

Prentice Hall World History: Connections to Today ©2001

Correlated to:

DODDS World History Standards: Middle Ages to the Present (Grade 10)

DODDS HISTORY STANDARDS	PAGE (S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>SS1 Citizenship: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:</p>	
<p>a. Identify new social and political philosophies across history that have expanded the concept of democratic government.</p>	<p>SE/TE: The Growth of American Suffrage, 610, How Should a Society's Leaders Be Chosen?, 113, Does Diversity Strengthen or Weaken a Society?, 270, What Is the Goal of Education?, 349, What Limits Should There Be on Freedom of Speech?, 448, Is War Ever Justified?, 679, Magna Carta, 209, Toussaint L'Ouverture on Slavery, 529, Because the Spread of Democracy Requires Informed Citizens, 442, Freedom for Enslaved Americans, 586</p> <p>TE: Bill of Rights, The American, 442, Declaration of Independence 463, Declaration of the Rights of Man and of the Citizen, b981, Enlightenment thinkers, 449, Greek values versus Persian, 117, Humanism, 338, Mandela, Nelson, 926, Middle East liberation movements in, 728</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
<p>b. Discuss citizenship in tolerant societies.</p>	<p>SE/TE: Because the Spread of Democracy Requires Informed Citizens, 442, Declaration of the Rights of Man and the Citizen, 981, Nelson Mandela, Glory and Hope, 998, Argentina: democracy restored in, 933, Czechoslovakia as democracy, 830, Democracy, 107-109, 112, 442-443, Liberal Democratic Party (LDP), 861, Poland: and democracy, 850</p> <p>TE: Latin America, The Democratic Option, 996, Socrates on democracy, 116</p> <p>TR: Teaching with Themes, Creative Teaching Activities, Guided Reading and Review, Lesson Planner, Viewpoints, Simulations, Why Study History?</p>

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<p>c. Trace the development of individual freedoms in history.</p> <p>d. Demonstrate how periods of history set the standards for citizenship in a democratic society</p>	<p>SE/TE: Freedom for Enslaved Americans, 586, The Universal Declaration of Human Rights, 989, Julius K. Nyerere, Freedom and Development, 806, Thomas Paine, Rights of Man, 594, The English Bill of Rights, 978, Declaration of the Rights of Man and the Citizen, 981, The Universal Declaration of Human Rights, 989, Human rights issues, 367, Civil rights movement 841, Natural rights, 447, women's rights movement, 611</p> <p>TE: Bill of Rights, The American, 442, women in China, 305, in universities, 559, rebellions of, 711, women's suffrage 610, Socrates on democracy, 116, Social Contract, The (Rousseau), 980</p> <p>TR: Teaching with Themes, Creative Teaching Activities, Guided Reading and Review, Lesson Planner, Viewpoints, Simulations, Why Study History?</p>
<p>e. Assume the responsibilities of a global citizen.</p>	<p>SE/TE: Why Study History?: Because History Is a Fascinating Story, 2, Because History Is the Story of Real People, 72, Because Past Heroes Can Be, Today's Role Models, 178, Because Problem-Solving of the Past Can Provide Insight for Today, 332, Because the Spread of Democracy Requires Informed Citizens, 442, Because the Past Has an Impact on Us Today, 540, Because We Can Learn From the Mistakes, of the Past, 674, Because We Interact With People Around the World, 802</p> <p>TE: Activities: analyzing propaganda, 764, comparing statistics, 860, conducting a survey, 820, creating a memorial, 311, debating an issue, 512, 545, defending a point of view, 948, 954, discussing viewpoints, 113, inviting speakers, 927, writing a speech, 103</p> <p>TR: Teaching with Themes, Creative Teaching Activities, Guided Reading and Review, Lesson Planner, Viewpoints, Simulations, Why Study History?</p>

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SS2 Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:	
a. Explain and give examples of how international trade has served as a conduit for cultural exchange.	<p>SE/TE: Trade: and growth of civilization, 18-19, Americas and, 390, China's early civilization and, 59, caravan routes, 252, and Aztec empire, 162, revival in Middle Ages, 198-199, slave trade, 385, 398-400, Columbian Exchange, 403-404, The Salt Trade, 284, North American Free Trade Association (NAFTA), 842, trade deficits, 859</p> <p>TE: Researching trade, 135, NAFTA effects on trade, 946, Opium trade, 636, Relics trade, 347, Slave trade African opposition to, 401, Trade, 135, World trade, 803</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
b. Compare the accomplishments of the European Renaissance with similar movements in other cultures.	<p>SE/TE: Renaissance: and artists, 335, 340, 342, description of, 336-339, humanism, 343, in Italy, 334, 336-341, 337m, 415, Northern Renaissance, 345, and scientific revolution, 356-359, Hellenistic Age, 101, 122-123, Civilization of ancient Egypt, 28-33, India: Golden Age of the Guptas, 82-83</p> <p>TE: Renaissance art of, hd339, person, 340, interpreting Confucius, 63, Alexander the Great, empire of extent of, 121, Hellenistic culture 121, China artists in, 306, philosophy of, hd91, Africa early civilizations, 282, art and architecture Muslim, 263, 264</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes</p>
c. Determine and give examples of how the strife between science and religion has been defined differently in various cultures.	<p>SE/TE: Galileo Galilei, 335, The Scientific Revolution/Galileo Galilei, 356-357, Fundamentalism, 819, 892, Scientific Revolution, 446, Theory of evolution, 543, 560, Art: Institutes of the Christian Religion (Calvin), 350, Religion: and astrology, 42, Is Technology a Blessing or a Curse?, 547, Science in ancient Egypt, 32, Major Religions in Eastern Europe, 1300, 233, Major European Religions About 1600, 353, Social Darwinism, 561, 619, 681, 75</p>

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<p>c. Determine and give examples of how the strife between science and religion has been defined differently in various cultures.</p>	<p>TE: Science and tradition, 820 , Religious art, 264, Religious persecution, 144, Religion, 708, Social Darwinism 560</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
<p>d. Relate the effects that industrial development has had on world cultures.</p>	<p>SE/TE: Industrial Revolution: and agricultural revolution, 499, and canal-building, 504, effects on society, 555-561, and factory system, 545, 546, and population explosion, 500, and standard of living, 554, and urbanization, 505, 612, shipbuilding industry, 859, Life expectancy: in industrial areas 1850-1910, 551g, Oil industry: and global economy, 812</p> <p>TE: cotton and industrialization, hd503, industrialization and nationalism 671, Japan: industry in, 646, protection of industries 545</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
<p>e. Analyze how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture.</p>	<p>SE/TE: Synthesizing Information: Tracing Migration Through Language, 56, Analyzing Primary Sources, Clues to the Iceman Mystery, 13, The Griots of Africa, 296, Toussaint L'Ouverture on Slavery, 529, Humanities Link: Egyptian Tomb Art, 30, Art of the Muslim World, 264, Indian Classical Dance, 84, Naguib Mahfouz: Views of Egypt, 897, Buying Treasures in an Aztec Market, 161, Virtual Field Trip: A Sumerian Ziggurat, 36</p> <p>TE: Activities: analyzing a painting, 666, analyzing a primary source, 112, 195, 417, 469, 691, 705, analyzing literature, 457, 522, comparing arts and crafts, 264, reading historical fiction, 236, Egypt architecture of, 63, Human Drama notes analyzing literature, 345, 851</p> <p>TR: Treasures of the World Reader and Transparencies, Humanities Pack, World</p>

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	History Transparencies, Primary Sources
SS3 Time, continuity, and change: Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:	
a. Explain the historical development of forms of governments.	<p>SE/TE: Governments: absolute monarchies, 413, 417-418.; development of organized government, 16, of African villages, 294-295, autocratic rule, 236, 243, 432, of Aztec empire, 160, of China's early civilization, 62, constitutional monarchies, 473, 594, dictatorships, 758, and natural rights, 447, oligarchies, 106, 114, 458, welfare states, 829-8311</p> <p>TE: Self-government, 909, Government intervention 512, Governing groups, 113, Song government 304, Two Treatises on Government (Locke), 979, 979</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
b. Describe how the perception of time affects culture and society.	<p>SE/TE: Calendars: and agriculture, 14, 37, of ancient Egypt 32, Aztec calendar, 162, of China, 96, Christian calendar, 10, 192, Julian calendar, 135, Mayan calendar, 159, Muslim calendar, 253, Sumerian calendars, 37</p> <p>TE: Mechanical clock, 303</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
c. Trace the evolution and evaluate the historical significance of oppressed groups and minorities.	<p>SE/TE: Slavery: of Africans, 288, 385, 395, and American Revolution, 462, in Athens, 107-108, and Christian missionaries, 400, civilization development and, 17, of Native Americans, 390, and voting, 463, of women, 242, World Antislavery Convention, 611, Human rights issues, 367, Labor unions, 509, 512, 543, 553, 554, 613</p> <p>TE: Civil rights movement 841, Declaration of the Rights of Man and of the Citizen 981, 981, The Outlook for China, Human Rights (Wu), 999, Universal Declaration of Human Rights, The 989</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill</p>

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	Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials
SS4 Space and place: Social studies programs should include experiences that provide for the study of space and place, so that the learner can:	
a. Compare urban and rural physical structures and use of space in a given historical period.	<p>SE/TE: Architecture: apartment building, of Native Americans, 168, 392, civilization development and, 17, cliff dwellings, 168-169, of Indus Valley civilization, 53, and Industrial Revolution, 498, Muslim architecture, 263, 273, Native American architecture, 392, pagoda architecture, 307, 318, of Roman empire, 136p, 138, skyscrapers, 498, 552</p> <p>TE: Architectural structures hd291, Muslim art and architecture, 263, 264, Egypt architecture of, 63, Ranking architectural achievements, 291</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes</p>
b. Evaluate the effect of geography on the creation of a nation state.	<p>SE/TE: Geography and History: Ancient Travelers, 18, Phoenician Explorers, 44, From Egypt to Crete, 102, When Were the Americas First Settled?, 156, British Railroads and Indian Nationalism, 634, French Failure in Panama, 662, A Land of Many Nations, 702, Building New Settlements, 730, The Maginot Line, 750, Preserving Africa's Wildlife, 916</p> <p>TE: Geography essential elements of, 67, Soviet Union: geography, 709, Transcontinental railroad 612</p> <p>TR: Geography Quizzes, Geography and History, Teaching With Themes, Geography and History</p>
SS5 Individual development and identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:	
a. Articulate how personal beliefs are reflected in attitudes toward government.	<p>SE/TE: Comparing Viewpoints: How Should Society Deal With Lawbreakers?, 39, How Should a Society's Leaders Be Chosen?, 113, What Limits Should There Be on Freedom of Speech?, 448, Why Study History?: Because the Spread of Democracy Requires Informed Citizens, 442</p> <p>TE: Self-government, 909, Government intervention 512, Governing groups, 113, Two Treatises on Government (Locke), 979, 979</p>

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	TR: Teaching with Themes, Lesson Planner, Viewpoints, Simulations, Why Study History?
b. Examine personal beliefs about discrimination.	<p>SE/TE: Does Diversity Strengthen or Weaken a Society?, 270, Latin America: racial prejudice in, 658, Slavery: and voting, 463, of women, 242, World Antislavery Convention, 611, Human rights issues, 367, Labor unions, 509, 512, 543, 553, 554, 613</p> <p>TE: Civil rights movement 841, Declaration of the Rights of Man and of the Citizen 981, Universal Declaration of Human Rights, The 989</p> <p>TR: Teaching with Themes, Creative Teaching Activities, Guided Reading and Review, Lesson Planner, Viewpoints, Simulations, Why Study History?</p>
SS6 Individuals, groups, and institutions: Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:	
a. Describe changes in belief systems over time (e.g., development, reform, reaction).	<p>SE/TE: Liang Ch'i-ch'ao, On the Harm of Not Reforming, 641, Protestant Reformation, 355, Africa: reforms in, 915, Catholic Reformation, 353, 354, 413, China:, Hundred Days of Reform, 638, reform in, 636, 638, 864-865, Great Reform Act 592, reform failures, 470-471, reform movements, 627, 628, Cluny reforms, 195, 212</p> <p>TE: Britain reforms in, 595, 599, reform laws 553, Sumer religious reform in, hd37</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
b. Examine the role of social institutions on the rise of nation states (e.g., middle class, church, university).	<p>SE/TE: Social classes: development of, 16-17, caste system, 57, 79, 86-87, 267, 732, 885, and feudalism, 186-187, 188, and hierarchy, 35, and Industrial Revolution, 555-556, middle class, 200, 508-509, working class, 508, 553-554, Methodist Church, 508, Cambridge University, 559, Harvard University, 391, 424</p> <p>TE: Social Contract, The (Rousseau), 980, Social Darwinism 560, sociology 447</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>

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<p>c. Examine the change in status of social classes.</p>	<p>SE/TE: Social classes: in Aryan civilization, 55, 57, caste system, 57, 57e, 79, 86-87, 267, 732, 885, colonial society, 390-391, development of, 16-17, and feudalism, 186-187, 188, and hierarchy, 35, and Industrial Revolution, 555-556, middle class, 200, 508-509, of, hang dynasty, 62, working class, 508, 553-554</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
<p>SS7 Production, distribution and consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:</p>	
<p>a. Identify governmental programs implemented to reverse economic decline.</p>	<p>SE/TE: Economic Development of Europe (Ogg and Sharp), 575, Economics: command economics, 708-709, 844, deficit spending, 470, 841, as "dismal science," 511, economics of dependence, 659, 664, 815, free market, 450, free trade, 597-598, Great Depression, 748, 751, laissez-faire economics, 4511, 510-511, and privatization of industry, 814, 830, 846, 951, 955, recession, 522, 830, stock market crash of 1929, 701</p> <p>TE: Italy economic success in, 758, Japan economic recovery in, 859, Soviet Union economy of, hd645</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
<p>b. Describe economic instruments (e.g., bank notes, letters of credit, stocks, bonds) and institutions to promote trade.</p>	<p>SE/TE: Economics: and bills of exchange, 199, insurance, 199, Joint stock companies, 404, New York Stock Exchange crash, 721, Stock, 549, World Bank, 809-810, 814, 848, 886, Euro currency, 827, 832, 835, Moneylenders, 196, 199, 200</p> <p>TE: Banking, 198</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>

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<p>c. Explain the causes and effects of a world financial crisis.</p>	<p>SE/TE: Economics: deficit spending, 470, 841, Economics of dependence, 659, 664, 815, Great Depression, 748, 751, Inflation, 148, 226, 404, 415, 761-762, 851, 955, New York Stock Exchange crash, 721, overproduction, 747, Plantation economies, 390, 393, 395, 399, 528, 664, 726, Recession, 522, 830, Stock market crash of 1929, 701, Trade deficits, 635</p> <p>TE: Japan economic recovery in, 859</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
<p>d. Summarize the advantages and disadvantages of various economic philosophies.</p>	<p>SE/TE: Smith, Adam, 450, 513, 919, 597, Economic Development of Europe (Ogg and Sharp), 575, Economics: barter economies, 43, 664, capitalism, 404, 513, command economics, 708-709, 844, free market, 450, global economy, 663-664, laissez-faire economics, 4511, 510-511, mixed economics, 916, money economics, 42-43, 64, 217, 262, 664, monopolies, 549-550, and privatization of industry, 814, 830, 846, 951, 955</p> <p>TE: Economic imperialism, 664, Italy economic success in, 758, Japan economic recovery in, 859, Soviet Union economy of, hd645</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
<p>SS8 Power, authority, and governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:</p>	
<p>a. Trace the impact of revolutions on governments.</p>	<p>SE/TE: March Revolution, 702-703, November Revolution, 704-7051, Russia: revolution in, 586, 589, 677, 691, 700, 701, Spain: and American Revolution, 462, revolution in Latin America, 527-533, Green Revolution, 804, 822, American Revolution, 462, 462w, Revolution Through Peace (Camera), 939ps</p> <p>TE: Cultural Revolution 864, French Revolution opposing views of, 476, simulation about, 481, Green Revolution 822, revolutionary</p>

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	language, b476, Revolutionary soldiers and reasons for fighting, 461
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a. Trace the impact of revolutions on governments.	TE: Spain American Revolution and, 461 TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials
b. Discuss the impact of the Industrial Revolution on governments.	SE/TE: Industrial Revolution: and agricultural revolution, 499, and canal-building, 504, effects on society, 555-561, and factory system, 545, 546, and population explosion, 500, and standard of living, 554, and urbanization, 505, 612, shipbuilding industry, 859, Life expectancy: in industrial areas 1850-1910, 551g, Oil industry: and global economy, 812 TE: cotton and industrialization, hd503, industrialization and nationalism 671, Japan: industry in, 646, protection of industries 545 TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials
c. Appraise the effects of social and economic philosophies on governments during a given historical period.	SE/TE: Social classes: in Aryan civilization, 55, 57, caste system, 57, 79, 267, 732, 885, development of, 16-17, and feudalism, 186-187, 188, and hierarchy, 35, middle class, 200, 508-509, working class, 508, 553-554, Smith, Adam, 450, 513, 919, 597, Economic Development of Europe (Ogg and Sharp), 575, Economics: barter economies, 43, 664, capitalism, 404, 513, command economics, 708-709, 844, free market, 450, laissez-faire economics, 4511, 510-511 TE: Economic imperialism, 664, Italy economic success in, 758, Japan economic recovery in, 859, Soviet Union economy of, hd645 TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials

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<p>d. Identify methods governments use to control citizens (e.g., authoritarian, totalitarian, divine right, written laws, taboos).</p>	<p>SE/TE: Governments: absolute monarchies, 413, 417-418, 421, 422, 447, 585, autocratic rule, 236, 243, 432, and censorship, 451, dictatorships, 758, and divine right, 413, 422, enlightened despots, 452, military governments, 936, payment of officials of, 112, theocracy, 350, 898, totalitarian governments, 713-717, 759</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
<p>e. Outline the evolution of power and influence of world organizations (e.g., NATO, UN, OPEC, ANZUS, Warsaw Pact)</p>	<p>SE/TE: North Atlantic Treaty Organization (NATO), 228, 795, 828, 829, 836, 838, 851, 852-853, Warsaw Pact, 769, 795, 844, 850, Petroleum Exporting Countries (OPEC), 813, 830, 8411, 860, 890, United Nations: charter of, 809ps, creation of, 792, 804, and women's rights, 819</p> <p>TE: United Nations criticism of, 941</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>
<p>SS9 Science, technology, and society: Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:</p>	
<p>a. Analyze how core values, beliefs, and attitudes of society shape scientific and technological change.</p> <p>b. Show the relationship between stable government and technological and scientific advances.</p> <p>c. Explain the effects of scientific and technological discoveries for a specific historical period.</p>	<p>SE/TE: Is Technology a Blessing ore Curse?, 547, The Scientific Method, 357, Tools of Ocean Navigation, 367, World War I Technology, 688, Industrial Revolution: and technological development, 500, Technology: definition of, 8, effects of, 547, The Scientific Revolution/Galileo Galilei, 356-357, Scientific Revolution, 446, Social Darwinism, 561, 619, 681, 758</p> <p>TE: Western technology and China, 379, Navigational technology 365, Impact of technology, 820, Science and tradition, 820, Social Darwinism, 560</p> <p>TR: Teaching with Themes, Creative Teaching Activities, Guided Reading and Review, Lesson Planner, Viewpoints, Simulations, Why Study History?</p>

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<p>d. Compare the changes occurring in standards of living for various social classes.</p>	<p>SE/TE: Social classes: development of, 16-17, and Industrial Revolution, 555-556, middle class, 200, 508-509, working class, 508, 553-554, Social mobility, definition of, 261</p> <p>TE: Social Contract, The (Rousseau), 980, 980, Social Darwinism 560</p> <p>TR: Teaching with Themes, Creative Teaching Activities, Guided Reading and Review, Lesson Planner, Viewpoints, Simulations, Why Study History?</p>
<p>SS10 Global connections: Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:</p>	
<p>a. Explain how oppression and displacement affect the community of nations.</p>	<p>SE/TE: War Refugees in Korea, 871, Refugees, 813p, Ireland, British oppression in, 457, Slavery: civilization development and, 17, World Antislavery Convention, 611, Human rights issues, 367, Labor unions, 509, 512, 543, 553, 554, 613</p> <p>TE: refugees 946, 948, Civil rights movement 841, Declaration of the Rights of Man and of the Citizen 981, 981, The Outlook for China, Human Rights (Wu), 999, Universal Declaration of Human Rights, The 989</p> <p>TR: Teaching with Themes, Creative Teaching Activities, Guided Reading and Review, Lesson Planner, Viewpoints, Simulations, Why Study History?</p>
<p>b. Assess the impact of the global market on cultures.</p>	<p>SE/TE: Global economy: debt crisis, 813-814, and economic dependence, 815, and interdependence, 809, 813, and migration, 813, multinational corporations, 813, poor nations, 812, and privatization, 814, rich nations, 812, and United States, 840</p> <p>TE: Soviet Union economy of, 645, Economic imperialism, 664, Italy: economic success in, 758, Japan: economic recovery in, 859</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Geography Quizzes, Test Preparation Practice, Guide to the Essentials</p>

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<p>Skills</p> <ul style="list-style-type: none"> Interpret climate, topographic, and demographic maps 	<p>SE/TE: Learning From Maps, xxxiv, Geography and Resources of Europe, 181, Spread of the Black Death, 227, Geography and Climates of Africa, 279, Areas of Chinese Influence, 301, Artists of the Renaissance, 335, Radiation Levels, 845, Population Density of Latin America, 933, Economic Activity in Argentina, 951, Reference Section Maps, 1000-1011</p> <p>TE: Interpreting a map, 709, Making a map, 375, Drawing a map, 952</p> <p>TR: Geography Quizzes, Geography and History, Teaching With Themes, Geography and History</p>
<ul style="list-style-type: none"> Analyze information from charts, graphs, diagrams, graphic organizers 	<p>SE/TE: Understanding Charts and Graphs, xxxvi, Cuneiform Writing, 37, The Scientific Method, 357, Tools of Ocean Navigation, 367, Destinations of Enslaved Africans, 1500-1870, 401, First Five Voyages of the English East India Company 405, The Columbian Exchange, 409, Health Statistics of Selected Countries, 1999, 815, Votes in the European Union Council, 831, Women Working Outside the Home, 855</p> <p>TE: Activities analyzing a graph, 387: constructing a chart, 332, 413, 454, 531, 633, 660, constructing a graph, 792, 935, constructing charts and graphs, 469, 599, 601, 612, 808, 814</p> <p>TR: Creating Teaching Activities, Guided Reading and Review, Lesson Planner, Skill Applications, Guide to the Essentials</p>
<ul style="list-style-type: none"> Interpret data and create and design graphic displays (charts, graphs, diagrams, graphic organizers) using technology 	<p>SE/TE: Interpreting Visuals, xxxviii, Tracing Migration Through Language, 56, Bhagavad-Gita, 77, The Acropolis, 117, Roman Women, 130, Why Did Rome Fall?, 150, Incan Government, 165, Industrialization in Japan, 646, Collectivization, 711, Totalitarianism, 759</p> <p>TE: Activities analyzing a graph, 387: constructing a chart, 332, 413, 454, 531, 633, 660, constructing a graph, 792, 935, constructing charts and graphs, 469, 599, 601, 612, 808, 814,</p>

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DODDS HISTORY STANDARDS	PAGE (S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
	Creating a display, 392 TR: Primary Sources, Document-Based Assessment, Guide to the Essentials
<ul style="list-style-type: none"> Infer information from captions, cartoons, photographs, newspapers, and advertisements 	SE/TE: Interpreting Visuals & Analyzing Primary Sources, xxxviii-xl, Clues to the Iceman Mystery, 13, A Schoolroom in East Africa, 625, The Holocaust, 783, The Huang He Floods, 61, Vesuvius Erupts, 139, The Huang He Floods, 61, Vesuvius Erupts, 139, The Black Death Strikes, 227 TE: Activities: analyzing a painting, 666, analyzing propaganda, 764, comparing arts and crafts, 264, constructing a poster, 159, 528, 728, using photography as a source, 564, using visual evidence, 322, 339 TR: Primary Sources, History Through Literature, Document-Based Assessment, Viewpoints, Simulations, Why Study History?
<ul style="list-style-type: none"> Evaluate the appropriateness of resource materials (biographies, journals, letters) 	SE/TE: Analyzing Primary Sources: Legalism, 91, Magna Carta, 209, Toussaint L’Ouverture on Slavery, 529, Remembering the Revolution, 723, How Should Society Deal With Lawbreakers?, 39, How Should a Society’s Leaders Be Chosen?, 113, Does Diversity Strengthen or Weaken a Society?, 270, What Is the Goal of Education?, 349, What Limits Should There Be on Freedom of Speech?, 448 TE: Activities: analyzing a primary source, 112, 195, 417, 469, 691, 705, analyzing propaganda, 764, applying information, 340, comparing viewpoints, 270, 547, 651, 764 TR: Primary Sources, History Through Literature, Document-Based Assessment, Viewpoints, Simulations, Why Study History?
<ul style="list-style-type: none"> Use and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing 	SE/TE: Advice for Families in China, 305, Crowning the German Emperor, 572, Remembering the Revolution, 723, Is Technology a Blessing or Curse?, 547, Is War Ever Justified?, 679, What Is the Relationship Between People and the Environment?, 816, Critical Thinking and Writing, 27, 48, 80 TE: Debating an issue, 512, 545, Defending a point of view, 948, 954, Making a presentation, 587, 821, Writing an essay, 139, 552, 557

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	TR: Primary Sources, History Through Literature, Document-Based Assessment, Viewpoints, Simulations, Why Study History?
<ul style="list-style-type: none"> • Research and analyze information using text based databases and communication networks • Create PowerPoint presentations using text, color, and importing graphics, sound, special effects and/or animation 	SE/TE: Virtual Field Trips: Khmer Temple, 370, Conquistadors in Mexico, 387, A Victory for Parliament, 423, Enlightenment Painters, 453, Fall of the Berlin Wall, 837, Indonesian Textiles, 877, A Diverse City, 889, Take It To the Net, 67, 153, 495, Using the Internet, lii TR: Primary Sources, History Through Literature, Document-Based Assessment, Viewpoints, Simulations, Why Study History?