists, and Writers, 142–147; Alexander the Great and the Legacy of Greece, 148–152</p> <p>Topic 5 Assessment (8. Analyze Architecture), 154; (9. Identify the Contribution of Scientists; Interpret Written Presentations), 154; (10. Identify the Origin and Diffusion of Major Ideas), 154; (11. Identify Contributions of Scientists), 154</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Cultural Diffusion and Change</i></p> <p><i>Interactive Primary Sources: The Republic, Plato; Politics, Aristotle</i></p>	-Athenian culture during the classical era became one of the foundation stones of Western civilization.

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WHI.6 The student will apply social science skills to understand ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by		
<p>a) locating Roman civilizations in time and place and describing their major geographic features;</p>	<p>SE/TE: The Italian Peninsula, 158; Early Settlements in Italy, 158–159; Map: Ancient Italy, 159; Division of the Roman Empire, 169</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Measuring Time; Historical Maps; Culture –Cultural Diffusion and Change</p>	<p>-The Italian peninsula was protected by the sea and the arc of the Alps mountains. -After the collapse of Alexander the Great’s empire, Rome gradually emerged as the dominant civilization around the Mediterranean and in Europe.</p>

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<p>b) describing the social and religious structure of ancient Rome;</p>	<p>SE/TE: The Greek Legacy, 152; The Early Roman Republic, 159–160; Roman Society, 160–161</p> <p>Topic 6 Assessment (1. Identify Characteristics), 185; (2. Describe Major Effects of Events), 185; (3. Describe the Responsibilities of Citizens and Noncitizens), 185; (5. Describe a Major Cultural Influence), 185</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; Cultural Diffusion and Change</p>	<p>-Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art. -Many of Western civilization’s symbols, metaphors, words, and idealized images come from ancient Roman mythology.</p>
<p>c) describing the social structure and cultural development of the Roman Republic;</p> <p>(Continued) c) describing the social structure and cultural development of the</p>	<p>SE/TE: The Early Roman Republic, 159–160; Roman Society, 160–161; The Roman Republic Expands, 161–162; Roman Achievements in Science and Engineering, 175–176</p> <p>Topic 6 Assessment (1. Identify Characteristics), 185; (2. Describe Major Effects of Events), 185; (3. Describe the Responsibilities of Citizens and Noncitizens), 185; (10. Summarize Fundamental Ideas and Institutions), 186</p> <p>(Continued) <u>Digital Resources:</u></p>	<p>-Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation model of for modern democracy. -Conquests and trade spread Roman cultural and technological achievements throughout the Empire. -Western civilization was influenced by the cultural achievements of ancient Rome.</p> <p>(Continued)</p>

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Roman Republic;	<i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Cultural Diffusion and Change</i>	<ul style="list-style-type: none"> -Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation model of for modern democracy. -Conquests and trade spread Roman cultural and technological achievements throughout the Empire. -Western civilization was influenced by the cultural achievements of ancient Rome.
d) describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;	<p>SE/TE: Empire Building Through Conquest, 163–165; The Roman Republic Declines, 165–166</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Political Structures</i></p>	-After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.
e) describing and evaluating the political structure of the Roman	SE/TE: The Roman Empire, 166–168; The Legacy of Rome, 173–177	-The Roman Republic, in the face of changing social and economic

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<p>Empire under the rule of Augustus Caesar; f) assessing the economic structure of Rome, Rome’s imperial conquests, and the Pax Romana; and</p>	<p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Political Structures</i></p>	<p>conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.</p>
<p>g) evaluating the fall of the Western Roman Empire and the Germanic invasions.</p>	<p>SE/TE: Rome Faces Invasions, 169–170; Why Did Rome Fall? 170–171; Economic Causes, 171–172</p> <p>Topic 6 Assessment (12. Explain Impacts), 186; (14. Compare the Factors), 186; (15. Describe Major Effects of Events), 186</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – Cultural Diffusion and Change</i></p>	<p>-Over a 300 year period, the western part of the Roman Empire steadily declined because of internal and external problems.</p>
<p>WHI.7 The student will apply social science skills to understand the development of Christianity by</p>		
<p>a) describing the origins, beliefs, traditions, customs, and spread of</p>	<p>SE/TE: The Origins of Christianity, 178–184</p>	<p>-The followers of Jesus spread Christianity throughout the Roman</p>

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Christianity in time and place;	<p>Topic 6 Assessment (4. Describe Central Ideas and Major Religious/ Philosophical Influences), 185; Topic 7 Assessment (3. Identify Major Causes), 251</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – Religion; Cultural Diffusion and Change</i></p> <p><i>Interactive Primary Sources: Psalm 23</i></p>	Empire presenting a powerful challenge to Roman polytheism.
b) explaining the unifying role of the Church in Europe after the collapse of Rome; and	<p>SE/TE: Rome Embraces Christianity, 182; The Growth of the Christian Church, 182-184; The Medieval Christian Church, 203–210</p> <p>Topic 7 Assessment (3. Identify Major Causes), 251; (5. Explain the Development), 251; (11. Explain Development), 252</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – Religion; Cultural Diffusion and Change</i></p> <p><i>Interactive Primary Sources: Psalm 23</i></p>	-As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.
c) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.	<p>SE/TE: Christianity Spreads, 181–182; The Growth of the Christian Church, 182–184</p> <p>Topic 7 Assessment (3. Identify Major</p>	-During the Middle Ages, the Pope crowned the Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the

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	Causes), 251 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts: Culture – Religion; Cultural Diffusion and Change</i> <i>Interactive Primary Sources: Psalm 23</i>	people.
Postclassical Civilizations, 300 to 1000 a.d. (c.e.)		
WHI.8 The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 a.d. (c.e.) by		
a) explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place;	SE/TE: The Roman Empire Splits, 168–169; The Byzantine Empire Thrives, 190–191; The Age of Justinian, 191–193 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts: Geography – Environment and Resources; Land Use; Urbanization; Culture – Religion; Cultural Diffusion and Change</i>	-The capital of the Eastern Roman Empire was established at Constantinople to provide political, economic, and military advantages.
b) describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy;	SE/TE: The Age of Justinian, 191–193; Assessment: Identify, 197 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts: Government and Civics –</i>	-Through his codification of Roman law, Justinian provided the basis for the law codes of Western Europe. -Although Justinian reconquered territory, the costs of his wars and the first appearance of the Bubonic plague

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	Foundations of Government; Economics – Economics Basics	left the Byzantine Empire weakened.
c) characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions;	SE/TE: Hagia Sophia, 191-192; The Byzantine Heritage, 235-237 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts:</i> Culture – What Is Culture? The Arts; Cultural Diffusion and Change	-Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and of architecture. -Greek and Roman traditions were preserved in the Byzantine Empire.
d) explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and	SE/TE: The Christian Church Is Divided, 209–210 Topic 7 Assessment (4. Explain Characteristics), 251 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts:</i> Culture – Religion	-The cultural and political differences between the Eastern and Western Roman Empires weakened the unity of the Christian Church and led to its division.
e) analyzing and explaining the influence of Byzantine culture on Eastern Europe.	SE/TE: The Byzantine Empire Thrives, 190–191; The Age of Justinian, 191–193; Orthodox Christianity as a Unifying Force, 210; The Byzantine Heritage, 237 Topic 7 Assessment (5. Explain the Development), 251 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i>	-Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.

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	<i>Concepts:</i> Culture – What Is Culture? The Arts; Cultural Diffusion and Change	
WHI.9 The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 a.d. (c.e.) by		
a) describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi’a division and the Battle of Tours;	<p>SE/TE: The Origins of Islam, 256-260; A Muslim Empire, 261-268</p> <p>Topic 8 Assessment (3. Describe the Spread), 303; (4. Explain Influences), 303; (6. Describe the Spread and Explain the Impact), 303</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – What Is Culture? The Arts; Religion; Cultural Diffusion and Change</p> <p><i>Interactive Primary Sources:</i> Travels, Ibn Battuta</p>	<p>-The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.</p> <p>-Muhammad and his followers spread Islam.</p> <p>-Islamic traditions and customs practices developed over centuries and created a distinctive Muslim culture.</p> <p>-Major historical turning points marked the spread and influence of Islamic civilization.</p>
b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and	<p>SE/TE: A Muslim Empire, 261-268; Spreading Products and Ideas, 270; Muslim Analyze Data: Trade by the Numbers, 270; An Emphasis on Knowledge, 273-275; The Ottoman and Safavid Empires, 276-280</p> <p>Topic 8 Assessment (5. Identify Major Causes and Effects), 303; (6. Describe the Spread and Explain the Impact), 303; (7. Explain the Impact), 303; (9. Analyze How Trade Facilitated the Spread), 304; (12. Identify the Origin and Diffusion of Major ideas), 304</p>	<p>-In the first three centuries after Muhammad’s death, Muslim rule expanded rapidly, overcoming geographic barriers, and facilitated by weakened political empires.</p> <p>-Political unity and the Arabic language facilitated trade and stimulated intellectual activity</p>

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	<p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture? The Arts; Religion; Cultural Diffusion and Change</i></p> <p><i>Interactive Primary Sources: Travels, Ibn Battuta</i></p>	
<p>c) explaining the cultural and scientific contributions and achievements of Islamic civilization.</p>	<p>SE/TE: Achievements of Muslim Civilization, 269-275; Literature and the Arts, 278; A Center of Art and Trade, 279</p> <p>Topic 8 Assessment (13. Identify the Origin and the Diffusion of Major ideas), 304; (15. Identify Major Causes), 304</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture? The Arts; Religion; Cultural Diffusion and Change; Science and Technology</i></p> <p><i>Interactive Primary Sources: Travels, Ibn Battuta</i></p>	<p>- Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and had a major global impact</p>

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<p>WHI.10 The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 a.d. (c.e.) in terms of its impact on Western civilization by</p>		
<p>a) locating and describing the societies of Western Europe during the Middle Ages in time and place;</p> <p>(Continued) a) locating and describing the societies of Western Europe during the Middle Ages in time and place;</p>	<p>SE/TE: The Early Middle Ages, 190–197; Feudalism and the Manor Economy, 198–202; The Medieval Christian Church, 203–210; Economic Expansion and Change, 211–220; The Feudal Monarchs and the Church, 221–230; Learning Literature and Arts of the Middle Ages, 231–237; The Late Middle Ages, 238–242; Topic Assessment, 251–253</p> <p>(Continued) <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?; Measuring Time; Historical Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change; Science and Technology</p>	<p>-After the collapse of the Western Roman Empire, Germanic and Scandinavian kingdoms emerged as powerful forces. -Germanic civilization was influenced by various cultural forces as they established themselves in Europe.</p> <p>(Continued) -After the collapse of the Western Roman Empire, Germanic and Scandinavian kingdoms emerged as powerful forces. -Germanic civilization was influenced by various cultural forces as they established themselves in Europe.</p>
<p>b) describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne;</p>	<p>SE/TE: Changes in Western Europe, 193–194; Germanic Kingdoms, 194; Charlemagne Builds an Empire, 195–196</p> <p>Topic 7 Assessment (8. Analyze Examples), 252; (9. Identify Characteristics), 252</p>	<p>-Frankish kings used military power to expand their territory. -The alliance between Frankish kings and the Church increased papal authority and influence in Western Europe.</p>

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	<p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?; Measuring Time; Historical Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change; Science and Technology</p>	
c) explaining the social, religious, and cultural development of the Magyars and Anglo-Saxons;	<p>SE/TE: New Invasions POUND Europe, 196–197; Anglo-Saxons, 195, 222</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?; Measuring Time; Historical Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change; Science and Technology</p>	- Invasions by Angles, Saxons, and Magyars disrupted the social, economic, and political order of Europe.
d) describing the social, religious, and cultural patterns of the Vikings; and	<p>SE/TE: Vikings Raids from the North, 197</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians</p>	-Invasions by Vikings disrupted the social, economic, and political order of Europe.

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	Study History?; Historical Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change; Science and Technology	
e) evaluating and explaining the development of feudalism and the manor system.	<p>SE/TE: Feudalism and the Manor Economy, 198–202</p> <p>Topic 7 Assessment (1. Describe Characteristics), 251; (6. Describe Characteristics and Factors), 251</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Economics – Economics Basics; Economic Systems; Culture – Families and Societies</i></p>	- The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection.

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Regional Interactions, 1000 to 1500 a.d. (c.e.)		
WHI.11 The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by		
a) locating and explaining major global and regional trade routes;	<p>SE/TE: Trade Expands and Towns Grow, 212-213; Trade in the Muslim World, 269-270; Trade Grows Across the Sahara, 286-287; Analyze Maps, 287; Trading States of East Africa, 292-297; Analyze Maps, 293; Song Dynasty: The Growth of Trade, 316-317; Marco Polo Describes China, 323; Chinese Fleets Explore the Seas, 326-327; A Booming Economy, 338-339; Trade in the Southern Seas, 341-342</p> <p>Topic 8 Assessment (16. Explain the Impact), 304; Topic 9 Assessment (1. Summarize Developments), 346; (2. Summarize Developments), 346; (3. Analyze Facilitation), 346; (9. Identify Major</p>	- During the medieval period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.

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	Causes and Effects), 346 <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map; <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade; Culture – Cultural Diffusion and Change	
b) explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;	SE/TE: Golden Ages in China: Tang and Song Dynasties, 314-320; The Mongol Empire and Ming China, 321-327; Korea and Its Traditions, 328-331; The Island King of Japan, 332-340; The Many Cultures of Southeast Asia, 341-345 Topic 9 Assessment (1. Summarize Developments), 346; (5. Identify the Origin and Diffusion), 346 <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade; Culture – Cultural Diffusion and Change; Science and Technology	-Regional trade networks and long-distance trade routes in Asia aided the diffusion and exchange of technology and culture
c) explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; and	SE/TE: The Buddha’s Key Teachings, 71-72; Buddhism Spreads, 72-74; Japan’s Geography, 332-333; Shinto: A Religion of Nature, 333-334; Chinese Influence in Japan, 334-335; Shintoism, 336; Indian Influence Increases, 342	- Japanese cultural development was influenced by proximity to China. -Shinto and Buddhism coexisted as religious traditions in the Japanese culture.

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	<u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> Concepts: Culture – Religion; Cultural Diffusion and Change <i>Interactive Primary Sources:</i> Analects, Confucius	
d) evaluating the impact of the Mongol Empire throughout Asia.	SE/TE: The Mongol Empire and Ming China, 321-327 Topic 9 Assessment (6. Identify Major Effects), 346; (7. Summarize the Changes), 346 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> Concepts: Culture – Cultural Diffusion and Change	-Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.
WHI.12 The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by		
a) locating early civilizations and kingdoms in time and place and describing major geographic features;	SE/TE: The Geography of Africa, 281-282; Migration of People and Ideas, 282-283; Maps: Islam, Christianity and Judaism in North Africa, 284; African Kingdoms and Trading States, 287; Ghana, 287-288; Songhai, 289-290; Small Societies and Kingdoms of West Africa, 290-291; Kingdom of Axum, 293; Ethiopia, 293-294; City-States of East Africa, 294-296 <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read	- African civilizations developed in sub-Saharan west and east Africa.

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<p>(Continued) a) locating early civilizations and kingdoms in time and place and describing major geographic features;</p>	<p>Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p>(Continued) <i>Social Studies Social Studies Core Concepts:</i> History – Measuring Time; Historical Maps; Culture – Cultural Diffusion and Change</p>	<p>(Continued) - African civilizations developed in sub-Saharan west and east Africa.</p>
<p>b) explaining the development of social, political, economic, religious, and cultural patterns in each region; and</p>	<p>SE/TE: Early Civilizations of Africa, 281-285; Kingdoms of West Africa, 286-291; Trading States of East Africa, 292-297; Diverse Peoples and Traditions in Africa, 298-302</p> <p>Topic 8 Assessment (8. Identify Major Causes and Effects), 303; (9. Analyze How Trade Facilitated the Spread), 304</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?; Historical Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change; Science and Technology</p>	<p>-Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere. -States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southeastern Africa.</p>
<p>c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.</p>	<p>SE/TE: Trade Grows Across the Sahara, 286-287</p> <p>Topic 8 Assessment (9. Analyze How</p>	<p>-The expanding economies of European states stimulated increased trade and a desire for exploration.</p>

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<p>(Continued) c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.</p>	<p>Trade Facilitated the Spread), 304; (10. Describe the Interactions), 304</p> <p>(Continued) <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade; Culture – Cultural Diffusion and Change; Science and Technology</p>	<p>(Continued) -The expanding economies of European states stimulated increased trade and a desire for exploration.</p>
<p>WHI.13 The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by</p>		
<p>a) locating early civilizations in time and place and describing major geographic features;</p> <p>b) explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and</p>	<p>SE/TE: Civilizations of Middle America, 102–110; Adapting to New Environments, 103; Farming Begins, 103; Farming Methods, 105; World of the Incas, 111-115; Maps: Civilizations of Mesoamerica, 103; Cities of the Maya Realm, 105</p> <p>Topic 4: Topic Assessment, 121–123; Assessment (4. Compare Major Cultural Developments); (7. Create and Interpret Thematic Maps), 122; (12. Compare Social Developments); (13. Interpret Thematic Maps and Compare Political Developments), 123</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?; Historical Maps; Culture – What Is Culture?; Religion; The Arts;</p>	<p>-The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.</p>

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	Cultural Diffusion and Change; Science and Technology	
c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.	<p>SE/TE: First Encounters, 397-398; Cortés Conquers the Aztecs, 398-399; The Incan Empire and Beyond, 400-401</p> <p>Topic 11 Assessment (3. Identify and Analyze Major Causes and Explain the Impact), 422; (4. Describe Major Effects and Explain the Impact), 422</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade; Culture – Cultural Diffusion and Change; Science and Technology</p> <p><i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas</p>	- The expanding economies of European states stimulated increased trade and a desire for exploration.
WHI.14 The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by		
a) describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each; (Continued)	<p>SE/TE: The Feudal Monarchs and the Church, 221–230; Russia and Eastern Europe, 243-250</p> <p>Topic 7 Assessment (9. Identify Characteristics), 252; (10. Identify Impact), 252; (14. Interpret Thematic Maps), 252; (23. Create Presentations), 253</p>	-European monarchies consolidated their power in the high and late medieval period.

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a) describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;	(Continued) <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Foundations of Government; Political Systems; Political Structures</i>	(Continued) -European monarchies consolidated their power in the high and late medieval period.
b) explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;	SE/TE: The Crusades, 216–218; The Effects of the Crusades, 218–219; The Reconquista, 219–220; The Feudal Monarchs and the Church, 221–230; The Ottomans Conquer Constantinople, 276 Topic 7 Assessment (16. Describe Interactions), 252; (19. Locate Places and Regions), 253; (21. Analyze Information), 253 <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Religion; Cultural Diffusion and Change</i>	-The Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims. -Ottoman Turks conquered the Byzantine Empire.
c) explaining patterns of crisis and recovery related to the Black Death (bubonic plague); and	SE/TE: The Black Death Spreads Across Europe, 238-239; Assessment: Recognize Cause and Effect, 242	-In the fourteenth century, the Black Death (Bubonic plague) decimated the population of much of Asia and then the population of much of Europe.

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	<u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> Concepts: Geography – Population; Migration	
d) evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.	SE: Centers of Learning, 205; Women and Education, 232-233; Learning for Children, 233; New Knowledge Reaches Europe, 233-234; Renaissance Humanism, 351 Topic 8 Assessment (12. Identify the Origin and Diffusion of Major ideas), 304; Topic 10 Assessment (1. Identify Examples), 379 <u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> Concepts: Culture – What Is Culture?; Language; Religion; The Arts; Cultural Diffusion and Change; Science and Technology	- Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.
WHI.15 The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by		
a) determining the economic and cultural foundations of the Italian	SE/TE: The Italian Renaissance, 350-356	- Italy was the most commercially advanced, urbanized, literate area of

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Renaissance;	<p>Topic 10 Assessment (2. Identify Major Causes), 379; (3. Identify Examples), 379; (7. Describe Major Effects), 379</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Language; Religion; The Arts; Cultural Diffusion and Change; Science and Technology</i></p>	<p>high and later medieval Europe. -The remains of ancient Rome were most visible in Italy. -Italy’s wealth, literacy, and pride in the Roman past provided the foundations of the Italian Renaissance.</p>
b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli’s theory of governing as described in The Prince;	<p>SE/TE: The Renaissance Begins in Europe, 352–353; New Books Reflect Renaissance Times, 355–356</p> <p>Topic 10 Assessment (6. Analyze Examples), 379; (7. Describe Major Effects), 379</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Foundations of Government; Political Systems; Political Structures</i></p>	<p>-Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders. Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.</p>
c) citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and	<p>SE/TE: The Italian Renaissance, 350-356; The Renaissance in Northern Europe, 357-361; also see: Learning, Literature, and the Arts of the Middle Ages, 231–237</p>	<p>- The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works that glorified city-</p>

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Virginia Standards of Learning World History and Geography	World History Survey Edition, ©2016	World History and Geography to 1500 A.D. Curriculum Framework Essential Understandings
	<p>Topic 10 Assessment (3. Identify Examples), 379</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Language; Religion; The Arts; Cultural Diffusion and Change; Science and Technology</i></p>	<p>states in northern Italy. Education became increasingly secular.</p>
<p>d) comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.</p>	<p>SE/TE: The Italian Renaissance, 350-356; The Renaissance in Northern Europe, 357-361; Assessment: Compare, 361</p> <p>Topic 10 Assessment (1. Identify Examples), 379; (6. Analyze Examples), 379; (12. Explain the Impact), 379</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Language; Religion; The Arts; Cultural Diffusion and Change</i></p>	<p>-With the rise of trade, travel, and literacy, the Italian Renaissance spread to northern Europe. As people of the North adopted the ideas of the Italian Renaissance, they transformed them to suit their circumstances.</p>