

CORRELATION OF

DoDEA SOCIAL STUDIES STANDARDS

AND

ADVENTURES IN TIME AND PLACE

Grade 6

McGRAW-HILL

SCHOOL DIVISION

Grade Six

Ancient and Medieval Civilizations

SS1—Citizenship

- Analyze the role of dissent and related forms of citizen actions as efforts to change public policy.
- Identify roles and responsibilities of citizens throughout history.

Chapter 4, Lesson 2: pp. 74-81

Describe the pharaoh's central role in Egyptian development and life.

Activities:

- p. 78: Curriculum Connection (Spelling)—Create mnemonic aids to help spell words. (Language Arts)—Use the dictionary to find the etymology of words such as *scribe* in order to link them to other familiar words. Ex: “scribe”: from Latin *scribere*, “to write”: other words--*script*, *describe*.
- p. 78: Curriculum Connection (Science)—Research and illustrate how Egyptians made paper from papyrus.
- p. 80: Curriculum Connection (Math)—Solve math problems using information about the weight of the pyramids.
- p. 81: Meeting Individual Needs—Design a tour of the Old Kingdom for a travel agency. Create “A Gallery of Egyptian Gods” showing how they were pictured and their roles.

Chapter 5, Lesson 2: pp. 108-115

Explain how Hammurabi's rise helped Babylon gain power.

Activities:

- p. 113: Citizenship (Language Arts)—Rewrite the laws of Hammurabi as they might appear in the American justice system. Contrast the American way of making laws with Hammurabi’s method using current events examples.
- p. 114: Curriculum Connection (Language Arts)—Use a dictionary to learn about the origins of words in this lesson.
- p. 115: Meeting Individual Needs—Fill in a chart of *Achievements of Mesopotamian Civilization*. Write journal entries about places in Mesopotamia that they would like to visit. Research and illustrate Sumerian Art, Sumerian Toys, the Tower of Babel, the Hanging Gardens of Babylon, or the Standard of Ur.

Chapter 8, Lesson 2: pp. 196-201

Analyze the polis organization of ancient Greece.

Activities:

- p. 201: Meeting Individual Needs (Language Arts)—Diagram what Sparta’s center must have looked like. Write an article for a travel magazine contrasting a visit to Sparta with a visit to Athens. Prepare illustrated presentations of the daily lives of Spartans and Athenians.

Chapter 8, Lesson 3: pp. 204-209

Describe the form of government during Athens' Golden Age.

Activities:

- p. 207: Curriculum Connection (Language Arts)—Research the development of theatre in ancient Greece.
- p. 209: Meeting Individual Needs (Language Arts)—Draw scenes of great achievements of Athens in the Golden Age. Restate quotations from Socrates, Plato and Pericles. Write dramatic scenes about Socrates, Plato and Pericles.

Chapter 9, Lesson 2: pp. 230-235

Define *republic* and describe how Rome's republic worked.

Activities:

- p. 232: Citizenship—Make a chart of the three branches of government of the U.S. government.
- p. 235: Meeting Individual Needs (Language Arts)—List ways that patricians and plebeians contributed to the republic of Rome. List events in a day in the life of a Roman consul. Research and illustrate the challenge and logistics of Hannibal crossing the Alps.

Chapter 9, Lesson 3: pp. 236-243

Explain how Julius Caesar changed Roman government.

Define the Pax Romana.

Analyze how Rome built up and governed its empire.

Activities:

- p. 238: Curriculum Connection (Math)—Determine the length of the reign of Augustus.
- p. 243: Meeting Individual Needs (Art/Language Arts)—Draw a scene of the imperial city of Rome. Write out descriptive itineraries of places to visit in ancient Rome. Research aspects of daily life in ancient Rome.

Chapter 12, Lesson 2: pp. 320-327

Identify major events in the evolution of government.

Activities:

- p. 325: Curriculum Connection (Language Arts/Music)—Compose a verse to the troubadour's song.
- p. 327: Meeting Individual Needs (Language Arts)—Create an illustrated flow chart showing the path from squire to knight and from apprentice to master. Write a journal entry of someone living in the Middle Ages. Research the life of a Viking.

Chapter 17, Lesson 1: pp. 486-491

Trace the changes in France's government from 1789 to 1815.

Activities:

- p. 491: Meeting Individual Needs (Language Arts/Drama)—Draw a flow chart of the sequence of events in the French Revolution from 1789 to Napoleon as emperor. Prepare skits on the events of the French Revolution. Research Marie Antoinette, her death and her famous saying, "Let them eat cake."

Chapter 17, Lesson 4: pp. 508-513

Explain why Japan changed its course economically and politically.

Activities:

- p. 511: Curriculum Connection (Art)—Find art history books that tell how Japanese art influenced impressionist and Post-Impressionist painters.
- p. 512: Curriculum Connection (Math)—Examine how to represent million and billion.
- p. 513: Meeting Individual Needs (Art/Language Arts)—Illustrate changes that Japan underwent during the Meiji Restoration. Create travel brochures for Meiji, Japan. Research and illustrate Japanese national life before and after the Meiji Restoration.

Chapter 18, Lesson 1: pp. 526-531

Explain how nationalism led to a series of national alliances.

Activities:

- p. 527: Curriculum Connection (Language Arts)—Explore metaphors on this page. (Math)—Find the totals of soldiers, battleships, and submarines. Determine percentages.
- p. 530: Expanding the Infographic (Language Arts)—Research World War I technologies.
- p. 531: Meeting Individual Needs (Language Arts)—Outline the events of World War I. Write an editorial urging the U.S. to stay out of the war or enter the war. Research conditions on the home front during World War I for different countries.

Chapter 18, Lesson 2: pp. 532-539

Describe life in tsarist Russia.

Analyze the development of Communist rule over the Soviet Union.

Activities:

- p. 535: Curriculum Connection (Reading)—Report on the mystery of Anastasia. (Science)—Report how scientists, using DNA knowledge, answer the Anastasia mystery.
- p. 537: Citizenship—Discuss the distinction between *communism* and *socialism*.
- p. 539: Meeting Individual Needs (Art/Language Arts)—Illustrate a scene from “Two Sides of a City,” p. 534. Write a letter to a friend describing how life has changed between the time of tsarist Russia to that of the communist Soviet Union. Research topics related to the Russian Revolution.

Chapter 18, Lesson 3: pp. 540-547

Explain how Hitler fostered the rise of Nazism in Germany.

Activities:

- p. 545: Citizenship—Discuss the need for the draft.
- p. 546: Curriculum Connection (Language Arts)—After reading *The Diary of Anne Frank*, choose scenes from the book to dramatize. Write poems voicing reactions to favorite parts of the book. Research biographies of Anne Frank. Write journal entries as Anne Frank.
- p. 547: Meeting Individual Needs (Language Arts)—Create a sequenced chart of the major events of World War II. Write letters home from the point of view of

American or other Allied military personnel. Interview subjects who have lived through World War II.

Chapter 18, Lesson 4: pp. 550-555

Explain how foreign and imperial rule ended in China.

Describe the ensuing struggles between Nationalists and Communists.

Analyze how communism changed China.

Activities:

- p. 555: Meeting Individual Needs (Art/Language Arts)—Create illustrated scenes of a major event in China during the twentieth century. Create a cartoon re-creation of an event in twentieth century China. Prepare biographies of husband and wife teams in Chinese history.

Chapter 18, Lesson 5: pp. 556-561

Contrast two competing political and economic systems.

Trace major events in the Cold War.

Activities:

- p. 559: Curriculum Connection (Science)—Gather information about the early space race between the Soviet Union and the United States.
- p. 560: Citizenship (Current Events)—Identify current event confrontations between nations and discuss possible ways to resolve these conflicts.
- p. 561: Meeting Individual Needs (Language Arts)—Make an illustrated flow chart of major events in the Cold War. Write a letter to a friend describing the experience of living through an event in the Cold War. Interview someone who lived through the Cold War.

Chapter 19, Lesson 3: pp. 580-585

Analyze India's colonial relations with Britain.

Identify important people and events in India's struggle for independence.

Activities:

- p. 585: Meeting Individual Needs (Language Arts)—Identify and illustrate the steps in India's struggle for independence. Write a letter to a friend describing the experience of taking part in one of Mohandas Gandhi's peaceful demonstrations for independence from British rule. Research South Asian countries.

Chapter 19, Lesson 4: pp. 586-591

Describe French colonial control in Southeast Asia.

Activities:

- p. 591: Meeting Individual Needs (Language Arts)—Draw an illustration of a scene from the French Colony. Interview a Vietnam Veteran. Research Southeast Asian nations.

Chapter 20, Lesson 1: pp. 596-603

Describe the Soviet Union's collapse.

Analyze the upheavals and conflicts in Europe as the Cold War ended.

Explain how the European Union is affecting the European economy.

Activities:

- p. 602: Curriculum Connection (Current Events)—Create bar graphs of the amount of money spent by different countries on agricultural programs.
- p. 603: Meeting Individual Needs (Language Arts)—Illustrate a scene of an event that occurred on the path to freedom. Write a letter home describing the witnessing of the Berlin Wall being torn down. Write biographical sketches of people from this lesson who made a difference.

Chapter 20, Citizenship: p. 613

Recognize that the struggle for equal justice can be waged by individuals at the grass-roots level.

Activities:

- p. 613: Curriculum Connection (Government)—Discuss how difficult it is for people with few legal rights to protect their basic human rights.

Chapter 20, Lesson 2: pp. 606-612

Describe the policy of apartheid and the struggle to end it.
Identify problems that South Africa is working to overcome.

Activities:

- p. 609: Curriculum Connection (Music)—Listen to the cast recording of the musical *Sarafina* to gain insight about life under apartheid.
- p. 612: Meeting Individual Needs (Language Arts)—Design a campaign poster for Nelson Mandela. Write a letter to a white friend in South Africa to work to end apartheid. Research aspects of living under apartheid.

Chapter 20, Lesson 3: pp. 614-621

Describe Japan's economic rebirth.
Analyze the rapid economic development of other eastern Asian countries.
Describe China's political struggles and economic successes.

Activities:

- p. 618: Curriculum Connection (Math)—Solve problems comparing the population of China.
- p. 619: Citizenship (Current Events)—Bring in newspaper and magazine articles that deal with China.
- p. 621: Meeting Individual Needs (Art/Language Arts)—Create a poster related to one of the Asian countries from this lesson. Write a speech as a Chinese student pleading with the government for democracy. Report why the prediction that the 21st century may be called “the Pacific Rim century” may or may not come true.

- Determine how opinion influences the shaping of public policy and decision making.

GRADE SIX

Democracy: 199, 201, 206, 209, 210, 556, 585, 600, 606, 610, 619, 625, 629

Chapter 7, Citizenship: p. 179

Evaluate how individual initiative can change an old cultural pattern.

Activities:

- p. 179: Citizenship (Government)—Discuss why nations would want to have literate, rather than illiterate, citizens.

Chapter 11, Citizenship: p. 297

Evaluate how community involvement and effort can enrich life and knowledge.

Activities:

- p. 297: Citizenship (Environment)—Identify environmental problems in the community and how to solve them.

Chapter 19, Citizenship: p. 579

Appreciate the value of cultural exchange among different peoples.

Activities:

- p. 579: Citizenship—Discuss how groups in conflict often demonize each other and suggest peaceful ways for people to deal with conflict.

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- Participate in activities with a variety of persons from diverse backgrounds.

A variety of activities are included in every lesson to ensure that students develop skills in working as part of a group or individually.

SS2—Culture

- Identify the cultural contributions of individuals, groups, and societies.
- Explore how information and experiences may be interpreted by people from diverse cultural perspectives.
- Explain the interaction of culture and religion.
- Generate alternatives for dealing with social tensions and issues within and across cultures.

GRADE SIX

Chapter 1, Lesson 2: pp. 14-19

Identify the elements that make up people's culture.

Identify clues to understanding a specific culture, that of India.

Recognize how cultures interact.

Activities:

- p. 15: Curriculum Connection (Language Arts)—Discuss the importance of good use of language to a culture.
- p. 19: Meeting Individual Needs—Make a list comparing our culture to that of the Azeez's culture. Write a "Did You Know?" (p. 17), about Washington D.C. Research and mark maps of India showing the major languages spoken.

Chapter 4, Lesson 1: pp. 70-72

Explain how Egyptians interacted with the Nile to develop a rich culture.

Activities:

- p. 71: Curriculum Connection (Science)—Make a three-dimensional clay model of the Nile and its surroundings from source to outlet.
- p. 72: Curriculum Connection (Math)—Multiply then divide, to measure the yearly level of the Nile flood. (p. 73)

Chapter 4, Lesson 3: pp. 84-91

Analyze how Egypt's cultural horizons were broadened by both trade and war.

Identify major achievements of the Middle and New Kingdoms.

Activities:

- p. 87: Curriculum Connection (Art)—Draw scenes of Hatshepsut's expedition.
- p. 89: Expanding the Infographic (Research and Writing)—Draw pictures of the treasures of Tutankhamun's Tomb including captions about the artifact's significance, materials used, and craftwork.
- p. 90: Curriculum Connection (Science)—Research why planets move in the sky, and what the Egyptians identified. (Science)—Calculate the number of days in the Egyptian calendar.
- p. 91: Meeting Individual Needs—List the variety of trade goods named on p. 86. List uses by the Egyptians. Write a letter to Punt describing what Egypt looked like after Hatshepsut's expedition.

Chapter 4, Lesson 4: pp. 94-99

Analyze the makeup of the social pyramid that was ancient Egypt.

Explain the role of slavery there.

Describe the work and home life of ordinary ancient Egyptians.

Activities:

- p. 96: Curriculum Connection (Music)—Create work songs to set up a cadence for pulling ropes.
- p. 99: Meeting Individual Needs (Art/Language Arts)—Draw a cartoon strip showing a day in the life of an ordinary Egyptian citizen. Research and illustrate an area of Egyptian life, including religion, food, dress.

Chapter 5, Lesson 2: pp. 108-115

Analyze how Mesopotamian cultural values shaped local life.

Activities:

- p. 113: Citizenship (Language Arts)—Rewrite the laws of Hammurabi as they might appear in the American justice system. Contrast the American way of making laws with Hammurabi’s method using current events examples.
- p. 114: Curriculum Connection (Language Arts)—Use a dictionary to learn about the origins of words in this lesson.
- p. 115: Meeting Individual Needs—Fill in a chart of *Achievements of Mesopotamian Civilization*. Write journal entries about places in Mesopotamia that they would like to visit. Research and illustrate Sumerian Art, Sumerian Toys, the Tower of Babel, the Hanging Gardens of Babylon, or the Standard of Ur.

Chapter 5, Lesson 3: pp. 120-125

Explain Judaism, the religious beliefs of the Hebrews.

Activities:

- p. 125: Meeting Individual Needs (Judaism)—Make posters showing different subject’s roles in Judaism’s development. Prepare illustrated time lines of events in the founding of Judaism.

Chapter 6, Lesson 3: pp. 142-147

Identify major beliefs of Hinduism.

Explain how these beliefs created a unique social structure and identify its chief castes.

Activities:

- p. 143: Curriculum Connection (Language Arts)—Write a short poem using the four words defined below the hymn on p. 143.
- p. 147: Meeting Individual Needs (Hinduism)—Draw the circle of Hindu life, death, rebirth. Write new lines to the Vedas passage from an “untouchable’s” point of view. Create an illustrated “Gallery of Hindu Gods and Goddesses” as explained on p. 81.

Chapter 6, Lesson 4: pp. 150-155

Describe the development of Buddhism.

Identify its major beliefs.

Activities:

- p. 155: Meeting Individual Needs (Language Arts)—Draw in and label India and other Asian countries on the outline map of Asia. Add arrows to show Buddhism’s spread. Rewrite using familiar language the proverbs on p. 154. Research meditation as an important component of Buddhism.

Chapter 7, Lesson 2: pp. 164-167

Analyze how Anyang developed as the capital of Shang civilization.

Identify and describe elements of the cultural legacy that the Shang dynasty shaped for China.

Activities:

- p. 167: Meeting Individual Needs (Art/Language Arts)—Illustrate in the form of a pyramid, the social structure of Shang society. Write ads encouraging people to visit Shang China. Prepare illustrated booklets on aspects of ancient Chinese civilization.

Chapter 8, Lesson 2: pp. 196-201

Compare and contrast the cultures of Sparta and Athens.
Describe the spread of Greek culture.

Activities:

- p. 201: Meeting Individual Needs (Language Arts)—Diagram what Sparta's center must have looked like. Write an article for a travel magazine contrasting a visit to Sparta with a visit to Athens. Prepare illustrated presentations of the daily lives of Spartans and Athenians.

Chapter 8, Lesson 4: pp. 212-217

Analyze how Alexander spread Greek culture with his expanding empire.
Describe the legacies of Greek civilization.

Activities:

- p. 213: Curriculum Connection (Language Arts)—Write epitaphs for the tombstone of Alexander the Great.
- p. 216: Expanding the Infographic (Art)—Create illustrated presentations of the Seven Wonders of the World.
- p. 217: Meeting Individual Needs (Language Arts)—Write adjectives describing Alexander the Great. Write a letter to Alexander the Great telling him how he is remembered today. Research the dynasties created by Alexander's generals.

Chapter 9, Lesson 4: pp. 246-251

Explain how Christianity developed.
Identify major beliefs of Christianity.

Activities:

- p. 247: Citizenship (Government)—Research the United States Census.
- p. 250: Curriculum Connection (Art)—Draw a scene of the founding of the Christian Church.
- p. 251: Meeting Individual Needs—Make a time line of Jesus' life from birth to crucifixion. Create illustrated time lines of the major events in the founding and spread of Christianity. Research what happened to Peter and Paul.

Chapter 10, Lesson 2: pp. 266-271

Explain how Islam developed.
Identify the major beliefs of Islam.

Activities:

- p. 270: Curriculum Connection (Math)—Figure out the fraction and percentage Muslims comprise of the world and U.S. population.
- p. 271: Meeting Individual Needs (Art/Language Arts)—Illustrate events chronologically in Muhammad's life, creating a class time line. Write dramatizations of events in Muhammad's life. Research Muslim life.

Chapter 10, Lesson 3: pp. 272-277

Identify contributed of Islamic civilizations to the world.

Activities:

- p. 275: Curriculum Connection (Music)—Research other traveling music besides the “caravan songs” of Arabia.
- p. 276: Expanding the Infographic (Writing/Art)—Draw objects of Islamic art and write a description of each.
- p. 277: Meeting Individual Needs (Art/Language Arts/Drama)—Draw pictures of Baghdad and Islam. Write and illustrate Arabian tales. Dramatize a tale from *The Arabian Nights*.

Chapter 11, Lesson 2: pp. 292-296

Identify and describe the achievements of Olmec civilization.

Activities:

- p. 293: Citizenship (Current Events)—Debate the pros and cons of protecting cultural sites vs. meeting economic demands. Look for similar disputes in the news.
- p. 294: Curriculum Connection (Art)—Create animal drawings in the style of the Olmec artisans.
- p. 296: Meeting Individual Needs (Art/Language Arts)—Design construction paper mosaics showing Olmec subject matter. Write a “will” left by the Olmecs for succeeding Middle American civilizations.

Chapter 11, Lesson 3: pp. 298-303

Identify and describe the achievements of Maya civilization.

Compare the ways the Maya forged their civilization with ways the Greeks forged theirs during each people's classical period.

Activities:

- p. 303: Meeting Individual Needs (Language Arts)—Draw an illustration based on the description on p. 300, *Life in Copan*. Write an itinerary for a tour of Copan.

Chapter 13, Lesson 2: pp. 358-361

Describe the role of trade played in the development of Kush, Aksum, and the Zagwe rulers.

Identify their accomplishments.

Activities:

- p. 361: Meeting Individual Needs (Language Arts)—Fill in an outline map based on the map on p. 359. Draw in possible trade routes. Write letters as stonecutters who came from Palestine or Egypt to the Zagwe kingdom to work on the churches. Construct cutaway models of the stone churches.

Chapter 13, Lesson 3: pp. 362-367

Classify information about each of the kingdoms of West Africa.

Activities:

- p. 366: Curriculum Connection (Reading)—Read stories the griots might have told.
- p. 367: Meeting Individual Needs (Art/Language Arts)—Draw the scene of the Mali king’s approach. Write as a griot might tell the story of Sunjata, p. 364. Research and present stories as a griot.

Chapter 14, Lesson 2: pp. 388-391

Describe the achievements of the Ottoman Empire.

Activities:

- p. 389: Curriculum Connection (Music)—Listen to “Istanbul, Not Constantinople” as a way to remember the name change.
- p. 391: Meeting Individual Needs (Art/Language Arts)—Draw a scene from Suleyman’s palace, p. 390. Write a journal entry describing a day spent in Suleyman’s Istanbul. Research and illustrate the different roles of Suleyman.

Chapter 14, Lesson 3: pp. 392-397

Locate and describe the Mogul empire.

Identify and describe its greatest achievements.

Activities:

- p. 397: Meeting Individual Needs (Language Arts/Art)—List the people met in this lesson and a statement telling why this person was important to the Mogul Empire. Create an illustrated travel brochure for the Mogul empire. Write biographies of the people in this lesson.

Chapter 14, Lesson 4: pp. 398-401

Locate and describe the Khmer kingdom.

Identify its major achievements.

Activities:

- p. 401: Meeting Individual Needs (Art/Language Arts)—Draw the scene described in *Read Aloud*, p. 398. Write a letter as either King Suryavarman II or King Jayavarman VII to an architect, describing the buildings he wanted and why. Make models of Angkor Wat, its buildings and walls.

Chapter 14, Lesson 6: pp. 410-415

Locate Japan and describe its feudal society.

Explain how the Tokugawa shoguns managed Japan's development in isolation from the rest of the world.

Activities:

- p. 415: Meeting Individual Needs (Art/Language Arts)—Design posters to advertise a new Kabuki play in Edo. Write a newspaper feature describing samurai life before and after the Tokugawa dynasty. Present a class Kabuki show.

Chapter 15, Lesson 2: pp. 426-431

Identify and describe major achievements of the Aztec empire.

Activities:

- p. 431: Meeting Individual Needs (Art/Language Arts)—Illustrate a scene in which the Aztec ruler stands on the temple steps to receive tributes from conquered peoples. Design an itinerary for a tour of Tenochtitlan. Create a cardboard or clay model of the Great Plaza.

Chapter 15, Lesson 3: pp. 434-439

Trace the growth of the Inca empire.

Identify and describe major achievements of the Inca Empire.

Activities:

- p. 439: Meeting Individual Needs (Language Arts)—Make an illustrated chart of the greatest achievements of the Inca. Write a paper explaining and defending a position on whether the Aztec or Inca civilizations were greater in their accomplishments.

SS3—Time, Continuity, and Change

- Use sources of historical information to analyze change.
- Compare and contrast the effects of inventions and ideas across civilizations.
- Analyze connections and patterns of historical change through the use of timelines.
- Analyze social change resulting from social conflict.
- Analyze the historical development of a current event.

GRADE SIX

Time Lines: pp. 42, 44, 52, 58, 59, 60, 68, 74, 84, 94, 100, 102, 108, 120, 126, 128, 134, 142, 150, 156, 158, 164, 168, 174, 182, 190, 196, 204, 212, 220, 222, 230, 236, 246, 252, 258, 260, 266, 272, 282, 284, 292, 298, 306, 314, 320, 330, 336, 342, 350, 352, 358, 362, 372, 376, 380, 382, 388, 392, 398, 402, 410, 418, 420, 426, 434, 440, 446, 454, 456, 462, 466, 474, 478, 482, 484, 486, 492, 500, 508, 516, 524, 526, 532, 540, 550, 556, 562, 564, 566, 574, 580, 586, 592, R36

Thinking Skills:

Decision Making, 30-31

Identifying Cause and Effect, 118-119

Making Conclusions, 210-211

Determining Point of View, 328-329

Making Generalizations, 408-409

Analyzing the Credibility of a Source, 472-473

Evaluating Information for Accuracy, 604-605

Chapter 2, Lesson 1: pp. 24-29

Define *history*.

Identify tools historians employ to study and record history.

Activities:

- p. 27: Curriculum Connection (Math)—Create a bar graph comparing the gas mileage of cars of the 1950's and today. (Language Arts)—Write down exactly what is seen and heard after a prearranged “intruder” bursts into the room. Discuss the accuracy of eye-witness reports.
- p. 29: Meeting Individual Needs (Language Arts)—Interview older relatives and friends about the early days of television or computers. Keep a journal of events for one week to use to write a history of the week.

Chapter 2, Lesson 2: pp. 32-37

Identify methods archaeologists use.

Recognize the role of archaeology in understand prehistory.

Recognize how archaeologists and historians trace ways people adapt to and change the environment over time.

Activities:

- p. 34: Curriculum Connection (Science)—Prepare illustrated presentations about carbon-dating.
- p. 35: Curriculum Connection (Science)—Research medicinal plants and their uses today.
- p. 36: Curriculum Connection (Science)—Present a simulation of how ancient people extracted metal from copper ore.
- p. 37: Meeting Individual Needs (Science)—Create an illustrated archeologist’s “kit.” Compare the artifacts found in connection with the Iceman to what a modern-day mountain traveler might carry. Draw details about a photograph from this chapter to use to write a descriptive paragraph.

SS4—Space and Place

- Apply the geographic concepts of location, place, human-environment interactions, movement, and regions to the area of study.
- Describe how geographic factors have influenced historical events, patterns of change and daily life.

GRADE SIX

Maps: pp. G5-G11, 9, 11, 12, 12, 13, 15, 18, 21, 30, 33, 41, 43, 47, 48, 53, 69, 71, 76, 86, 92, 93, 103, 105, 110, 121, 129, 131, 135, 138, 140, 141, 159, 161, 165, 169, 172, 176, 191, 193, 198, 208, 214, 216, 223, 225, 228, 229, 234, 240, 247, 254, 261, 263, 267, 273, 280, 281, 285, 287, 293, 299, 315, 317, 321, 334, 340, 345, 353, 355, 359, 364, 370, 371, 373, 377, 382, 385, 390, 393, 399, 403, 404, 411, 421, 421, 423, 427, 432, 433, 435, 441, 444, 455, 464, 467, 475, 479, 481, 485, 493, 496, 506, 512, 525, 528, 533, 544, 548, 552, 558, 565, 570, 576, 578, 583, 587, 594, 599, 601, 607, 616, 623, R4, R6-R14, R16, R18

Chapter 1, Lesson 1: pp. 8-11

Identify features of geography.

Explain how geography shapes people's lives and is shaped by them.

Explain physical and cultural regions.

Activities:

- p. 11: Meeting Individual Needs (Language Arts)—Create posters to attract visitors to a world region. Write a letter to a friend describing a move from one region of the world to another. Research how the physical, climate, or cultural geographic feature of a certain region affected the development of the area.

Chapter 1, Geography Skills: pp. 12-13

Define *latitude* and *longitude*.

Explain the term *global grid*.

Activities:

- p. 13: Meeting Individual Needs (Geography)—Draw a portion of a global grid, label the degree marks, equator and prime meridian. Prepare a table naming a continent, the lines of latitude and longitude that enclose the continent, and the latitude and

longitude of major cities. List cities to visit. Use the Atlas to locate places by longitude and latitude.

Chapter 4, Geography Skills: pp. 92-93

Understand that maps use different scales to serve different purposes.

Activities:

- p. 93: Meeting Individual Needs (Geography)—Make maps of a floor at school, then make large-scale maps showing individual rooms in more detail. Draw small-scale outline maps of states or countries. Label major cities, lakes, rivers, mountains. Draw small-scale maps of Egypt for touring, and large-scale tour stops as inset maps.

Chapter 5, Lesson 1: pp. 104-107

Locate and describe Mesopotamia.

Activities:

- p. 106: Curriculum Connection (Current Events)—Clip articles about current floods. Make a list of problems that floods create.
- p. 107: Meeting Individual Needs (Language Arts)—List reasons that Mesopotamia is now ready for civilization to develop. Write news stories of the effects of the flooding of the Tigris and Euphrates. Research the flooding of the Mississippi, “Big Muddy.”

Chapter 6, Lesson 1: pp. 130-133

Locate the Indus River and trace its flow.

Describe the terrain through which the Indus flows.

Activities:

- p. 131: Curriculum Connection (Science)—Report and prepare diagrams to tell why the Himalayas are so tall.
- p. 133: Meeting Individual Needs (Geography)—Draw a flow chart of the Indus River from the Himalayas to the Arabian Sea. Make up a calendar showing when each growing season began and ended. Research any aspect of the Himalayas.

Chapter 6, Geography Skills: pp. 140-141

Compare information about the same area on different maps.

Activities:

- p. 141: Meeting Individual Needs (Geography)—Find places on political and physical maps of the United States. Draw outline maps of a state, showing major cities, physical features, and an explanation of how the physical features influenced development. Compare political, physical, and population density maps of the United States.

Chapter 7, Lesson 1: pp. 160-163

Locate and trace the Huang River.

Explain how its flow both enriched the soil and destroyed the fields.

Activities:

- p. 161: Curriculum Connection (Math)—Compare the lengths of the Huang, Nile and Indus Rivers.

- p. 163: Meeting Individual Needs (Language Arts)—Illustrate people along the Huang trying to control floods. Write a description of “A Day in the Life of a Huang Farmer.” Write and illustrated report about the causes of the course changes of the Huang River.

Chapter 8, Lesson 1: pp. 192-195

Analyze how the rugged terrain challenged people of ancient Greece.

Explain why the environment led Greeks to become seafarers.

Describe how sea trade served as a lifeline for Greece.

Activities:

- p. 195: Meeting Individual Needs (Art/Language Arts)—Draw a harbor in and indentation in a coastline. Write a paragraph to a parent as a Greek farmer’s child who would like to be a sailor. Make a relief model of peninsular Greece.

Chapter 9, Lesson 1: pp. 224-237

Describe the geography of the Italian peninsula.

Explain why such geography would attract human settlement.

Activities:

- p. 227: Meeting Individual Needs (Geography/Language Arts)—Draw a large scale map of Rome and the surrounding area. Write a letter home as a Spartan who has resettled in an area near Rome. Research aspects of Etruscan’s lives.

Chapter 9, Geography Skills: pp. 228-229

Interpret elevation maps and profiles.

Activities:

- p. 229: Meeting Individual Needs (Geography)—Write statements about what can and cannot be shown on elevation and profile maps. Draw a profile showing varying elevations of a made-up terrain. Use elevation maps to create profiles showing varying elevations.

Chapter 10, Lesson 1: pp. 262-265

Describe the geography of the Arabian Peninsula.

Activities:

- p. 264: Curriculum Connection (Art)—Prepare illustrated presentations of art by Arabs like those at Petra. Use outline maps to locate the carvings.
- p. 265: Meeting Individual Needs (Geography)—Create an outline map of the Arabian Peninsula. Prepare illustrated reports of camels, “the ships of the desert.” Research oases.

Chapter 10, Geography Skills: pp. 280-281

Interpret a historical map.

Activities:

- p. 281: Meeting Individual Needs (Geography)—Draw personal historical maps. Make up questions that can be answered by referring to the Ibn Battuta map, p. 281. List places and dates a world traveler of the future would like to visit.

Chapter 11, Lesson 1: pp. 286-289

Explain how people probably first reached the Americas.

Describe the major physical features and climates of Middle America.

Activities:

- p. 287: Curriculum Connection (Math)—Calculate how much cooler it would be at the top of the Sierra Madre mountains.
- p. 289: Meeting Individual Needs (Climate)—Illustrate a scene from a rain forest. Draw a diagram showing three major climate regions, labeling each level as to elevation, Spanish name, and brief description. Research the crops that grow well in each climate region.

Chapter 11, Lesson 2: pp. 292-296

Explain how the Olmec used the land to develop their agriculture.

Activities:

- p. 293: Citizenship (Current Events)—Debate the pros and cons of protecting cultural sites vs. meeting economic demands. Look for similar disputes in the news.
- p. 294: Curriculum Connection (Art)—Create animal drawings in the style of the Olmec artisans.
- p. 296: Meeting Individual Needs (Art/Language Arts)—Design construction paper mosaics showing Olmec subject matter. Write a “will” left by the Olmecs for succeeding Middle American civilizations.

Chapter 12, Lesson 1: pp. 316-319

Describe Europe's main geographic features.

Explain how they have contributed to the growth of civilization there.

Activities:

- p. 318: Curriculum Connection (Music)—Listen to European composer’s pieces about geographic features.
- p. 319: Meeting Individual Needs (Geography)—Draw major rivers and mountain ranges and the major plain on an outline map of Europe. Write a paragraph about an appealing geographic location in Europe. Prepare a travelog about a trip from the source of a major European river to its mouth.

Chapter 13, Lesson 1: pp. 354-357

Identify major geographical features of Africa.

Explain how early Africans adapted to and changed their environment.

Activities:

- p. 357: Meeting Individual Needs (Geography)—Draw major geographical features on an outline map of Africa. Write about the benefits of wildlife refugees. Research different environments and wildlife of Africa.

Chapter 13, Geography Skills: pp. 370-371

Interpret a distribution map.

Activities:

- p. 371: Meeting Individual Needs (Geography)—Write out questions that can be answered from Map B, p 371. Write responses as a vacation advice columnist to

someone who loves crowds and someone who hates crowds. Make up a kingdom, its towns and cities, and the population density.

Chapter 14, Lesson 1: pp. 384-387

Identify major regions of Asia.

Locate and describe major physical features of Asia.

Activities:

- p. 387: Meeting Individual Needs (Geography)—Draw the “wall” the Himalayas create and show its effects. Locate and label places on an outline map of Asia. Research the appropriate environment to recount an adventure in Asia such as climbing Mount Everest.

Chapter 15, Lesson 1: pp. 422-425

Locate and describe major physical features of the Americas.

Describe adaptations people have made to the geography of the Americas.

Activities:

- p. 424: Curriculum Connection (Math)—Work out the ratio of the length of the Andes to the length of the Rockies.
- p. 425: Meeting Individual Needs (Geography)—Locate and label places on an outline map of the Americas. Create an illustrated map of the chief landforms and climates of North or South America. Create a travel brochure advertising the geographic advantages of a country in the Western Hemisphere.

Chapter 15, Lesson 2: pp. 426-431

Describe ways the Aztec adapted their environment to their needs.

Activities:

- p. 431: Meeting Individual Needs (Art/Language Arts)—Illustrate a scene in which the Aztec ruler stands on the temple steps to receive tributes from conquered peoples. Design an itinerary for a tour of Tenochtitlan. Create a cardboard or clay model of the Great Plaza.

Chapter 15, Geography Skills: pp. 432-433

Evaluate various map projections.

Activities:

- p. 433: Meeting Individual Needs (Geography)—Construct a summary table of the three projections listing advantages and disadvantages of each. Research “big names” in mapmaking. Research the advantages and disadvantages of different kinds of map projections.

Chapter 15, Lesson 3: pp. 434-439

Describe ways the Inca adapted the environment to the needs.

Activities:

- p. 439: Meeting Individual Needs (Language Arts)—Make an illustrated chart of the greatest achievements of the Inca. Write a paper explaining and defending a position on whether the Aztec or Inca civilizations were greater in their accomplishments.

Chapter 15, Lesson 4: pp. 440-445

Identify and describe the resources and changing seasons of the Ojibwa environment.

Analyze and describe ways the Ojibwa adapted their environment to their needs.

Activities:

- p. 442: Curriculum Connection (Science)—Research the white birch, its surroundings, and its use for canoes and other artifacts.
- p. 443: Curriculum Connection (Health)—Design a healthful meal the Ojibwa could have served based on the resources available to them.
- p. 445: Meeting Individual Needs (Art/Language Arts)—Create a picture of Ojibwa activities in any of the four seasons. Write a letter to a friend in another village describing an event in a young Ojibwa person's life. Show the steps in the process of an activity done by the Ojibwa such as gathering wild rice.

Chapter 17, Geography Skills: pp. 506-507

Learn to interpret a cartogram.

Activities:

- p. 507: Meeting Individual Needs (Geography)—Draw a cartogram comparing the populations of Canada, the United States, and Mexico, showing their size in relation to their populations. Draw a cartogram of a fictitious continent, showing how the countries relate to one another in terms of size of population.

Chapter 18, Geography Skills: pp. 548-549

Learn to interpret a time zone map.

Activities:

- p. 549: Meeting Individual Needs (Geography)—Tell the time and day in each of various cities outside one time zone. Research the time it takes for the Earth to revolve around the sun.

SS5—Individual Development and Identity

- Identify how controls and changes imposed by society influence personal growth.
- Describe how regional, ethnic, and national cultures influence individual development.
- Describe the conflict between one's personal values and society's values.

The objective is supported in every level of the program. Students using *Adventures in Time and Place* build thinking skills which empower them to achieve greater comprehension of social studies content. The structure of each skills lesson as well as the program's thinking skills scope and sequence work toward this end. Through integrated content, clear instructional models, and plenty of application and review opportunities, *Adventures in Time and Place* helps create "thinking citizens" in today's classrooms. In addition, a variety of literature from diverse cultures is found in every grade. Special features such as "Legacies," "Making a Difference," "Point/Counterpoint" and "Many Voices" introduce students to songs, stories, biographies, and public issues.

GRADE SIX

Chapter 7, Citizenship: p. 179

Evaluate how individual initiative can change an old cultural pattern.

Activities:

- p. 179: Citizenship (Government)—Discuss why nations would want to have literate, rather than illiterate, citizens.

Chapter 11, Citizenship: p. 297

Evaluate how community involvement and effort can enrich life and knowledge.

Activities:

- p. 297: Citizenship (Environment)—Identify environmental problems in the community and how to solve them.

Chapter 19, Citizenship: p. 579

Appreciate the value of cultural exchange among different peoples.

Activities:

- p. 579: Citizenship—Discuss how groups in conflict often demonize each other and suggest peaceful ways for people to deal with conflict.

Chapter 20, Lesson 2: pp. 606-612

Describe the policy of apartheid and the struggle to end it.

Identify problems that South Africa is working to overcome.

Activities:

- p. 609: Curriculum Connection (Music)—Listen to the cast recording of the musical *Sarafina* to gain insight about life under apartheid.
- p. 612: Meeting Individual Needs (Language Arts)—Design a campaign poster for Nelson Mandela. Write a letter to a white friend in South Africa to work to end apartheid. Research aspects of living under apartheid.

Chapter 20, Citizenship: p. 613

Recognize that individuals at the grass-roots level can wage the struggle for equal justice.

Activities:

- p. 613: Curriculum Connection (Government)—Discuss how difficult it is for people with few legal rights to protect their basic human rights.

SS6—Individuals, Groups, and Institutions

- Analyze the changing role of family throughout history.
- Explain concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- Identify major groups and institutions that have played important roles in the development of civilizations.
- Analyze examples of tensions between expressions of individuality and social conformity.

GRADE SIX

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Evaluate how individual initiative can change an old cultural pattern.

Activities:

- p. 179: Citizenship (Government)—Discuss why nations would want to have literate, rather than illiterate, citizens.

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In addition, see Standards SS2 and SS3 for further examples of this objective.

SS7—Production, Distribution, and Consumption

- Assess the effect of the unequal distribution of wealth.
- Discuss the effect of trade on the development of civilization.
- Discuss the impact of economic, technological, and social changes on work.
- Analyze the develop of economic systems over time.

GRADE SIX

Chapter 3, Lesson 1: pp. 44-49

Define *technology*.

Identify the period called the Old Stone Age and place it in time.

Activities:

- p. 45: Curriculum Connection (Science)—Investigate how the age of bones is determined.
- p. 46: Curriculum Connection (Language Arts)—Write short poems about life in Border Cave.
- p. 47: Curriculum Connection (Art)—Find pictures of prehistoric paintings.
- p. 49: Meeting Individual Needs (Language Arts)—Make a list of skills and technologies most important to survival. List items for a personal time capsule. Choose artifacts that might be discovered in the future and write reports as a historian might interpret them.

Chapter 3, Lesson 2: pp. 52-57

Identify ways that the development of agriculture changed human life.

Understand how surpluses led to specialization and trade.

Explain how trade fosters and exchange of both goods and ideas.

Activities:

- p. 55: Curriculum Connection (Math)—Find out how much more wheat we can produce now compared to during the New Stone Age. Figure out how much of some farm product is consumed in one week, one year, etc.
- p. 57: Meeting Individual Needs (Agriculture)—Create a poster entitled, “From Agriculture to Civilization.” Make a chart of the benefits and disadvantages of different ways of life from farmer or craft worker. Write a science fiction story about life without agriculture.

Chapter 4, Lesson 2: pp. 74-81

Analyze the Egyptian economy.

Activities:

- p. 78: Curriculum Connection (Spelling)—Create mnemonic aids to help spell words. (Language Arts)—Use the dictionary to find the etymology of words such as *scribe* in order to link them to other familiar words. Ex: “scribe”: from Latin *scribere*, “to write”: other words--*script*, *describe*.
- p. 78: Curriculum Connection (Science)—Research and illustrate how Egyptians made paper from papyrus.
- p. 80: Curriculum Connection (Math)—Solve math problems using information about the weight of the pyramids.
- p. 81: Meeting Individual Needs—Design a tour of the Old Kingdom for a travel agency. Create “A Gallery of Egyptian Gods” showing how they were pictured and their roles.

Chapter 5, Lesson 1: pp. 104-107

Explain how Mesopotamian farmers controlled these floods.

Activities:

- p. 106: Curriculum Connection (Current Events)—Clip articles about current floods. Make a list of problems that floods create.

- p. 107: Meeting Individual Needs (Language Arts)—List reasons that Mesopotamia is now ready for civilization to develop. Write news stories of the effects of the flooding of the Tigris and Euphrates. Research the flooding of the Mississippi, “Big Muddy.”

Chapter 5, Lesson 3: pp. 120-125

Analyze ways that trade and human movement linked the cities of the Fertile Crescent.

Activities:

- p. 125: Meeting Individual Needs (Religion)—Make posters showing different subject’s roles in Judaism’s development. Prepare illustrated time lines of events in the founding of Judaism.

Chapter 6, Lesson 1: pp. 130-133

Explain ways farmers used the Indus to grow crops.

Activities:

- p. 131: Curriculum Connection (Science)—Report and prepare diagrams to tell why the Himalayas are so tall.
- p. 133: Meeting Individual Needs (Geography)—Draw a flow chart of the Indus River from the Himalayas to the Arabian Sea. Make up a calendar showing when each growing season began and ended. Research any aspect of the Himalayas.

Chapter 7, Lesson 1: pp. 160-163

Explain methods farmers used to battle its fury and farm its valley.

Activities:

- p. 161: Curriculum Connection (Math)—Compare the lengths of the Huang, Nile and Indus Rivers.
- p. 163: Meeting Individual Needs (Language Arts)—Illustrate people along the Huang trying to control floods. Write a description of “A Day in the Life of a Huang Farmer.” Write and illustrated report about the causes of the course changes of the Huang River.

Chapter 8, Lesson 1: pp. 192-195

Explain why the environment led Greeks to become seafarers.
Describe how sea trade served as a lifeline for Greece.

Activities:

- p. 195: Meeting Individual Needs (Art/Language Arts)—Draw a harbor in and indentation in a coastline. Write a paragraph to a parent as a Greek farmer’s child who would like to be a sailor. Make a relief model of peninsular Greece.

Chapter 13, Lesson 2: pp. 358-361

Describe the role of trade played in the development of Kush, Aksum, and the Zagwe rulers.

Activities:

- p. 361: Meeting Individual Needs (Language Arts)—Fill in an outline map based on the map on p. 359. Draw in possible trade routes. Write letters as stonecutters who

came from Palestine or Egypt to the Zagwe kingdom to work on the churches.
Construct cutaway models of the stone churches.

Chapter 13, Lesson 3: pp. 362-367

Classify information about each of the kingdoms of West Africa.
Analyze how their economies worked.

Activities:

- p. 366: Curriculum Connection (Reading)—Read stories the griots might have told.
- p. 367: Meeting Individual Needs (Art/Language Arts)—Draw the scene of the Mali king’s approach. Write as a griot might tell the story of Sunjata, p. 364. Research and present stories as a griot.

Chapter 13, Lesson 4: pp. 372-375

Locate and describe Swahili trading cities.
Explain why they emerged.
Analyze their interaction with other parts of Africa and the world.

Activities:

- p. 374: Curriculum Connection (Music)—Make up a simple tune to accompany the words sung by the sailors in eastern Africa.
- p. 375: Meeting Individual Needs (Geography/Language Arts)—Label an outline map showing Asia, Africa, and the Indian Ocean, and draw in possible trade routes. Create a description of “A Day in the Life of an African Trader.” Research reasons why groups or the government wants to ban trade of ivory, rhino horns, and leopard skins.

Chapter 13, Lesson 5: pp. 376-379

Locate and describe Great Zimbabwe.
Explain how its economy operated.

Activities:

- p. 377: Curriculum Connection (Art)—Make a large drawing of the layout of the Great Enclosure.
- p. 379: Meeting Individual Needs (Art/Language Arts)—Draw the Great Zimbabwe artifacts. Write an itinerary for a tour to the Great Zimbabwe. Write solutions to mysteries of the Great Zimbabwe.

Chapter 16, Lesson 4: pp. 474-477

Explain the Triangular Trade.

Activities:

- p. 477: Meeting Individual Needs (Language Arts)—Draw a chart tracing the cause and effect in the development of slavery in the Americas. Write point of view papers as either plantation owners or enslaved Africans on being enslaved or enslaving. Write a play dramatizing the Middle Passage.

Chapter 17, Lesson 3: pp. 500-505

Identify the technologies that produced the Industrial Revolution.
Analyze how the Industrial Revolution changed the ways people lived and worked.

Activities:

- p. 505: Meeting Individual Needs (Language Arts)—Design a chart with arrows showing the results of the Industrial Revolution. Write a letter home as a child working in a factory or mine during the Industrial Revolution. Research inventions such as the steam-powered boat.

Chapter 18, Lesson 5: pp. 556-561

Contrast two competing political and economic systems.

Activities:

- p. 559: Curriculum Connection (Science)—Gather information about the early space race between the Soviet Union and the United States.
- p. 560: Citizenship (Current Events)—Identify current event confrontations between nations and discuss possible ways to resolve these conflicts.
- p. 561: Meeting Individual Needs (Language Arts)—Make an illustrated flow chart of major events in the Cold War. Write a letter to a friend describing the experience of living through an event in the Cold War. Interview someone who lived through the Cold War.

Chapter 20, Lesson 1: pp. 596-603

Explain how the European Union is affecting the European economy.

Activities:

- p. 602: Curriculum Connection (Current Events)—Create bar graphs of the amount of money spent by different countries on agricultural programs.
- p. 603: Meeting Individual Needs (Language Arts)—Illustrate a scene of an event that occurred on the path to freedom. Write a letter home describing the witnessing of the Berlin Wall being torn down. Write biographical sketches of people from this lesson who made a difference.

Chapter 20, Lesson 3: pp. 614-621

Describe Japan's economic rebirth.

Analyze the rapid economic development of other eastern Asian countries.

Describe China's political struggles and economic successes.

Activities:

- p. 618: Curriculum Connection (Math)—Solve problems comparing the population of China.
- p. 619: Citizenship (Current Events)—Bring in newspaper and magazine articles that deal with China.
- p. 621: Meeting Individual Needs (Art/Language Arts)—Create a poster related to one of the Asian countries from this lesson. Write a speech as a Chinese student pleading with the government for democracy. Report why the prediction that the 21st century may be called “the Pacific Rim century” may or may not come true.

SS8—Power, Authority and Governance

- Explain how historical events have influenced an individual’s participation in government.

- Analyze the qualities needed for successful leadership.
- Analyze the political, economic, religious, and social structures of the civilizations.
- Trace the historical development of political institutions.
- Trace the historical development of democratic ideals.

GRADE SIX

Chapter 4, Lesson 2: pp. 74-81

Describe the pharaoh's central role in Egyptian development and life.

Activities:

- p. 78: Curriculum Connection (Spelling)—Create mnemonic aids to help spell words. (Language Arts)—Use the dictionary to find the etymology of words such as *scribe* in order to link them to other familiar words. Ex: “scribe”: from Latin *scribere*, “to write”: other words--*script*, *describe*.
- p. 78: Curriculum Connection (Science)—Research and illustrate how Egyptians made paper from papyrus.
- p. 80: Curriculum Connection (Math)—Solve math problems using information about the weight of the pyramids.
- p. 81: Meeting Individual Needs—Design a tour of the Old Kingdom for a travel agency. Create “A Gallery of Egyptian Gods” showing how they were pictured and their roles.

Chapter 5, Lesson 2: pp. 108-115

Explain how Hammurabi's rise helped Babylon gain power.

Activities:

- p. 113: Citizenship (Language Arts)—Rewrite the laws of Hammurabi as they might appear in the American justice system. Contrast the American way of making laws with Hammurabi’s method using current events examples.
- p. 114: Curriculum Connection (Language Arts)—Use a dictionary to learn about the origins of words in this lesson.
- p. 115: Meeting Individual Needs—Fill in a chart of *Achievements of Mesopotamian Civilization*. Write journal entries about places in Mesopotamia that they would like to visit. Research and illustrate Sumerian Art, Sumerian Toys, the Tower of Babel, the Hanging Gardens of Babylon, or the Standard of Ur.

Chapter 8, Lesson 2: pp. 196-201

Analyze the polis organization of ancient Greece.

Activities:

- p. 201: Meeting Individual Needs (Language Arts)—Diagram what Sparta’s center must have looked like. Write an article for a travel magazine contrasting a visit to Sparta with a visit to Athens. Prepare illustrated presentations of the daily lives of Spartans and Athenians.

Chapter 8, Lesson 3: pp. 204-209

Describe the form of government during Athens' Golden Age.

Activities:

- p. 207: Curriculum Connection (Language Arts)—Research the development of theatre in ancient Greece.
- p. 209: Meeting Individual Needs (Language Arts)—Draw scenes of great achievements of Athens in the Golden Age. Restate quotations from Socrates, Plato and Pericles. Write dramatic scenes about Socrates, Plato and Pericles.

Chapter 9, Lesson 2: pp. 230-235

Define *republic* and describe how Rome's republic worked.

Activities:

- p. 232: Citizenship—Make a chart of the three branches of government of the U.S. government.
- p. 235: Meeting Individual Needs (Language Arts)—List ways that patricians and plebeians contributed to the republic of Rome. List events in a day in the life of a Roman consul. Research and illustrate the challenge and logistics of Hannibal crossing the Alps.

Chapter 9, Lesson 3: pp. 236-243

Explain how Julius Caesar changed Roman government.

Define the Pax Romana.

Analyze how Rome built up and governed its empire.

Activities:

- p. 238: Curriculum Connection (Math)—Determine the length of the reign of Augustus.
- p. 243: Meeting Individual Needs (Art/Language Arts)—Draw a scene of the imperial city of Rome. Write out descriptive itineraries of places to visit in ancient Rome. Research aspects of daily life in ancient Rome.

Chapter 12, Lesson 2: pp. 320-327

Identify major events in the evolution of government.

Activities:

- p. 325: Curriculum Connection (Language Arts/Music)—Compose a verse to the troubadour's song.
- p. 327: Meeting Individual Needs (Language Arts)—Create an illustrated flow chart showing the path from squire to knight and from apprentice to master. Write a journal entry of someone living in the Middle Ages. Research the life of a Viking.

Chapter 14, Lesson 2: pp. 388-391

Locate and describe the area the Ottoman empire covered.

Activities:

- p. 389: Curriculum Connection (Music)—Listen to “Istanbul, Not Constantinople” as a way to remember the name change.
- p. 391: Meeting Individual Needs (Art/Language Arts)—Draw a scene from Suleyman's palace, p. 390. Write a journal entry describing a day spent in Suleyman's Istanbul. Research and illustrate the different roles of Suleyman.

Chapter 14, Lesson 3: pp. 392-397

Locate and describe the Mogul empire.

Activities:

- p. 397: Meeting Individual Needs (Language Arts/Art)—List the people met in this lesson and a statement telling why this person was important to the Mogul Empire. Create an illustrated travel brochure for the Mogul empire. Write biographies of the people in this lesson.

Chapter 14, Lesson 4: pp. 398-401

Locate and describe the Khmer kingdom.

Activities:

- p. 401: Meeting Individual Needs (Art/Language Arts)—Draw the scene described in *Read Aloud*, p. 398. Write a letter as either King Suryavarman II or King Jayavarman VII to an architect, describing the buildings he wanted and why. Make models of Angkor Wat, its buildings and walls.

Chapter 17, Lesson 1: pp. 486-491

Trace the changes in France's government from 1789 to 1815.

Activities:

- p. 491: Meeting Individual Needs (Language Arts/Drama)—Draw a flow chart of the sequence of events in the French Revolution from 1789 to Napoleon as emperor. Prepare skits on the events of the French Revolution. Research Marie Antoinette, her death and her famous saying, “Let them eat cake.”

Chapter 17, Lesson 4: pp. 508-513

Explain why Japan changed its course economically and politically.

Activities:

- p. 511: Curriculum Connection (Art)—Find art history books that tell how Japanese art influenced impressionist and Post-Impressionist painters.
- p. 512: Curriculum Connection (Math)—Examine how to represent million and billion.
- p. 513: Meeting Individual Needs (Art/Language Arts)—Illustrate changes that Japan underwent during the Meiji Restoration. Create travel brochures for Meiji, Japan. Research and illustrate Japanese national life before and after the Meiji Restoration.

Chapter 17, Legacy: pp. 498-499

Appreciate the power and influence of the U.S. Constitution.

Activities:

- p. 499: Meeting Individual Needs (Government)—Illustrate a freedom guaranteed by the U.S. Constitution and a responsibility it demands. Write a letter of advice to an emerging country about important considerations to include in their new constitution. Write similarities between the Bill of Rights and the beginning of India's constitution.

Chapter 18, Lesson 1: pp. 526-531

Explain how nationalism led to a series of national alliances.

Activities:

- p. 527: Curriculum Connection (Language Arts)—Explore metaphors on this page. (Math)—Find the totals of soldiers, battleships, and submarines. Determine percentages.
- p. 530: Expanding the Infographic (Language Arts)—Research World War I technologies.
- p. 531: Meeting Individual Needs (Language Arts)—Outline the events of World War I. Write an editorial urging the U.S. to stay out of the war or enter the war. Research conditions on the home front during World War I for different countries.

Chapter 18, Lesson 2: pp. 532-539

Describe life in tsarist Russia.

Analyze the development of Communist rule over the Soviet Union.

Activities:

- p. 535: Curriculum Connection (Reading)—Report on the mystery of Anastasia. (Science)—Report how scientists, using DNA knowledge, answer the Anastasia mystery.
- p. 537: Citizenship—Discuss the distinction between *communism* and *socialism*.
- p. 539: Meeting Individual Needs (Art/Language Arts)—Illustrate a scene from “Two Sides of a City,” p. 534. Write a letter to a friend describing how life has changed between the time of tsarist Russia to that of the communist Soviet Union. Research topics related to the Russian Revolution.

Chapter 18, Lesson 3: pp. 540-547

Explain how Hitler fostered the rise of Nazism in Germany.

Activities:

- p. 545: Citizenship—Discuss the need for the draft.
- p. 546: Curriculum Connection (Language Arts)—After reading *The Diary of Anne Frank*, choose scenes from the book to dramatize. Write poems voicing reactions to favorite parts of the book. Research biographies of Anne Frank. Write journal entries as Anne Frank.
- p. 547: Meeting Individual Needs (Language Arts)—Create a sequenced chart of the major events of World War II. Write letters home from the point of view of American or other Allied military personnel. Interview subjects who have lived through World War II.

Chapter 18, Lesson 4: pp. 550-555

Explain how foreign and imperial rule ended in China.

Describe the ensuing struggles between Nationalists and Communists.

Analyze how communism changed China.

Activities:

- p. 555: Meeting Individual Needs (Art/Language Arts)—Create illustrated scenes of a major event in China during the twentieth century. Create a cartoon re-creation of an event in twentieth century China. Prepare biographies of husband and wife teams in Chinese history.

Chapter 18, Lesson 5: pp. 556-561

Contrast two competing political and economic systems.

Trace major events in the Cold War.

Activities:

- p. 559: Curriculum Connection (Science)—Gather information about the early space race between the Soviet Union and the United States.
- p. 560: Citizenship (Current Events)—Identify current event confrontations between nations and discuss possible ways to resolve these conflicts.
- p. 561: Meeting Individual Needs (Language Arts)—Make an illustrated flow chart of major events in the Cold War. Write a letter to a friend describing the experience of living through an event in the Cold War. Interview someone who lived through the Cold War.

Chapter 19, Lesson 3: pp. 580-585

Analyze India's colonial relations with Britain.

Identify important people and events in India's struggle for independence.

Activities:

- p. 585: Meeting Individual Needs (Language Arts)—Identify and illustrate the steps in India's struggle for independence. Write a letter to a friend describing the experience of taking part in one of Mohandas Gandhi's peaceful demonstrations for independence from British rule. Research South Asian countries.

Chapter 19, Lesson 4: pp. 586-591

Describe French colonial control in Southeast Asia.

Activities:

- p. 591: Meeting Individual Needs (Language Arts)—Draw an illustration of a scene from the French Colony. Interview a Vietnam Veteran. Research Southeast Asian nations.

Chapter 20, Lesson 1: pp. 596-603

Describe the Soviet Union's collapse.

Analyze the upheavals and conflicts in Europe as the Cold War ended.

Activities:

- p. 602: Curriculum Connection (Current Events)—Create bar graphs of the amount of money spent by different countries on agricultural programs.
- p. 603: Meeting Individual Needs (Language Arts)—Illustrate a scene of an event that occurred on the path to freedom. Write a letter home describing the witnessing of the Berlin Wall being torn down. Write biographical sketches of people from this lesson who made a difference.

Chapter 20, Lesson 3: pp. 614-621

Describe China's political struggles and economic successes.

Activities:

- p. 618: Curriculum Connection (Math)—Solve problems comparing the population of China.

- p. 619: Citizenship (Current Events)—Bring in newspaper and magazine articles that deal with China.
- p. 621: Meeting Individual Needs (Art/Language Arts)—Create a poster related to one of the Asian countries from this lesson. Write a speech as a Chinese student pleading with the government for democracy. Report why the prediction that the 21st century may be called “the Pacific Rim century” may or may not come true.

Democracy: 199, 201, 206, 209, 210, 556, 585, 600, 606, 610, 619, 625, 629

SS9—Science, Technology, and Society

- Describe the changes and issues that have occurred in societies as a result of technological and scientific change.
- Describe how science and technology have changed perceptions of the world.
- Evaluate the success of civilizations’ uses of technology in relationship to their place in time.

GRADE SIX

Chapter 3, Lesson 1: pp. 44-49

Define *technology*.

Identify the period called the Old Stone Age and place it in time.

Activities:

- p. 45: Curriculum Connection (Science)—Investigate how the age of bones is determined.
- p. 46: Curriculum Connection (Language Arts)—Write short poems about life in Border Cave.
- p. 47: Curriculum Connection (Art)—Find pictures of prehistoric paintings.
- p. 49: Meeting Individual Needs (Language Arts)—Make a list of skills and technologies most important to survival. List items for a personal time capsule. Choose artifacts that might be discovered in the future and write reports as a historian might interpret them.

Chapter 3, Lesson 2: pp. 52-57

Identify ways that the development of agriculture changed human life.

Understand how surpluses led to specialization and trade.

Explain how trade fosters and exchange of both goods and ideas.

Activities:

- p. 55: Curriculum Connection (Math)—Find out how much more wheat we can produce now compared to during the New Stone Age. Figure out how much of some farm product is consumed in one week, one year, etc.
- p. 57: Meeting Individual Needs (Agriculture)—Create a poster entitled, “From Agriculture to Civilization.” Make a chart of the benefits and disadvantages of different ways of life from farmer or craft worker. Write a science fiction story about life without agriculture.

Chapter 17, Lesson 3: pp. 500-505

Identify the technologies that produced the Industrial Revolution.

Analyze how the Industrial Revolution changed the ways people lived and worked.

Activities:

- p. 505: Meeting Individual Needs (Language Arts)—Design a chart with arrows showing the results of the Industrial Revolution. Write a letter home as a child working in a factory or mine during the Industrial Revolution. Research inventions such as the steam-powered boat.

SS10—Global Connections

- Describe how cultural elements such as language, art, music, and belief systems can both connect people and cause misunderstandings.
- Demonstrate an understanding of how concerns, standards, issues, and universal human rights are viewed differently in societies.

Students using *Adventures in Time and Place* build thinking skills which empower them to achieve greater comprehension of social studies content. The structure of each skills lesson as well as the program's thinking skills scope and sequence work toward this end. Through integrated content, clear instructional models, and plenty of application and review opportunities, *Adventures in Time and Place* helps create "thinking citizens" in today's classrooms. In addition, a variety of literature from diverse cultures is found in every grade. Special features such as "Legacies," "Making a Difference," "Point/Counterpoint" and "Many Voices" introduce students to songs, stories, biographies, and public issues.

GRADE SIX

Chapter 13, Lesson 4: pp. 372-375

Locate and describe Swahili trading cities.

Explain why they emerged.

Analyze their interaction with other parts of Africa and the world.

Activities:

- p. 374: Curriculum Connection (Music)—Make up a simple tune to accompany the words sung by the sailors in eastern Africa.
- p. 375: Meeting Individual Needs (Geography/Language Arts)—Label an outline map showing Asia, Africa, and the Indian Ocean, and draw in possible trade routes. Create a description of "A Day in the Life of an African Trader." Research reasons why groups or the government wants to ban trade of ivory, rhino horns, and leopard skins.

Chapter 17, Lesson 3: pp. 500-505

Identify the technologies that produced the Industrial Revolution.

Analyze how the Industrial Revolution changed the ways people lived and worked.

Activities:

- p. 505: Meeting Individual Needs (Language Arts)—Design a chart with arrows showing the results of the Industrial Revolution. Write a letter home as a child working in a factory or mine during the Industrial Revolution. Research inventions such as the steam-powered boat.

Chapter 18, Lesson 5: pp. 556-561

Contrast two competing political and economic systems.

Activities:

- p. 559: Curriculum Connection (Science)—Gather information about the early space race between the Soviet Union and the United States.
- p. 560: Citizenship (Current Events)—Identify current event confrontations between nations and discuss possible ways to resolve these conflicts.
- p. 561: Meeting Individual Needs (Language Arts)—Make an illustrated flow chart of major events in the Cold War. Write a letter to a friend describing the experience of living through an event in the Cold War. Interview someone who lived through the Cold War.

Chapter 20, Lesson 1: pp. 596-603

Explain how the European Union is affecting the European economy.

Activities:

- p. 602: Curriculum Connection (Current Events)—Create bar graphs of the amount of money spent by different countries on agricultural programs.
- p. 603: Meeting Individual Needs (Language Arts)—Illustrate a scene of an event that occurred on the path to freedom. Write a letter home describing the witnessing of the Berlin Wall being torn down. Write biographical sketches of people from this lesson who made a difference.

Chapter 20, Citizenship: p. 613

Recognize that individuals at the grass-roots level can wage the struggle for equal justice.

Activities:

- p. 613: Curriculum Connection (Government)—Discuss how difficult it is for people with few legal rights to protect their basic human rights.

Chapter 20, Lesson 2: pp. 606-612

Describe the policy of apartheid and the struggle to end it.

Identify problems that South Africa is working to overcome.

Activities:

- p. 609: Curriculum Connection (Music)—Listen to the cast recording of the musical *Sarafina* to gain insight about life under apartheid.
- p. 612: Meeting Individual Needs (Language Arts)—Design a campaign poster for Nelson Mandela. Write a letter to a white friend in South Africa to work to end apartheid. Research aspects of living under apartheid.

Chapter 20, Lesson 3: pp. 614-621

Describe Japan's economic rebirth.

Analyze the rapid economic development of other eastern Asian countries.

Describe China's political struggles and economic successes.

Activities:

- p. 618: Curriculum Connection (Math)—Solve problems comparing the population of China.
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- Describe the effects of technology on the global community.

GRADE SIX**Chapter 3, Lesson 1: pp. 44-49**

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