

**Inquiring Minds: The Ancient World to the 7th Century
Grade 7 Overview - Curriculum Congruency**

Big Ideas	Topics
Geographic conditions shaped the emergence of civilizations.	A Place in the World; Tools and Technology
Religious and cultural practices that emerged during this period have endured and continue to influence people.	The Human Story; One Family, Many Ways; Tools and Technology; Ways of Being
Increasingly complex societies required new systems of laws and government.	Rules and Rulers
Economic specialization and trade networks can lead to conflict and co-operation between societies.	Interactions

Curricular Competencies

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	All
Assess the significance of people, places, events, or developments at particular times and places (significance)	The Human Story; A Place in the World; Tools and Technology; Ways of Believing (significance of ancient belief systems)
Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)	The Human Story
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)	A Place in the World; Interactions
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)	The Human Story; One Family, Many Ways; Rules and Rulers
Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	A Place in the World; Tools and Technology; Rules and Rulers; Interactions

Curricular Competencies	
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	Ways of Believing (worldview, beliefs, values; comparing religions); Rules and Rulers
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	One Family, Many Ways; Ways of Believing

Content	Topics
Anthropological origins of humans	One Family, Many Ways
Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	A Place in the World
Features and characteristics of civilizations, and factors that led to their rise and fall	One Family, Many Ways
Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas	Ways of Believing (covered: First Peoples spiritual practices; religions of Indus civilization, Hinduism, Buddhism, Judaism, Christianity, Islam)
Scientific, philosophical, and technological developments	Interactions; One Family, Many Ways; Tools and Technology; Ways of Believing (Pendentive arches)
Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration	Interactions
Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas	Rules and Rulers; Ways of Believing (Moral Codes)

**Inquiring Minds: The Ancient World to the 7th Century
The Human Story**

Legend			
Big Ideas	Curricular Competencies	Content	

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Geographic conditions shaped the emergence of civilizations.			
Religious and cultural practices that emerged during this period have endured and continue to influence people.			
Increasingly complex societies required new systems of laws and government.			
Economic specialization and trade networks can lead to conflict and co-operation between societies.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	How Do We Study the Past? p. 7-12	pp. 16 – 23 How Do We Study the Past?	Go Deeper: How Do We Study the Past?: Video, Websites. Research: Evidence, Continuity and Change, Ethical Judgments. Inquire: How Does My Worldview Affect My Opinion About a Current Event?; What Are the Most Significant Events in the History of the World?
<i>Key Skills</i>			
Select a relevant problem or issue for inquiry.			Inquire: How Does My Worldview Affect My Opinion About a Current Event?; What Are the Most Significant Events in the History of the World?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.	caption p. 2, 3; Learning from the Ancient World p. 4, 6-13	pp. 7-8 captions discussion; pp. 10-11 Students take each of the six elements described on p. 4 and break into six expert groups; pp. 16 – 23 How Do We Study the Past?	Inquire: How Does My Worldview Affect My Opinion About a Current Event?; What Are the Most Significant Events in the History of the World?
Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).	p. 13. In finding the “missing pieces” of their personal stories, students consider the method of recording information and use the model graph or choose some other graphic.	p. 23 What is Your Story? Students consider the method of organizing information.	Go Deeper: How Do We Study the Past?: Documents.
Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).	Map: Invasions of the Roman Empire, 100-500 CE p. 11	p. 22 Explore Perspectives “Invasions of the Roman Empire, 100-500 CE” provides context for the question of perspectives— legend and scale may be noted.	
Compare maps of early civilizations with modern maps of the same area.			Go Deeper: How Do We Study the Past?: Documents.
Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).	p. 13. In finding the “missing pieces” of their personal stories, students consider methods of organizing information for different purposes.	p. 23 What is Your Story? Students consider the method of organizing information for different purposes.	Inquire: What Are the Most Significant Events in the History of the World?
Represent information fairly and cite sources consistently.			
Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation).			Inquire: How Does My Worldview Affect My Opinion About a Current Event?
Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.			Inquire: How Does My Worldview Affect My Opinion About a Current Event?; What Are the Most Significant Events in the History of the World?
Assess the significance of people, places, events, or developments at particular times and places (significance)	Learning from the Ancient World p. 4; Establish Significance p. 7	pp. 10-11 Students take each of the six elements described on p. 4 and break into six expert groups. pp. 16-17 Student Activity, Establish Significance	Inquire: What Are the Most Significant Events in the History of the World?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activity</i>			
Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.	Domestication of the Horse p. 7	pp. 16-17 Students use the domestication of the horse to explore the key features of historical significance	Go Deeper: Why Do We Study the Past?: Videos, Documents; How do We Study the Past: Videos, Websites, Documents, Audio. Research: The Great Wall of China, The Ancient World.
<i>Key Questions</i>			
What is the most significant archeological finding that helps us understand the development of humans?	pp. 2-3 How Are We Connected to the Past? Why Do We Study the Past? Text and visuals.	pp. 7-8	Go Deeper: Why Do We Study the Past?: Videos, Websites, Documents, Audio; How Do We Study the Past?: Videos, Websites, Documents, Audio.
What are the most significant factors that contribute to the decline of an empire?			
Why are philosophers from this era still significant today?			
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)	Use Evidence p. 8	pp. 17-18	
<i>Sample Activities</i>			
Compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary and secondary sources; print, video, electronic, graphic sources; artifacts).			
Compare information-gathering methodologies (e.g., primary research using surveys, archeological excavation, interviews; research using secondary sources; testing of hypotheses).			
Apply criteria to evaluate information and information sources (e.g., assess bias, reliability, authorship, currency, audience; confirm value using multiple sources).			Research: Evidence, Ethical Judgments.

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What can we learn from ancient civilizations based on the artifacts we have found?	Use Evidence p. 8	pp. 17-18	Go Deeper: Why Do We Study the Past?: Videos, Websites, Documents, Audio; How Do We Study the Past?: Videos, Websites, Documents, Audio. Research: Evidence.
How do artifacts and monuments reflect the surrounding geography?			Go Deeper: Why Do We Study the Past?: Videos, Websites, Documents, Audio; How Do We Study the Past?: Videos, Websites, Documents, Audio.
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)	Identify Continuity and Change p. 9	pp. 18-19	Research: Continuity and Change.
<i>Key Question</i>			
What are different ways that you can categorize different periods in history?			
Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	Analyze Causes and Consequences p. 10	pp. 20-21	
<i>Sample Activity</i>			
Explain key factors in the spread of Christianity.			
<i>Key Question</i>			
What role does geography play in the location of civilizations?			
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	Learning from the Ancient World p. 4; Looking at the Past: Worldviews p. 5; Explore Perspectives p. 11		Inquire: What Was the Most Significant Event in the History of the World?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What are the different attitudes toward death and the afterlife in religions and cultures?			
How do historians' views on the decline of the Roman Empire differ?	p. 11 Perspective and the collapse of the Roman civilization	p. 22 Text and map "Invasions of the Roman Empire, 100-500 CE" provide material for students to begin considering question	
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	Looking at the Past: Worldviews p. 5; Understand Ethical Judgments p.12	pp. 14-16 Worldviews; pp. 22-23 Ethical Judgements	Research: Ethical Judgments, Slavery and Human Trafficking.
<i>Key Questions</i>			
How should we resolve competing claims of ownership over religious holy sites?			
Was (Emperor Chin, Julius Caesar, or other person of significance) a tyrant or a great leader? Explain why or why not.			

Content	Student Resource	Eguide Teaching Notes	Website
Anthropological origins of humans			
<i>Sample Topics</i>			
Early origins of humans in Africa, and the migration of early humans out of Africa to the rest of the world			Research: Migration Age.
Interactions between early humans and Neanderthals			
Technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking			
The shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities			Go Deeper: How Do We Study the Past?: Videos, Websites. Research: Domestication of Animals.
<i>Key Questions</i>			
What advantages did agriculture have over the hunter-gatherer way of life?			

Content	Student Resource	Eguide Teaching Notes	Website
Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	Identify Continuity and Change p. 9	pp. 18-19 Identify Continuity and Change	
<i>Sample Activities</i>			
Identify the key characteristics of physical environments that affected the following for selected ancient cultures: — development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) — the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) — interactions among cultures (e.g., mountain ranges, oceans, rivers)			
Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing).			
Create maps to show the key physical environmental characteristics of a selected ancient culture.			
<i>Key Question</i>			
What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment?			
Features and characteristics of civilizations, and factors that led to their rise and fall	Learning from the Ancient World p. 4	pp. 10-11 Students take each of the six elements described on p. 4 and break into six expert groups.	
<i>Sample Topics</i>			
Components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)	Learning from the Ancient World p. 4; What is a Civilization? p. 6	pp. 10-11 Students take each of the six elements described on p. 4 and break into six expert groups. pp. 14-15 What is a Civilization?	Go Deeper: Why Do We Study the Past?: Videos, Websites, Documents, Audio; How Do We Study the Past?: Videos, Websites, Documents, Audio. Research: Domestication of Animals.

Content	Student Resource	Eguide Teaching Notes	Website
Elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres	Learning from the Ancient World p. 4; What is a Civilization? p. 6	pp. 10-11 Students take each of the six elements described on p. 4 and break into six expert groups. pp. 14-15 What is a Civilization?	Go Deeper: How Do We Study the Past?: Videos, Websites.
Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas			
<i>Sample Topic</i>			
Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures			
Scientific, philosophical, and technological developments			
<i>Sample Activities</i>			
Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics).			Go Deeper: How Do We Study the Past?: Videos, Websites. Research: The Domestication of Animals.
Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life.			
Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration			
<i>Sample Topic</i>			
Inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)			Go Deeper: How Do We Study the Past?: Videos, Websites

Content	Student Resource	Eguide Teaching Notes	Website
<i>Key Question</i>			
What is the impact on language of increased trade and interactions between civilizations and cultures?			
Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas	Looking at the Past: Worldviews p. 5-6	pp. 14-16 Worldviews	
<i>Sample Activities</i>			
List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation).			
Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society.			
Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems).			
Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers).			
List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade).			
Explain how and why monetary systems evolved from bartering.			

**Inquiring Minds: The Ancient World to the 7th Century
One Family, Many Ways**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Geographic conditions shaped the emergence of civilizations.	Main coverage		Go Deeper: How Did Changes in Climate Affect Human Development?: Videos, Websites, Documents, Audio. Research: Ice Age.
Religious and cultural practices that emerged during this period have endured and continue to influence people.	Main coverage		Go Deeper: Why Do All Early Peoples Develop Ways to Communicate?: Videos, Websites, Documents, Audio. Research: Oral Histories, Ancient Art, Sumerians, Cuneiform, Gilgamesh.
Increasingly complex societies required new systems of laws and government.			
Economic specialization and trade networks can lead to conflict and co-operation between societies.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students have the opportunity to use Social Studies inquiry processes throughout the chapter		
<i>Key Skills</i>			
Select a relevant problem or issue for inquiry.	Reflect on Your Learning p.40	Reflect on Your Learning [p. 40], pp. 5-8	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.	One Family p. 14; Who Were the Neanderthals? p. 25; Neanderthals: Fact or Fiction p. 26; Thinking Like An Historian p. 34; Reflect on your Learning p. 40; Unravel the Past p. 15; Questions to ask...p.17; Check Your learning p. 19, 27, 31, 39; Consider This p. 27; Margin boxes p. 16, 20, 21, 23, 24, 28, 30, 31, 32, 33, 35, 37; Caption p. 16, 20, 26, 27, 28, 29, 30, 33, 34, 35, 36, 39	One Family [p. 14], pp. 10-13, 59-60; Who Were the Neanderthals? [p. 25], pp. 29-30; Neanderthals: Fact or Fiction [p. 26], pp. 31-32, 63; Thinking Like An Historian [p. 34], p. 46; Reflect on your Learning [p. 40], pp. 5-8; Unravel the Past [p. 15], pp. 8-9, 12-13, 21, 32, 39, 53, 55-56; Questions to ask... [p.17], pp. 17-18; Check Your learning [pp. 19, 27, 31, 39], pp. 21-22, 33, 39, 54, 60-61, 64, 66, 69; Consider This [p. 27], p. 32; Margin boxes [pp. 16, 20, 21, 23, 24, 28, 30, 31, 32, 33, 35, 37], pp. 60-68; Caption [pp. 16, 20, 26, 27, 28, 29, 30, 33, 35, 36, 39], pp. 60, 62-65, 67-69	Inquire: Homo naledi, Was Gilgamesh the First Superhero?, What Does Ancient Art Reveal About Human Nature?
Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).			
Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).	Timeline p. 16; Table p. 17; Glaciation in Europe During the Last Ice Age p. 28	Timeline [p. 16], p. 16; Table [p. 17], pp. 16-17; Glaciation in Europe During the Last Ice Age [p. 28], pp. 33-34	
Compare maps of early civilizations with modern maps of the same area.			
Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).	Reflect on Your Learning p. 40	Reflect on Your Learning [p. 40], pp. 5-8	Inquire: Homo naledi, Was Gilgamesh the First Superhero?, What Does Ancient Art Reveal About Human Nature?
Represent information fairly and cite sources consistently.			Inquire: Homo naledi, Was Gilgamesh the First Superhero?, What Does Ancient Art Reveal About Human Nature?
Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation).			Inquire: Homo naledi, Was Gilgamesh the First Superhero?, What Does Ancient Art Reveal About Human Nature?

Curricular Competencies	Student Resource	Guide Teaching Notes	Website
Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.	Margin Box p. 17; Check Your Learning p. 19, 31; Margin Box p. 26; Caption p. 27; Try It p. 41	Margin Box [p. 17], p. 17; Check Your Learning [pp. 19, 31], pp. 21-22, 39-40, 60-61, 66; Margin Box [p. 26], pp. 29-30, 63; Caption [p. 27], p. 63; Try It [p. 41], pp. 8-9, 12, 55-56	Inquire: Homo naledi, Was Gilgamesh the First Superhero?, What Does Ancient Art Reveal About Human Nature?
Assess the significance of people, places, events, or developments at particular times and places (significance)	Main Coverage		
<i>Sample Activity</i>			
Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.	How did the Ancient Sumerians Transmit Knowledge? p. 33-34; Check your learning p. 39; Reflect on Your Learning p. 40; QR Code p. 33	How did the Ancient Sumerians Transmit Knowledge? [p. 33-34], pp. 42-47; Check your learning [p. 39], pp. 54, 69; Reflect on Your Learning [p. 40], pp. 5-8; QR Code [p. 33], pp. 44-45	Go Deeper: Why Do All Early Peoples Develop Ways to Communicate?: Videos, Websites, Audio. Research: Ancient Art, Sumerians, Cuneiform, Gilgamesh. Inquire: What Does Ancient Art Reveal About Human Nature?
<i>Key Questions</i>			
What is the most significant archeological finding that helps us understand the development of humans?	Lucy p. 18; Who Was <i>Homo naledi</i> ? p. 22-23; Who Were the Neanderthals? p. 25-6; The Farmers of Ohalo p. 30; Fossilized jaw p. 40	Lucy [p. 18], pp. 20-21; Who Was Homo naledi? [p. 22-23], pp. 25-27; Who Were the Neanderthals? [pp. 25-26], pp. 29-30; The Farmers of Ohalo [p. 30], pp. 36-37; Fossilized jaw [p. 40], p. 7	Go Deeper: What Do We Know About the Development of Humans?: Videos, Websites; Who Were the Earliest Humans? Videos, Websites, Documents, Audio; How Did Changes in Climate Affect Human Development?: Videos, Websites, Documents; Why Do All Early Peoples Develop Ways to Communicate?: Videos, Websites. Research: Neanderthal, Paleoanthropology, Lucy, Homo habilis, Homo naledi, Homo erectus, Ancient art, Sumerians, Cuneiform.
What are the most significant factors that contribute to the decline of an empire?			
Why are philosophers from this era still significant today?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)			Go Deeper: What Do We Know About the Development of Humans?: Videos, Websites. Inquire: Homo naledi, Was Gilgamesh the First Superhero?, What Does Ancient Art Reveal About Human Nature?
<i>Sample Activities</i>			
Compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary and secondary sources; print, video, electronic, graphic sources; artifacts).	Reflect on Your Learning p. 40	Reflect on Your Learning [p. 40], pp. 5-8	
Compare information-gathering methodologies (e.g., primary research using surveys, archeological excavation, interviews; research using secondary sources; testing of hypotheses).			Research: Paleoanthropology
Apply criteria to evaluate information and information sources (e.g., assess bias, reliability, authorship, currency, audience; confirm value using multiple sources).			Inquire: Homo naledi, What Does Ancient Art Reveal About Human Nature?
<i>Key Questions</i>			
What can we learn from ancient civilizations based on the artifacts we have found?	Who Was <i>Homo naledi</i> ? p. 22-23; Caption p. 26; margin box p. 30	Who Was Homo naledi? [p. 22-23], pp. 25-27; Caption [p. 26], p. 63; margin box [p. 30], p. 65	Research: Paleoanthropology, Ancient art, Sumerians, Cuneiform, Gilgamesh.
How do artifacts and monuments reflect the surrounding geography?			
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)	margin box p. 20	margin box [p. 20], p. 61	
<i>Key Question</i>			
What are different ways that you can categorize different periods in history?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)			
<i>Sample Activity</i>			
Explain key factors in the spread of Christianity.			
<i>Key Question</i>			
What role does geography play in the location of civilizations?			
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)			
<i>Key Questions</i>			
What are the different attitudes toward death and the afterlife in religions and cultures?			
How do historians' views on the decline of the Roman Empire differ?			
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)			
<i>Key Questions</i>			
How should we resolve competing claims of ownership over religious holy sites?			
Was (Emperor Chin, Julius Caesar, or other person of significance) a tyrant or a great leader? Explain why or why not.			

Content	Student Resource	Guide Teaching Notes	Website
Anthropological origins of humans	Main Coverage		Main Coverage
<i>Sample Topics</i>			
Early origins of humans in Africa, and the migration of early humans out of Africa to the rest of the world	p. 16-27; QR Code p. 19	[pp. 16-27], pp. 14-33; QR Code [p. 19], p. 21	Go Deeper: What Do We Know About the Development of Humans?, Who Were the Earliest Humans?, How Did Changes in Climate Affect Human Development? Research: Neanderthal, Paleoanthropology, Evolution, Lucy, Homo habilis, Homo naledi, Homo erectus.
Interactions between early humans and Neanderthals	Who Were the Neanderthals? p. 25-26	Who Were the Neanderthals? [pp. 25-26], pp. 29-30	Go Deeper: Who Were the Earliest Humans?: Videos, Websites. Research: Neanderthal
Technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking	Who Were the First to Use Tools? p. 20; What Changed When Humans Began to Use Fire? p. 24; Neanderthals: Fact or Fiction? p. 26; QR code p. 24	Who Were the First to Use Tools? [p. 20], pp. 22-23; What Changed When Humans Began to Use Fire? [p. 24], pp. 27-28; Neanderthals: Fact or Fiction? [p. 26], pp. 31-32, 63; QR code [p. 24], p. 28	Go Deeper: Who Were the Earliest Humans?: Videos. Research: Homo erectus
The shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities	Investigate: How Did Changes in Climate Affect Human Development? p. 28-31	Investigate: How Did Changes in Climate Affect Human Development? [pp. 28-31], pp. 33-40	Go Deeper: How Did Changes in Climate Affect Human Development?: Videos, Websites, Documents, Audio. Research: Sumerians
<i>Key Questions</i>			
What advantages did agriculture have over the hunter-gatherer way of life?	Did Climate Change Help Bring About Agriculture? p. 29-31	Did Climate Change Help Bring About Agriculture? [pp. 29-31], pp. 35-40	
Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	p. 26-30; Consider this p. 18; Check Your learning p. 19	[pp. 26-30], pp. 29-37; Consider this [p. 18], pp. 18-19; Check Your learning [p. 19], pp. 21-22, 60-61	Go Deeper: How Did Changes in Climate Affect Human Development?: Videos, Websites, Audio. Research: Sumerians

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Identify the key characteristics of physical environments that affected the following for selected ancient cultures: — development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) — the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) — interactions among cultures (e.g., mountain ranges, oceans, rivers)	Did Climate Change Help Bring About Agriculture? p. 29-30	Did Climate Change Help Bring About Agriculture? [pp. 29-30], pp. 35-37	Go Deeper: How Did Changes in Climate Affect Human Development? Videos, Websites, Documents, Audio.
Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing).	What Changed When Humans Began to Use Fire? p. 24; Who Were the Neanderthals? p. 25-26; Did Climate Change Help Bring About Agriculture? p. 29; History in an Object: The Bowl p. 31	What Changed When Humans Began to Use Fire? [p. 24], pp. 27-28; Who Were the Neanderthals? [p. 25-26], pp. 29-30; Did Climate Change Help Bring About Agriculture? [p. 29], pp. 35-36; History in an Object: The Bowl [p. 31], pp. 37-38	Go Deeper: Who Were the Earliest Humans?: Videos, Websites, Audio; How Did Changes in Climate Affect Human Development?: Videos, Websites, Documents, Audio.
Create maps to show the key physical environmental characteristics of a selected ancient culture.			
<i>Key Question</i>			
What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment?			Go Deeper: How Did Changes in Climate Affect Human Development?: Videos, Websites, Audio.
Features and characteristics of civilizations, and factors that led to their rise and fall			
<i>Sample Topics</i>			
Components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)	One Family p. 14-15; History in an Object p. 31; Investigate: Why Do All Early Peoples Develop Ways to Communicate? p. 32-36; What Does Ancient Art Reveal About Human Nature? p. 38-39; Unravel the Past p. 41; QR Code p. 26	One Family [pp. 14-15], pp. 10-13; History in an Object [p. 31], pp. 37-38; Investigate: Why Do All Early Peoples Develop Ways to Communicate? [pp. 32-36], pp. 40-50; What Does Ancient Art Reveal About Human Nature? [pp. 38-39], pp. 51-52; Unravel the Past [p. 41], pp. 8-9, 12, 55-56; QR Code [p. 26], p. 31	Go Deeper: Who Were the Earliest Humans?: Videos, Websites, Documents, Audio; Why Do All Early Peoples Develop Ways to Communicate?: Videos, Websites, Documents, Audio. Research: Ancient art.

Content	Student Resource	Eguide Teaching Notes	Website
Elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres	One Family p. 14-15	One Family [pp. 14-15], pp. 10-13	Go Deeper: Who Were the Earliest Humans?: Videos, Websites, Documents, Audio; Why Do All Early Peoples Develop Ways to Communicate?: Videos, Websites, Documents, Audio. Research: Homo erectus, Ancient art.
Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas			Research: Oral Histories, Gilgamesh.
<i>Sample Topic</i>			
Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures	Consider This p. 27; How Do Oral Traditions Transmit Knowledge? p. 36-37; What Does Ancient Art Reveal About Human Nature? p. 38-39; QR Code p. 26	Consider This [p. 27], p. 32; How Do Oral Traditions Transmit Knowledge? [pp. 36-37], pp. 50-51; What Does Ancient Art Reveal About Human Nature? [pp. 38-39], pp. 51-52; QR Code [p. 26], p. 31	Go Deeper: Why Do All Early Peoples Develop Ways to Communicate?: Videos, Websites; Who Were the Earliest Humans?: Videos, Websites, Documents, Audio. Research: Oral Histories, Cuneiform, Gilgamesh.
Scientific, philosophical, and technological developments	QR Code p. 24 (Fire)	QR Code [p. 24], p. 28	Go Deeper: Who Were the Earliest Humans?: Video. Research: Homo erectus.
<i>Sample Activities</i>			
Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics).			
Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life.			
Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration			

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topic</i>			
Inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)	How Did Ancient Sumerians Transmit Knowledge? p. 33; QR Code p. 33	How Did Ancient Sumerians Transmit Knowledge? [p. 33], pp. 42-45; QR Code [p. 33], pp. 44-45	Go Deeper: Why Do All Early Peoples Develop Ways to Communicate?: Videos, Websites, Documents, Audio. Research: Ancient art, Sumerians, Cuneiform.
<i>Key Question</i>			
What is the impact on language of increased trade and interactions between civilizations and cultures?			Go Deeper: Why Do All Early Peoples Develop Ways to Communicate?: Videos, Websites, Documents, Audio.
Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas			
<i>Sample Activities</i>			
List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation).			
Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society.			
Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems).			
Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers).			

Content	Student Resource	Eguide Teaching Notes	Website
List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade).			
Explain how and why monetary systems evolved from bartering.			

**Inquiring Minds: The Ancient World to the 7th Century
A Place in the World**

Legend			
Big Ideas	Curricular Competencies	Content	
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Geographic conditions shaped the emergence of civilizations.	Main Coverage		Main Coverage
Religious and cultural practices that emerged during this period have endured and continue to influence people.	Investigate: How Did Geographic Conditions Shape Early Civilization? p. 54-61	Investigate: How Did Geographic Conditions Shape Early Civilization? [p. 54-61], pp. 22-27	
Increasingly complex societies required new systems of laws and government.	How did Agriculture Change Early Societies? p. 58	How Did Agriculture Change Early Societies? [p. 58], p. 25	
Economic specialization and trade networks can lead to conflict and co-operation between societies.			
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students have the opportunity to use Social Studies inquiry processes throughout the chapter		Inquire: How Did Early People Find Their Way?, What Can Ancient Civilizations Teach Us About Drought?, What Happened to the Dorset?; What Is the Significance of a Domesticated Animal?; Will You Eat Locally, Like Early Humans Did?
<i>Key Skills</i>			
Select a relevant problem or issue for inquiry.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.	Margin Box p. 42, 44, 45, 46, 48, 50, 51, 52, 53, 57, 58, 60, 62, 63, 64, 65, 66, 68, 69, 70; Unravel The Past margin Box p. 43; Caption p. 44, 49, 57, 62, 63, 68, 70, 72; How Did Landforms Affect the Ways of Life of Early Peoples? p. 50; How Did Geographic Conditions Shape Early Civilizations? p. 55; Check Your Learning p. 53, 61, 66; Consider This p. 65, 70; Thinking Like A Geologist p. 71; Climate Change p. 70; Reflect On Your Learning p. 72; Unravel the Past p. 73	Question Boxes [pp. 42 – 70]; pp. 40-48; A Place in the World Discussion and Student Activity, pp. 9-10; How Did Early Peoples Adapt to Their Environments? [pages 44–53], pp. 10-14; Thinking Like a Geographer [page 49], p. 15; Look Closer Early Wayfinding [page 51]; p. 16; Mini-Inquiry How Did Early People Find Their Way? p. 17; Investigate: How Did Geographic Conditions Shape Early Civilizations? [pages 54–61], pp. 22-27; Examine: What Factors Caused Some Cities to Thrive? [pages 62–66]; p. 27; Investigate: What Happens to Societies When the Environment Changes? [page 67–71]; p. 30; Thinking Like a Geologist What is the Impact of Climate Change on Glaciers? p. 32; Reflect On Your Learning p. 72; p. 5-6; Unravel the Past p. 73, p. 7	Inquire: How Did Early People Find Their Way?, What Can Ancient Civilizations Teach Us About Drought?, What Happened to the Dorset?; What Is the Significance of a Domesticated Animal?; Will You Eat Locally, Like Early Humans Did?
Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).		Communication Box, p. 14	
Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).	Mysteries in History p. 46; World Climate Zones Map p. 47, Thinking Like a Geographer p. 49; What Geographic Conditions Encouraged the Development of Agriculture? p. 56; Margin Box p. 59, 62; Thinking Like a Geologist p. 71	Mini-Inquiry What Happened to the Dorset? p. 12-14; Discussion How Does Climate Affect Your Life? p. 14; Thinking Like a Geographer [page 49] What Can We Learn From Climographs? pp. 15-16; Discussion What Geographic Conditions Encouraged the Development of Agriculture? pp. 23-24; Margin Box p. [pp. 59, 62], pp. 44, 45; Thinking Like a Geologist What is the Impact of Climate Change on Glaciers? p. 32	
Compare maps of early civilizations with modern maps of the same area.	Mysteries in History p. 46; Check Your Learning p. 61; Unravel the Past p. 73	Mini-Inquiry What Happened to the Dorset? [p. 46] p. 12-14; Check Your Learning [p. 61], p. 44; Unravel the Past [p. 73]; p. 7	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).	Check Your Learning p. 61; Unravel the Past p. 73	Check Your Learning [p. 61], p. 44; Unravel the Past [p. 73]; p. 7	Inquire: How Did Early People Find Their Way?, What Can Ancient Civilizations Teach Us About Drought?, What Happened to the Dorset?; What Is the Significance of a Domesticated Animal?
Represent information fairly and cite sources consistently.	Check Your Learning p. 61, 71; Unravel the Past p. 73	Check Your Learning [p. 61, 71], p. 44, 48; Unravel the Past [p. 73]; p. 7	
Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation).	Check Your Learning p. 61; Reflect On Your Learning p. 72; Unravel the Past p. 73	Check Your Learning [p. 61], p. 44; Reflect On Your Learning p. 72; p. 5-6; Unravel the Past [p. 73]; p. 7	Inquire: How Did Early People Find Their Way?, What Can Ancient Civilizations Teach Us About Drought?, What Happened to the Dorset?; What Is the Significance of a Domesticated Animal?
Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.	Margin Box p. 46, 50, 57, 58; Check Your Learning p. 53, 61, 66, 71; How Did Geographic Conditions Shape Early Civilizations? p. 55; Caption p. 70; Reflect on Your Learning p. 72	Question Boxes [page 46, 50, 57, 58]; pp. 40-44; How Did Geographic Conditions Shape Early Civilizations? [p. 55]; pp. 22-23; Caption [p. 70]; p. 31; Reflect on Your Learning [p. 72], p. 5-7	Inquire: How Did Early People Find Their Way?, What Can Ancient Civilizations Teach Us About Drought?, What Happened to the Dorset?
Assess the significance of people, places, events, or developments at particular times and places (significance)	Main Coverage (Development of Agriculture)	Discussion What Geographic Conditions Encouraged the Development of Agriculture? [pp. 56-58], pp. 23-25	Main Coverage (Development of Agriculture)
<i>Sample Activity</i>			
Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.	Investigate: How Did Geographic Conditions Shape Early Civilization p. 54-61; Investigate: What Happens to Societies When the Environment Changes? p. 67	Investigate: How Did Geographic Conditions Shape Early Civilization [p. 54-61], pp. 22-27; Investigate: What Happens to Societies When the Environment Changes?[p. 67]; pp. 31-32	Go Deeper: How Did Early Peoples Adapt to Their Environments?: Videos, Websites; How Did Geographic Conditions Shape Early Civilizations?: Videos, Websites; What Factors Caused Some Cities to Thrive?: Videos, Websites, Documents, Audio; What Happens to Societies When the Environment Changes?: Videos, Websites. Research: Irrigation, Wayfinding, Domestication, Ancient Cities. Inquire: What Is the Significance of a Domesticated Animals?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What is the most significant archeological finding that helps us understand the development of humans?	Heiltsuk First Nation Village Among Oldest in North America p. 59; QR Code p. 59, 62, 69	INTERACTIVE FEATURE: QR CODE [p. 59]; p. 25; Examine: What Factors Caused Some Cities to Thrive? [p. 62], pp. 27-28; The Destruction of a City: Pompeii [p. 69], pp. 30-31	Go Deeper: How Did Early Peoples Adapt to Their Environments?: Videos, Websites; How Did Geographic Conditions Shape Early Civilizations?: Videos, Websites; What Factors Caused Some Cities to Thrive?: Videos, Websites, Documents, Audio; What Happens to Societies When the Environment Changes?: Videos, Websites. Research: The Indus River Valley, Pompeii, Triquet Island Village
What are the most significant factors that contribute to the decline of an empire?	Investigate: What Happens to Societies When the Environment Changes? p. 67-72	Investigate: What Happens to Societies When the Environment Changes? [pp. 67-72], pp. 31-32	Go Deeper: What Happens to Societies When the Environment Changes?: Videos, Websites. Research: Mesopotamia, Drought
Why are philosophers from this era still significant today?			
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)	Check Your Learning p. 71	Mini-Inquiry What Happened to the Dorset? Investigate section, p. 13; Mini-Inquiry How Did Early People Find Their Way? [p. 51] p. 17; Check Your Learning [p. 71], pp. 48-49	
<i>Sample Activities</i>			
Compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary and secondary sources; print, video, electronic, graphic sources; artifacts).		Communication Box, p. 14	
Compare information-gathering methodologies (e.g., primary research using surveys, archeological excavation, interviews; research using secondary sources; testing of hypotheses).	Check Your Learning p. 61	Check Your Learning [p. 61], pp. 44-45	
Apply criteria to evaluate information and information sources (e.g., assess bias, reliability, authorship, currency, audience; confirm value using multiple sources).	Confirming value of multiple sources: Heiltsuk First Nation Village Among Oldest in North America, p. 59	Heiltsuk First Nation Village Among Oldest in North America, [p. 59], p. 25	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What can we learn from ancient civilizations based on the artifacts we have found?	How did Geography Affect How People Lived? p. 48	Discussion How Does Climate Affect Your Life? p. 14	Go Deeper: How Did Early Peoples Adapt to Their Environments?: Videos, Websites; How Did Geographic Conditions Shape Early Civilizations?: Videos, Websites; What Factors Caused Some Cities to Thrive?: Videos, Websites, Documents, Audio; What Happens to Societies When the Environment Changes?: Videos, Websites. Research: Dorset, Mesopotamia, Indus River Valley, Triquet Island Village, Pompeii, Drought
How do artifacts and monuments reflect the surrounding geography?	How did Geography Affect How People Lived? p. 48	Discussion How Does Climate Affect Your Life? p. 14	Go Deeper: How Did Early Peoples Adapt to Their Environments?: Videos, Websites; How Did Geographic Conditions Shape Early Civilizations?: Videos, Websites; What Factors Caused Some Cities to Thrive?: Videos, Websites, Documents, Audio; What Happens to Societies When the Environment Changes?: Videos, Websites. Research: Irrigation, Dorset, Ladnforms, Mesopotamia, Indus River Valley, Pompeii.
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)	Main Coverage (Key Turning Point: Agriculture)	How Did Geographic Conditions Shape Early Civilizations? [pp. 54-61]; pp. 23-27	Main Coverage (Key Turning Points: Agriculture and Urbanization)
<i>Key Question</i>			
What are different ways that you can categorize different periods in history?			
Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	Examine: What Factors Caused Some Cities to Thrive? p. 62; Margin Box p. 63. 66; Check Your Learning p. 71	Examine: What Factors Caused Some Cities to Thrive? [p. 62], pp. 27-29; Margin Box [p. 63. 66], pp. 46, 47; Check Your Learning [p. 71], pp. 48-49	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activity</i>			
Explain key factors in the spread of Christianity.			
<i>Key Question</i>			
What role does geography play in the location of civilizations?	Main Coverage	How Did Geographic Conditions Shape Early Civilizations? [pp. 54-61]; pp. 23-27	Main Coverage
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)			
<i>Key Questions</i>			
What are the different attitudes toward death and the afterlife in religions and cultures?			
How do historians' views on the decline of the Roman Empire differ?			
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)			
<i>Key Questions</i>			
How should we resolve competing claims of ownership over religious holy sites?			
Was (Emperor Chin, Julius Caesar, or other person of significance) a tyrant or a great leader? Explain why or why not.			

Content	Student Resource	Eguide Teaching Notes	Website
Anthropological origins of humans			
<i>Sample Topics</i>			
Early origins of humans in Africa, and the migration of early humans out of Africa to the rest of the world			
Interactions between early humans and Neanderthals			
Technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking			
The shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities	Investigate: How Did Geographic Conditions Shape Early Civilizations? p. 54-61; Examine: What Factors Caused Some Cities to Thrive p. 62-66; QR Code p. 57	How Did Geographic Conditions Shape Early Civilizations? [pp. 54-61]; pp. 23-27; Examine: What Factors Caused Some Cities to Thrive p. 62-66;pp. 27-29	Research: Irrigation, Mesopotamia, The Indus River Valley, Domestication, Triquet Island Village, Ancient Cities.
<i>Key Questions</i>			
What advantages did agriculture have over the hunter-gatherer way of life?	Investigate: How Did Geographic Conditions Shape Early Civilizations? p. 54-61; Examine: What Factors Caused Some Cities to Thrive p. 62-66	How Did Geographic Conditions Shape Early Civilizations? [pp. 54-61]; pp. 23-27; Examine: What Factors Caused Some Cities to Thrive p. 62-66;pp. 27-29	Go Deeper: How Did Geographic Conditions Shape Early Civilizations?: Videos, Websites; What Factors Caused Some Cities to Thrive?: Videos, Websites. Research: Irrigation, Mesopotamia, The Indus River Valley, Ancient Cities.
Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	Main Coverage	How Did Geographic Conditions Shape Early Civilizations? [pp. 54-61]; pp. 23-27; Examine: What Factors Caused Some Cities to Thrive p. 62-66;pp. 27-29	Main Coverage
<i>Sample Activities</i>			

Identify the key characteristics of physical environments that affected the following for selected ancient cultures: — development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) — the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) — interactions among cultures (e.g., mountain ranges, oceans, rivers)	Main Coverage	How Did Geographic Conditions Shape Early Civilizations? [pp. 54-61]; pp. 23-27; Examine: What Factors Caused Some Cities to Thrive p. 62-66;pp. 27-29	Main Coverage
Content	Student Resource	Eguide Teaching Notes	Website
Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing).	Main Coverage	How Did Geographic Conditions Shape Early Civilizations? [pp. 54-61]; pp. 23-27; Examine: What Factors Caused Some Cities to Thrive p. 62-66;pp. 27-29	Main Coverage
Create maps to show the key physical environmental characteristics of a selected ancient culture.	p. 54-55; Check Your Learning p. 61	Discussion What is the significance of river valley environments? [pp. 54-55], pp. 22-23 supports map creation by engaging students in detailed analysis of maps appearing on pp. 54-55 of student resource; Mini-Inquiry How Did Early People Find Their Way? pp. 17-18, Construct/Create section.	
<i>Key Question</i>			
What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment?	Main Coverage	How Did Geographic Conditions Shape Early Civilizations? [pp. 54-61]; pp. 23-27; Examine: What Factors Caused Some Cities to Thrive p. 62-66;pp. 27-29	Main Coverage
Features and characteristics of civilizations, and factors that led to their rise and fall	Examine: What Factors Caused Some Cities to Thrive? p. 62-66; Investigate: What Happens to Societies When the Environment Changes? p. 67-72	Examine: What Factors Caused Some Cities to Thrive p. 62-66;pp. 27-29; What Happens to Societies When the Environment Changes? [p. 67-72], pp. 30-33	Go Deeper: What Factors Caused Some Cities to Thrive?: Videos, Websites; What Happens to Societies When the Environment Changes?: Videos, Websites. Research: Dorset, Mesopotamia, The Indus River Valley, Ancient Cities, Pompeii, Drought.
<i>Sample Topics</i>			

<p>Components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)</p>	<p>How Did the Natural Resources of a Place Affect the Ways of Life of Early Peoples? p. 52-53; What Geographic Conditions Encouraged the Development of Agriculture? p. 56; How Did Agriculture Change Early Societies? p. 58; Examine: What Factors Caused Some Cities to Thrive? p.62-66; Investigate: What Happens to Societies When the Environment Changes? p. 67-72</p>	<p>How Did the Natural Resources of a Place Affect the Ways of Life of Early Peoples? [p. 52-53], p. 18; What Geographic Conditions Encouraged the Development of Agriculture? [p. 56], pp. 23-24; How Did Agriculture Change Early Societies? [p. 58], p. 25; Examine: What Factors Caused Some Cities to Thrive? [pages 62–66]; p. 27; Investigate: What Happens to Societies When the Environment Changes? [page 67–71]; p. 30</p>	<p>Go Deeper: What Factors Caused Some Cities to Thrive?: Videos, Websites. Research: Wayfinding, Mesopotamia, The Indus River Valley, Domestication, Ancient Cities.</p>
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Content	Student Resource	Eguide Teaching Notes	Website
Elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres	How Did Geography Affect How People Lived? p. 48; Investigate: How Did Geographic Conditions Shape Early Civilization? p. 54-61; Innovations: Domestication p. 57; How Did Agriculture Change Early Societies? p. 58; Examine: What Factors Caused Some Cities to Thrive? p. 62-66; Investigate: What Happens to Societies When the Environment Changes? p. 67-72; QR Code p. 57	How Did Geography Affect How People Lived? [p. 48], p. 14; Investigate: How Did Geographic Conditions Shape Early Civilization? [p. 54-61], pp. 22-23; Innovations: Domestication [p. 57], pp. 23-24; How Did Agriculture Change Early Societies? [p. 58], p. 25; Examine: What Factors Caused Some Cities to Thrive? [p. 62-66], p. 27; Investigate: What Happens to Societies When the Environment Changes? [p. 67-72], p. 30; QR Code [p. 57], p. 25	Go Deeper: How Did Early Peoples Adapt to Their Environments?: Videos, Websites; How Did Geographic Conditions Shape Early Civilizations?: Videos, Websites; What Factors Caused Some Cities to Thrive?: Videos, Websites; What Happens to Societies When the Environment Changes?: Videos, Websites. Research: Irrigation, Mesopotamia, The Indus River Valley, Ancient Cities, Drought.
Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas			
<i>Sample Topic</i>			
Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures	The Three Sisters p. 56; Thinking Like a Geologist p. 71	Thinking Like a Geologist [p. 71], p. 32-33	
Scientific, philosophical, and technological developments			
<i>Sample Activities</i>			
Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics).	Innovations: Domestication p. 57; Investigate: What Happens to Societies When the Environment Changes? p. 67-72	Innovations: Domestication [p. 57], pp. 23-24; Investigate: What Happens to Societies When the Environment Changes? [p. 67-72], p. 30	Go Deeper: How Did Early Peoples Adapt to Their Environments?: Videos, Websites; How Did Geographic Conditions Shape Early Civilizations?: Videos, Websites; What Happens to Societies When the Environment Changes?: Videos, Websites. Research: Irrigation, Wayfinding, Mesopotamia, The Indus River Valley, Ancient Cities, Pompeii, Drought.

Content	Student Resource	Guide Teaching Notes	Website
Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life.	River valley agriculture (main coverage)	Investigate: How Did Geographic Conditions Shape Early Civilizations? [pages 54–61]; pp. 23-27	Go Deeper: How Did Geographic Conditions Shape Early Civilizations?: Videos, Websites; What Factors Caused Some Cities to Thrive?: Video, Websites, Documents; What Happens to Societies When the Environment Changes?: Videos, Websites, Documents. Research: Irrigation, Wayfinding, Mesopotamia, The Indus River Valley, Ancient Cities, Drought.
Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration	Mysteries in History p. 46	Mini-Inquiry What Happened to the Dorset? [p. 46] p. 12-14	
<i>Sample Topic</i>			
Inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)			Research: Irrigation, Domestication.
<i>Key Question</i>			
What is the impact on language of increased trade and interactions between civilizations and cultures?			
Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas			
<i>Sample Activities</i>			
List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation).			

Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society.			
Content	Student Resource	Eguide Teaching Notes	Website
Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems).			
Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers).			
List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade).			
Explain how and why monetary systems evolved from bartering.			

**Inquiring Minds: The Ancient World to the 7th Century
Innovations**

Legend			
Big Ideas	Curricular Competencies	Content	
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Geographic conditions shaped the emergence of civilizations.			
Religious and cultural practices that emerged during this period have endured and continue to influence people.	Main Coverage (Tools and Technology)	Main Coverage (Tools and Technology)	Main Coverage (Tools and Technology)
Increasingly complex societies required new systems of laws and government.			
Economic specialization and trade networks can lead to conflict and co-operation between societies.			
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students have the opportunity to use Social Studies inquiry processes throughout the chapter	Suggestions are provided to give students the opportunity to use Social Studies inquiry processes throughout the chapter.	Inquire: How Have Innovations of Ancient Peoples Affected Life Today?
<i>Key Skills</i>			
Select a relevant problem or issue for inquiry.	Reflect on Your Learning p. 102; Unravel the Past p. 103	ADST ACTIVITY What's Your Problem! pp. 17-18; ADST ACTIVITY Domo Arigato, Mister Robato! pp. 27-28; ADST ACTIVITY What "Wood" You Do? pp. 54-57; Reflect on Your Learning [p. 102] pp. 7-9 ; Unravel the Past [p. 103] p. 10, p. 18, pp. 53-54	

Curricular Competencies	Student Resource	Guide Teaching Notes	Website
Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.	Innovations p. 74-75; Margin Box p. 74, 76, 77, 78, 80, 82, 87, 89, 93, 95, 96, 97, 98, 99, 100; Unravel the Past margin Box p. 75; Investigate: Why Do Humans Create Tools p. 76-77; Caption p. 77, 79, 80, 82, 83, 85, 88, 89, 95, 96, 97, 99, 100, 101; Thinking it Through p. 79, 91; Consider This p. 80; Thinking Like an Archeologist p. 81; Check Your Learning p. 81, 86, 92, 101; The Discovery of the Iceman p. 83; A Murder Mystery p. 85; Look Closer p. 90-91; Reflect on Your Learning p. 102; Unravel the past p. 103	Reflect on Your Learning #1 [p. 102] pp. 7-8; Explore and Reflect [page 102] p. 9; Innovations [pages 74–75] pp. 13-19; ADST ACTIVITY: What's Your Problem! pp. 17-18; ADST ACTIVITY: What "Wood" You Do? pp. 54-56	Inquire: How Does My Water System Compare?, How Have the Innovations of Ancient Peoples Affected Life Today, How Was the Great Pyramid Built?, LM 4-16: Will You survive?, LM 4-6: Why Was Fire Significant for Early Humans?, LM 4-7: What Was the Greatest Ancient Innovation?, Why Was Ötzi Murdered?
Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).			
Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).	The Sacred Landscape of Stonehenge Map p. 89; Mayan Cultural Area map p. 93; The City Plan of Chichen Itza p. 94		
Compare maps of early civilizations with modern maps of the same area.			Inquire: How Does My Water System Compare?
Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).	Reflect on Your Learning p. 102; Unravel the Past p. 103	Mini Inquiry: How Does My Water System Compare? pp. 44-45; Mini Inquiry: LM 4-16: Will You Survive? pp. 46-47	Inquire: How Does My Water System Compare?, How Have the Innovations of Ancient Peoples Affected Life Today?, How Was the Great Pyramid Built?, LM 4-16: Will You survive?, LM 4-6: Why Was Fire Significant for Early Humans?, LM 4-7: What Was the Greatest Ancient Innovation?, Why Was Ötzi Murdered?
Represent information fairly and cite sources consistently.	Check Your Learning p. 86, 92; Reflect Your Learning p. 102; Unravel the Past p. 103	Mini-Inquiry: How Was the Great Pyramid Built? pp. 38-39; Reflect on Your Learning [p. 102] pp. 7-9	Inquire: How Was the Great Pyramid Built?

Curricular Competencies	Student Resource	Guide Teaching Notes	Website
Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation).	Thinking it Through p. 79; Reflect on Your Learning p. 102; Unravel the Past p. 103	Reflect on Your Learning [p. 102] pp. 7-9; Mini-Inquiry: LM 4-6: Why Was Fire Significant for Early Humans? p. 23; Mini Inquiry: LM 4-7: What Was the Greatest Ancient Innovation? pp. 24-25; Mini-Inquiry: Why Was Ötzi Murdered? pp. 31-32; Mini-Inquiry: How Was the Great Pyramid Built? pp. 38-39; Mini Inquiry: How Does My Water System Compare? pp. 44-45; Mini Inquiry: LM 4-16: Will You Survive? pp. 46-47	Inquire: How Does My Water System Compare?, How Was the Great Pyramid Built?, How Have Innovations of Ancient Peoples Affected Life Today?, LM 4-16: Will You survive?, LM 4-6: Why Was Fire Significant for Early Humans?, LM 4-7: What Was the Greatest Ancient Innovation?, Why Was Ötzi Murdered?
Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.	Margin Box p. 79, 98, 100; Check Your Learning p. 81, 86, 92, 101; A Murder Mystery p. 85; Look Closer p. 90-91; Thinking It Through p. 91; Reflect On Your Learning p. 102; Unravel the Past p. 103	Mini-Inquiry: How Was the Great Pyramid Built? pp. 38-39; ADST ACTIVITY What “Wood” You Do? pp. 54-55	Inquire: How Does My Water System Compare?, How Have the Innovations of Ancient Peoples Affected Life Today?, How Was the Great Pyramid Built?, LM 4-16: Will You survive?, LM 4-6: Why Was Fire Significant for Early Humans?, LM 4-7: What Was the Greatest Ancient Innovation?, Why Was Ötzi Murdered?
Assess the significance of people, places, events, or developments at particular times and places (significance)	Innovations: How Did Fire Affect How Humans Made Tools? p. 80; Look Closer: What Is the Most Important Invention? p. 78-79	Reflect on Your Learning #2 [p. 102] pp. 8-9; Reflect on Your Learning #3 [p. 102] p. 9; Student Activity: LM 4-4: Wheels and Weapons, pp., 21-22; Student Activity: LM 4-5: Ancient Technology in the Modern World, p. 22; Mini-Inquiry: LM 4-6: Why Was Fire Significant for Early Humans? pp. 23-24; QR Code Support for Innovations [page 80] p. 24; Mini Inquiry LM 4-7: What Was the Greatest Ancient Innovation? p. 24-25	Inquire: LM 4-6: Why Was Fire Significant for Early Humans?, How Have Innovations of Ancient Peoples Affected Life Today?
<i>Sample Activity</i>	Main Coverage (Tools and Technology)	Main Coverage (Tools and Technology)	Main Coverage (Tools and Technology)
Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.	Main Coverage (Tools and Technology)	Reflect on Your Learning #2 [p. 102] pp. 8-9; Reflect on Your Learning #3 [p. 102] p. 9; Student Activity: LM 4-5: Ancient Technology in the Modern World, p. 22; Mini-Inquiry: LM 4-6: Why Was Fire Significant for Early Humans? pp. 23-24; QR Code Support for Innovations [page 80] p. 24; Mini Inquiry LM 4-7: What Was the Greatest Ancient Innovation? p. 24-25	Inquire: How Have Innovations of Ancient Peoples Affected Life Today?

Curricular Competencies	Student Resource	Guide Teaching Notes	Website
<i>Key Questions</i>			
What is the most significant archeological finding that helps us understand the development of humans?	Innovations p. 80; Thinking Like an Archeologist p. 81; Examine: What Can Evidence Tell Us About Early Humans? p. 82 86; Consider This p. 86; Investiage What Can Monuments Tell Us About Ancient Peoples? p. 87-92; Examine: What is the Significance of Techonolgy in a Society? p. 93-101; QR Code p. 85, 90	Investigate: Why Do Humans Create Tools? [pages 76–81] (re development of stone tools, wheel, weapons, fire) pp. 20-29; Mini Inquiry: LM 4-7: What Was the Greatest Ancient Innovation? pp. 24-25; Discussion: What Could We Learn About You from Your Digital Technology? pp. 41-42	Go Deeper: Why Do Humand Create Tools?: Videos, Websites, Documents, Audio; What Can Evidence Tell Us About Early Humans?: Videos, Websites, Documents; What Can Monuments Tell Us About Ancient Peoples?: Videos, Websites; What is the Significance of Technology in a Society?: Videos, Webistes. Research: Great Pyramids, The Maya, Ötzi, Kwäday Dän Ts'inchj, Stonehenge, Roman Aqueducts.
What are the most significant factors that contribute to the decline of an empire?			
Why are philosophers from this era still significant today?			
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)	Examine: What Can Evidence Tell Us About Early Humans? p. 82; Check Your Learning p. 81, 92	Reflect on Your Learning #1 [p. 102] pp. 7-8; Bounce Page Support for Innovations [page 75] p. 19; Discussion: Thinking Like an ... Archeologist: What Can We Learn About Early Humans from the Tools They Made and Used? P. 26; Examine: What Can Evidence Tell Us About Early Humans? [pages 82–86] pp. 29-36; Mini-Inquiry: How Was the Great Pyramid Built? pp. 38-39	Inquire: How Was the Great Pyramid Built?, How Have the Innovations of Ancient Peoples Affected Life Today?
<i>Sample Activities</i>			
Compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary and secondary sources; print, video, electronic, graphic sources; artifacts).		Check Your Learning [page 92] #2, p. 40	
Compare information-gathering methodologies (e.g., primary research using surveys, archeological excavation, interviews; research using secondary sources; testing of hypotheses).			

Curricular Competencies	Student Resource	Guide Teaching Notes	Website
Apply criteria to evaluate information and information sources (e.g., assess bias, reliability, authorship, currency, audience; confirm value using multiple sources).	Check Your Learning p. 92	Reflect on Your Learning #1 [p. 102] pp. 7-8; Check Your Learning [page 92], p. 40	
<i>Key Questions</i>			
What can we learn from ancient civilizations based on the artifacts we have found?	Tools timeline p. 76-77; Look Closer p. 78-79; Innovations p. 80; Examine: What Can Evidence Tell Us About Early Humans? p. 82-86; Investigate: What Can Monuments Tell Us About Ancient Peoples? p. 87-92; Why Was Stonehenge built? p. 89; Consider This p. 94; Thinking Like an Anthropologist p. 98	Reflect on Your Learning #1 [p. 102] pp. 7-8; Reflect on Your Learning #3 [p. 102] p. 9; Unravel the Past [p. 103] p. 10, p. 18, pp. 53-54; Student Activity: LM 4-2: Technology from the Past, pp. 15-16; Bounce Page Support for Innovations [page 75] p. 19; Investigate: Why Do Humans Create Tools? [pages 76–81] (re development of stone tools, wheel, weapons, fire) pp. 20-29; Discussion: Thinking Like an ... Archeologist: What Can We Learn About Early Humans from the Tools They Made and Used? p. 26; Check Your Learning [page 81], pp. 28-29; Examine: What Can Evidence Tell Us About Early Humans? [pages 82–86] pp. 29-36; Investigate: What Can Monuments Tell Us About Ancient Peoples? [pages 87–92], pp. 36-41; Examine: What Is the Significance of Technology in a Society? [pages 93–102], pp. 41-52; Check Your Learning [page 101], p. 51-52; Student Activity: LM 4-18: What Can an Object Tell About a Family History? p. 56	Go Deeper: Why Do Humans Create Tools?: Videos, Websites, Documents, Audio; What Can Evidence Tell Us About Early Humans?: Videos, Websites, Documents; What Can Monuments Tell Us About Ancient Peoples?: Videos, Websites; What is the Significance of Technology in a Society?: Videos, Websites, Inquire: How Have the Innovations of Ancient Peoples affected Life Today?
How do artifacts and monuments reflect the surrounding geography?	Examine: What Can Evidence Tell Us About Early Humans? p. 82-86; Investigate: What Can Monuments Tell Us About Ancient Peoples? p. 87-92; Consider This p. 94; What can We Learn About the Mayan From their Technology? p. 93-96; How Did Technology Make it Possible for Ancient Peoples to Live in Larger Cities p. 97	Student Activity: LM 4-11: The 5 Ws + H of Stonehenge, p. 37; Mini Inquiry: LM 4-16: Will You Survive? pp. 46-47; Discussion: Sustainable Food Sources (fishing technology), pp. 49-50; Student Activity: LM 4-17: Fishing Methods in British Columbia (fishing technology), p. 50	Go Deeper: What Can Evidence Tell Us About Early Humans?: Websites; What Can Monuments Tell Us About Ancient Peoples?: Videos, Websites, Audio; What Is the Significance of Technology in a Society?: Videos, Websites, Documents, Audio. Research: Great Pyramids, Stonehenge, Roman Aqueducts

Curricular Competencies	Student Resource	Guide Teaching Notes	Website
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)	Thinking Like an Archeologist p. 77	Reflect on Your Learning #2 [p. 102] pp. 8-9; Bounce Page Support for Innovations [page 75] p. 19; Investigate: Why Do Humans Create Tools? [pages 76–81] (re development of stone tools, wheel, weapons, fire) pp. 20-29; Discussion: Thinking Like an ... Archeologist, P. 21	
<i>Key Question</i>			
What are different ways that you can categorize different periods in history?	Thinking Like an Archeologist p. 77	Discussion: Thinking Like an ... Archeologist, p. 21	
Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	Caption p. 79		
<i>Sample Activity</i>			
Explain key factors in the spread of Christianity.			
<i>Key Question</i>			
What role does geography play in the location of civilizations?		Student Activity: LM 4-13: What Can We Learn About the Maya from Their Technology? pp. 41-42	
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	Investigate: What can Monuments Tell Us About Ancient Peoples? p. 87-89	Reflect on Your Learning #3 [p. 102] p. 9; Discussion: Why Do People Want to Know About the Future? p. 42; QR Code Support for Innovations [page 95] p. 43	
<i>Key Questions</i>			
What are the different attitudes toward death and the afterlife in religions and cultures?	Why Was Stonehenge Built? p. 89	Student Activity: LM 4-11: The 5 Ws + H of Stonehenge, p. 37	Go Deeper: What Can Monuments Tell Us About Ancient Peoples?: Videos, Websites, Documents.
How do historians' views on the decline of the Roman Empire differ?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)			
<i>Key Questions</i>			
How should we resolve competing claims of ownership over religious holy sites?		<i>Related:</i> FIRST PEOPLES TEACHING CONSIDERATIONS, p. 29; TEACHING CONSIDERATIONS Archeology: Ethical Issues, p. 33; Discussion: Are objects from the past just artifacts to be studied? p. 34; FIRST PEOPLES TEACHING CONSIDERATIONS, p. 34; Discussion: Should ancient human remains be treated as artifacts to be studied or as relatives to be honoured? p. 35	
Was (Emperor Chin, Julius Caesar, or other person of significance) a tyrant or a great leader? Explain why or why not.			

Content	Student Resource	Eguide Teaching Notes	Website
Anthropological origins of humans			
<i>Sample Topics</i>			
Early origins of humans in Africa, and the migration of early humans out of Africa to the rest of the world			
Interactions between early humans and Neanderthals			
Technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking	Investigate: Why Do Humans Create Tools? p. 76-81; Look Closer p. 78-79; Innovations p. 80; QR Code p. 80, 90, 95	Reflect on Your Learning #1 [p. 102] pp. 7-8; Student Activity: LM 4-2: Technology from the Past, pp. 15-16; Bounce Page Support for Innovations [page 75] p. 19	Go Deeper: Why Do Humans Create Tools?: Videos, Websites, Documents. Inquire: LM4-6: Why Was Fire Significant for Early Humans?, How Was the Great Pyramid Built?, LM 4-7: What Was the Greatest Ancient Innovation?, How Have the Innovations of Ancient Peoples Affected Life Today?
The shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities	How Can Technology Provide a Stable Source of Food? p. 99-101	Reflect on Your Learning #2 [p. 102] pp. 8-9	
<i>Key Questions</i>			
What advantages did agriculture have over the hunter-gatherer way of life?		Reflect on Your Learning #2 [p. 102] pp. 8-9	

Content	Student Resource	Guide Teaching Notes	Website
Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	The Roman Aqueduct p. 97-98; How Can Technology Provide a Stable Source of Food? p. 99-101	How Did Technology Make It Possible for Ancient Peoples to Live in Large Cities? [page 97], p. 43; Mini Inquiry: How Does My Water System Compare? p. 44-45; Discussion: Sustainable Food Sources, pp. 49-50; Student Activity: LM 4-17: Fishing Methods in British Columbia, p. 50	Go Deeper: What Is the Significance of Technology in a Society?: Videos, Websites, Documents, Audio.
<i>Sample Activities</i>			
Identify the key characteristics of physical environments that affected the following for selected ancient cultures: — development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) — the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) — interactions among cultures (e.g., mountain ranges, oceans, rivers)	Why Was Stonehenge Built? p. 89; What Can We Learn About The Maya From Their Technology? p. 93-96; Roman Aqueduct p. 27-28; How Can Technology Provide A Stable Source of Food p. 99-101	Student Activity: LM 4-11: The 5 Ws + H of Stonehenge, p. 37; How Did Technology Make It Possible for Ancient Peoples to Live in Large Cities? [page 97], p. 43	Research: The Maya, Roman Aqueducts
Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing).	Mayan Architecture p. 94; Look Closer p. 78-79; Roman Aqueduct p. 97-98; How Can Technology Provide a Stable Source of Food? p. 99-101		Go Deeper: What Is the Significance of Technology in a Society?: Videos, Websites, Documents, Audio. Research: The Maya, Ancient Tools and Technology, Roman Aqueducts.
Create maps to show the key physical environmental characteristics of a selected ancient culture.			
<i>Key Question</i>			
What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment?	How Can Technology Provide a Stable Source of Food? p. 99-101; Check Your Learning p. 101	Student Activity: LM 4-17: Fishing Methods in British Columbia, p. 50; Make Connections [page 101], p. 52	Go Deeper: What Is the Significance of Technology in a Society?: Videos, Websites, Documents, Audio. Research: The Maya, Ancient tools and technology, Roman aqueducts
Features and characteristics of civilizations, and factors that led to their rise and fall	Main Coverage (Technology)	Main Coverage (Technology)	

Content	Student Resource	Guide Teaching Notes	Website
<i>Sample Topics</i>			
Components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)	Main Coverage	Main Coverage	Main Coverage
Elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres	What Can We Learn About the Maya From Their Technology? p. 93; Why Was Stonehenge Built? p. 89; Look Closer p. 90-91; Mayan Architecture p. 94; Roman Aqueduct p. 97-98; How Can Technology Provide a Stable Source of Food? p. 99-101	Reflect on Your Learning #3 [p. 102] p. 9; Student Activity: LM 4-13: What Can We Learn About the Maya from Their Technology? pp. 41-42; How Did Technology Make It Possible for Ancient Peoples to Live in Large Cities? [page 97], p. 43	Main Coverage
Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas		Reflect on Your Learning #3 [p. 102] p. 9; Student Activity: LM 4-11: The 5 Ws + H of Stonehenge, p. 37; QR Code Support for Innovations [page 95], p. 43	
<i>Sample Topic</i>			
Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures	Investigate: What Can Monuments Tell Us About Ancient Peoples? p. 87-92; Examine: What Is the Significance of Technology in a Society? p. 93-101; The Mayan Calendar p. 95	Reflect on Your Learning #3 [p. 102] p. 9; Student Activity: LM 4-11: The 5 Ws + H of Stonehenge, p. 37; QR Code Support for Innovations [page 95], p. 43	Go Deeper: What Can Evidence Tell is About Early Humans?: Videos, Websites, Documents; What Can Monuments Tell Us About Ancient Peoples?: Videos, Websites, Documents; What Is the Significance of Technology in a Society?: Videos, Websites. Research: The Great Pyramids, The Maya, Stonehenge.
Scientific, philosophical, and technological developments	Main Coverage	Main Coverage	Main Coverage

Content	Student Resource	Guide Teaching Notes	Website
<i>Sample Activities</i>			
Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics).	Stone tools timeline p. 76-77; Look Closer p. 78-79; Investigate p. 87-92; Examine: What is the Significance of Technology in a Society? p. 93-101; Roman Aqueduct p. 97-98; Reflect On Your Learning p. 102; QR Code p. 90, 95, 100	Reflect on Your Learning #1 [p. 102] pp. 7-8; Investigate: Why Do Humans Create Tools? [pages 76–81] (re development of stone tools, wheel, weapons, fire) pp. 20-29; Investigate: What Can Monuments Tell Us About Ancient Peoples? [pages 87–92] (astronomy, architecture), pp. 36-41; Examine: What Is the Significance of Technology in a Society? [pages 93–102], pp. 41-52; Discussion: What Is the Most Important Food Innovation? p. 46; Discussion: Sustainable Food Sources (fishing technology), pp. 49-50; Student Activity: LM 4-17: Fishing Methods in British Columbia (fishing technology), p. 50	Go Deeper: What Is the Significance of Technology in a Society?: Videos, Websites, Documents, Audio. Inquire: LM 4-7: What Was the Great Ancient Innovation?, How Have the Innovations of Ancient Peoples Affected Life Today?, Research: The Maya, Ancient tools and technology, Roman Aqueducts.
Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life.	Tools timeline p. 76-77; Why Was Stonehenge Built? p. 89; Look Closer p. 90-91; What Can We Learn about the Maya From Their Technology? p. 93-96; Roman Aqueduct p. 97-98; Check Your Learning p. 101;	Reflect on Your Learning #3 [p. 102] p. 9; Student Activity: LM 4-2: Technology from the Past, pp. 15-16; Bounce Page Support for Innovations [page 75] p. 19; Investigate: Why Do Humans Create Tools? [pages 76–81] (re development of stone tools, wheel, weapons, fire) pp. 20-29; Mini Inquiry: How Does My Water System Compare? ppl 44-45; Discussion: What Is the Most Important Food Innovation? p. 46; ADST ACTIVITY: Which Innovation Will Save You from Being Chopped? pp. 47-49; Make Connections [page 101], p. 52	Go Deeper: Why Do Humans Create Tools?: Videos, Websites, Documents; What Can Monuments Tell Us About Ancient Peoples?: Videos, Websites; Documents; What Is the Significance of Technology in a Society?: Videos, Websites, Documents, Audio. Inquire: LM 4-7: What Was the Great Ancient Innovation?, How Have the Innovations of Ancient Peoples Affected Life Today?, Research: Ancient tools and technology.
Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration		Reflect on Your Learning #2 [p. 102] pp. 8-9	
<i>Sample Topic</i>			

Inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)			
Content	Student Resource	Eguide Teaching Notes	Website
<i>Key Question</i>			
What is the impact on language of increased trade and interactions between civilizations and cultures?			
Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas			
<i>Sample Activities</i>			
List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation).			
Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society.			
Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems).			
Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers).			
List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade).			
Explain how and why monetary systems evolved from bartering.			

Inquiring Minds: The Ancient World to the 7th Century
Ways of Believing

Legend			
Big Ideas	Curricular Competencies	Content	
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Geographic conditions shaped the emergence of civilizations.			
Religious and cultural practices that emerged during this period have endured and continue to influence people.	Main Coverage	Main Coverage	Main Coverage
Increasingly complex societies required new systems of laws and government.			
Economic specialization and trade networks can lead to conflict and co-operation between societies.			
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students have the opportunity to use Social Studies inquiry processes throughout the chapter	Suggestions are provided to give students the opportunity to use Social Studies inquiry processes throughout the chapter.	Inquire: What Can We Do to Save a Language?, What Role Do Natural Elements Play in Creation Stories around the World?, What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?, What Happened to the Ark of the Covenant?, What Links Religion with Technological Innovation in Architecture?, How Has Science Conflicted with Religion?, What Would Confucius Advise Today?
<i>Key Skills</i>			
Select a relevant problem or issue for inquiry.	Caption p. 117; Reflect on Your Learning p. 136	Reflect on Your Learning [page 136], pp. 7-9; Unravel the Past [page 137] (Socratic Seminar), pp. 10, 67-69	Inquire: What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.	Unravel the Past Margin Box p. 105; Clue Boxes p. 104-105; Margin Box p. 106, 107, 108, 110, 111, 113, 114, 115, 116, 120, 122, 123, 124, 125, 126, 127, 130, 131, 132, 122; Caption p. 106, 107, 109, 114, 115, 116, 118, 120, 127, 130, 133; Check Your Learning p. 109, 113, 130, 135; Consider This! p. 111, 134; The Anishinaabeg Sunrise Ceremony p. 111; Helping or Hurting Humanity? p. 135; Reflect on Your Learning p. 136; Unravel the Past p. 137	Reflect on Your Learning #1-3 [page 136] pp. 7-9; Unravel the Past [page 137]; p. 10; Mini Inquiry: What Can We Do to Save a Language? pp. 31-32; Mini Inquiry: What Role Do Natural Elements Play in Creation Stories around the World? pp. 34-36; Mini Inquiry: What Long-Lasting Influences Did Buddhism Have on Tibetan Identity? pp. 43-44; Mini Inquiry: What Happened to the Ark of the Covenant? pp. 50-51; Mini Inquiry: What Links Religion with Technological Innovation in Architecture? pp. 54-56; Mini Inquiry: How Has Science Conflicted with Religion? pp. 61-63; Unravel the Past [page 137] (Socratic Seminar), pp. 67-69; ADST ACTIVITY: PSAs That Provoke, pp. 64-65	Inquire: What Can We Do to Save a Language?, What Role Do Natural Elements Play in Creation Stories around the World?, What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?, What Happened to the Ark of the Covenant?, What Links Religion with Technological Innovation in Architecture?, How Has Science Conflicted with Religion?, What Would Confucius Advise Today?
Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).	Margin Box p. 131	Analyze Text Structure, p. 15; Communication, p. 52	
Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).	Religions by World Population graph p. 107; The Age of Five Ancient Religions graph p. 114; The Spread of Christianity map p. 125; The Spread of Islam map p. 127	Students Activity: Religion by the Numbers, p. 22; Discussion: The Oldest of Ancient Religions, p. 38; Discussion: Expansion of Christianity, p. 52	
Compare maps of early civilizations with modern maps of the same area.			
Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).	Check Your Learning p. 109, 121; Margin Box p. 112; Reflect On Your Learning p. 136	Make Connections [page 109], p. 26; Check Your Learning #2 [page 121], p. 47; Student Activity: Expressing Your Opinion Through Art, p. 64	Inquire: What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?, What Links Religion with Technological Innovation in Architecture?
Represent information fairly and cite sources consistently.	Margin Box p. 123; Reflect on Your Learning p. 136; Unravel the Past p. 137	Unravel the Past [page 137]; p. 10; ADST ACTIVITY: PSAs That Provoke, pp. 64-65	
Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation).	Reflect on Your Learning p. 136; Unravel the Past p. 137	ADST ACTIVITY: To Tech or Not to Tech... pp. 20-21; Mini Inquiry: What Long-Lasting Influences Did Buddhism Have on Tibetan Identity? pp. 43-44	Inquire: What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?, How Has Science Conflicted with Religion?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.	Unravel the Past Margin Box p. 105; Margin Box p. 107, 111, 113, 120, 122, 123, 125, 126, 127, 133, 134; Caption p. 116, 127, 133; Consider This! p. 111; Helping or Hurting Humanity? p. 135; Check Your Learning p. 113, 121, 130, 135; Reflect on Your Learning p. 136; Unravel the Past p. 137	Unravel the Past [page 137]; p. 10; Student Activity: Debating the Future of Hagia Sophia, p. 56; Student Activity: A Debate: Should Religions Change or Stay the Same? pp. 61; Unravel the Past [page 137] (Socratic Seminar), pp. 67-69; Text Box [page 135, middle], p. 95	Inquire: What Can We Do to Save a Language?, What Role Do Natural Elements Play in Creation Stories around the World?, What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?, What Links Religion with Technological Innovation in Architecture?, How Has Science Conflicted with Religion?, What Would Confucius Advise Today?
Assess the significance of people, places, events, or developments at particular times and places (significance)	Investigate: Why Have the Monotheistic Religions Lasted So Long? p. 122-130; Forces of Change p. 133	Reflect on Your Learning #2 [page 136] p. 8 Explore and Reflect [page 136] pp. 9-10; Examine: What Is the Significance of Ancient Belief Systems? [pages 131–135], pp. 59-66	Engage: Religious Foundation of Democracy. Inquire: What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?, How Has Science Conflicted with Religion?
<i>Sample Activity</i>			
Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.	Confucianism p. 109; How do Traditional Stories Help People Understand Their Place in the Universe? p. 111-113; Investigate: Why Have the Monotheistic Religions Lasted so Long? p. 122-130	Discussion: What Is Philosophy? p. 24; Student Activity: Exploring Confucianism, p. 25; Student Activity: The Granddaughter Who Was Eaten by a Big Fish, p. 27; Student Activity: The Value of First Languages, pp. 28-29; Mini Inquiry: What Long-Lasting Influences Did Buddhism, pp. 43-44; Have on Tibetan Identity? Student Activity: Mindfulness Minute, pp. 46-47; Discussion: Positive and Negative Impacts of Belief Systems, p. 60	Main Coverage. Go Deeper: In What Ways Do Belief Systems Reflect Who We Are?: Videos, Websites, Audio; Why Have the Belief Systems of First Peoples Endured?: Videos, Websites, Documents, Audio; Why Are the Influences of Religion So Long Lasting?: Videos, Websites, Documents; Why Have the Monotheistic Religions Lasted So Long?: Videos, Websites. What Is the Significance of Ancient Belief Systems?: Websites, Documents, Audio. Research: Christianity, Judaism, Religion and Spirituality, Hinduism, Buddhism, Islam. Inquire: What Role Do Natural Elements Play in Creation Stories around the World?, What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What is the most significant archeological finding that helps us understand the development of humans?	Sutton Hoo p. 104-105; Indus Valley (What Do We Know About the Religion of the Indus?) p. 114		Go Deeper: In What Ways Do Belief Systems Reflect Who We Are?: Videos, Websites; Why Have the Belief Systems of First Peoples Endured?: Websites; Why Are the Influences of Religion So Long Lasting?: Videos, Websites. Research: Sutton Hoo.
What are the most significant factors that contribute to the decline of an empire?			
Why are philosophers from this era still significant today?	What is Philosophy? p. 109	Student Activity: Exploring Confucianism, p. 25	Go Deeper: In What Ways Do Belief Systems Reflect Who We Are?: Videos, Websites; Why Are the Influences of Religion So Long Lasting?: Videos, Websites, Inquire: What Would Confucius Advise Today?
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)			
		Unravel the Past [page 137]; p. 10; Discussion: What kinds of clues do archeologists use to unlock the secrets of archeological sites? P. 13; Student Activity: LM 5-1: Clues to Solve the Mystery of Sutton Hoo, p. 13-14	
<i>Sample Activities</i>			
Compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary and secondary sources; print, video, electronic, graphic sources; artifacts).			
Compare information-gathering methodologies (e.g., primary research using surveys, archeological excavation, interviews; research using secondary sources; testing of hypotheses).	Sutton Hoo p. 104-105; What Do We Know About the Religion of the Indus? p. 114		
Apply criteria to evaluate information and information sources (e.g., assess bias, reliability, authorship, currency, audience; confirm value using multiple sources).	Margin Box p. 123; Reflect On Your Learning p. 136	Student Activity: Comparing and Contrasting Sources of Information, p. 57	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What can we learn from ancient civilizations based on the artifacts we have found?	Sutton Hoo p. 104-105; Medicine Wheels p. 110; What Do We Know About the Religion of the Indus? p. 114		Go Deeper: In What Ways Do Belief Systems Reflect Who We Are?: Videos, Websites; Why Have the Belief Systems of First Peoples Endured?: Websites; Why Are the Influences of Religion So Long Lasting?: Videos, Websites; Why Have the Monotheistic Religions Lasted So Long?: Videos, Websites. Research: Sutton Hoo
How do artifacts and monuments reflect the surrounding geography?	Sutton Hoo p. 104-105; Medicine Wheels p. 110		Research: Sutton Hoo.
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)	Forces of Change p. 135; Margin Box p. 133	Reflect on Your Learning #3 [page 136] p. 9; Investigate: Why Are the Influences of Religion So Long Lasting? [pages 114–121] pp. 38-48; Student Activity: The Development of Buddhism from Ancient Hinduism, p. 42	
<i>Key Question</i>			
What are different ways that you can categorize different periods in history?			
Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	What Are the Links Between Tibetan Religion and Identity? Pp. 118-119	Mini Inquiry: What Long-Lasting Influences Did Buddhism Have on Tibetan Identity? pp. 43-44	
<i>Sample Activity</i>			
Explain key factors in the spread of Christianity.	Examine: Why Have the Belief Systems of First Peoples Endured? p. 110; Why Did Christianity Spread? p. 125	Discussion: Expansion of Christianity, p. 52; Student Activity: The Establishment and Expansion of Islam, p. 53	Go Deeper: Why Are the Influences of Religion So Long Lasting?: Websites, Documents; Why Have the Monotheistic Religions Lasted So Long?: Videos, Websites. Research: Christianity
<i>Key Question</i>			
What role does geography play in the location of civilizations?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	Examine: In What Ways Do Belief Systems Reflect Who We Are? pp. 106–109; Understanding Perspective Margin Box p. 106; Margin Box p. 108; Examine: Why Have the Belief Systems of First Peoples Endured? p. 110-113; Check Your Learning p. 113 Question 3; How Did Buddhism Develop? p. 117; Caption p. 120; Investigate: Why Have the Monotheistic Religions Lasted So Long? p. 122-130; Why is the Future of Hagia Sophia in Doubt? p. 129; Examine: What is the Significance of Ancient Belief Systems? p. 131	Reflect on Your Learning #1 [page 136] pp. 7-8; Examine: In What Ways Do Belief Systems Reflect Who We Are? [pages 106–109] pp. 18-26; Student Activity: Comparing Ancient Beliefs with Those of Today p. 24; Check Your Learning #1 [page 113] p. 37; Make Connections #3 [page 113] p. 37; Discussion: Comparing and Contrasting the Three Monotheistic Religions, p. 56; QR Support for Ways of Believing [page 130], p. 57; Examining Perspective, pp. 70-71; Student ActivityLM 5-11: Identifying Various Perspectives of a Single Historical Event, p. 71	Go Deeper: Main Coverage. Inquire: What Role Do Natural Elements Play in Creation Stories around the World?, What Happened to the Ark of the Covenant?, How Has Science Conflicted with Religion?
<i>Key Questions</i>			
What are the different attitudes toward death and the afterlife in religions and cultures?	Sutton Hoo p. 104-105; Check Your Learning p. 113 Question 3; How Did Ancient Hinduism Help People Live Together in a Large Society? p. 116; What Are The Core Beliefs of Christianity? p. 124; Comparing Three Monotheistic Religions p. 130	Student Activity LM 5-1: Clues to Solve the Mystery of Sutton Hoo; Engage: Making Connections: [pages 104–105] pp. 13-17	Go Deeper: Main Coverage. Research: Creation stories, Christianity, Judaism, Atheism, Religion and Spirituality, Hinduism, Buddhism, Islam.
How do historians' views on the decline of the Roman Empire differ?			
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	QR Code p. 106 (Understanding Worldviews)		
<i>Key Questions</i>			
How should we resolve competing claims of ownership over religious holy sites?	Why is the Future of the Hagia Sophia in Doubt? p. 129	Student Activity: The Establishment and Expansion of Islam, p. 56	Go Deeper: Why Are the Influences of Religion So Long Lasting?: Websites; Why Have the Monotheistic Religions Lasted So Long?: Videos, Websites. Research: Hagia Sophia.
Was (Emperor Chin, Julius Caesar, or other person of significance) a tyrant or a great leader? Explain why or why not.			

Content	Student Resource	Eguide Teaching Notes	Website
Anthropological origins of humans			
<i>Sample Topics</i>			
Early origins of humans in Africa, and the migration of early humans out of Africa to the rest of the world			
Interactions between early humans and Neanderthals			
Technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking			
The shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities			
<i>Key Questions</i>			
What advantages did agriculture have over the hunter-gatherer way of life?			
Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources			
<i>Sample Activities</i>			
Identify the key characteristics of physical environments that affected the following for selected ancient cultures: — development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) — the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) — interactions among cultures (e.g., mountain ranges, oceans, rivers)			
Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing).			
Create maps to show the key physical environmental characteristics of a selected ancient culture.			

Content	Student Resource	Guide Teaching Notes	Website
<i>Key Question</i>			
What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment?			
Features and characteristics of civilizations, and factors that led to their rise and fall			
<i>Sample Topics</i>			
Components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)	Main Coverage (religion, traditions); How Did Ancient Hinduism Help People Live Together in a Large Society? p. 116; What Do People Get from Religion? p. 120	Main Coverage (religion, traditions); Discussion: The Questions That Religions Try to Answer, p. 22	Go Deeper: Main Coverage (religion, traditions). Research: Creation stories, Christianity, Judaism, Religion and Spirituality, Hinduism, Buddhism, Islam. Inquire: What Role Do Natural Elements Play in Creation Stories around the World?, What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?
Elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres			
Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas	Main Coverage	Main Coverage	Go Deeper: Main Coverage. Research: Main Coverage. Inquire: What Can We Do to Save a Language?, What Role Do Natural Elements Play in Creation Stories around the World?, What Long-Lasting Influences Did Buddhism Have on Tibetan Identity?, What Links Religion with Technological Innovation in Architecture?

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topic</i>			
Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures	Main Coverage; Examine: Why Have the Belief Systems of First Peoples Endured? p. 110-113; What Do We Know About the Religion of the Indus? p. 114; How Did Ancient Hindusim Help People Live Together in a Large Society? p. 116; How Did Buddhism Develop? p. 117; What Do People Get From Religion? p. 120; Investigate: Why Have the Monotheistic Religions Lasted So Long? p. 122-130; QR Code p. 123, 130	Examine: How Have Belief Systems of First Peoples Reflected Their Worldviews Since Time Immemorial? [pages 110–113], pp. 26-37; LANGUAGES: Student Activity: The Value of First Languages, pp. 28-29 AND Extension Discussion: Endangered Languages pp. 29-31 AND Mini Inquiry: What Can We Do to Save a Language? pp 31-32 AND Student Activity: Mother Language Day p. 32; ORIGIN STORIES: Discussion: Creation Stories, p. 32-33 AND Student Activity: LM 5-3: Comparing Creation Stories pp. 33-34 AND QR Support for Ways of Believing [page 112], p. 34; Mini Inquiry What Role Do Natural Elements Play in Creation Stories around the World? pp. 34-36; Student Activity Comparing Creation Stories of the Monotheistic Religions, pp. 36-37	Main Coverage. Go Deeper: In What Ways Do Belief Systems Reflect Who We Are?: Videos, Websites, Documents, Audio; Why Have the Belief Systems of First Peoples Endured?: Videos, Websites, Documents, Audio; Why Are the Influences of Religion So Long Lasting?: Videos, Websites, Documents ; Why Have the Monotheistic Religions Lasted So Long?: Videos, Website, Audio; What Is the Significance of Ancient Belief Systems?: Videos, Websites, Documents, Audio. Research: Creation stories, Christianity, Judaism, Religion and Spirituality, Hinduism, Buddhism, Islam. Inquire: What Role Do Natural Elements Play in Creation Stories around the World?, What Long Lasting Influences Did Buddhism Have on Tibetan Identity?
Scientific, philosophical, and technological developments		Discussion: What Is Philosophy? p. 24; Student Activity: Exploring Confucianism, p. 25	Inquire: What Links Religion with Technological Innovation in Architecture?, How Has Science conflicted with Religion?, What Would Confucius Advise Today?
<i>Sample Activities</i>			
Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics).		Student Activity: The Layers of Learning at Hagia Sophia, pp. 53-54; Mini Inquiry: What Links Religion with Technological Innovation in Architecture? pp. 54-56; Mini Inquiry: How Has Science Conflicted with Religion? pp. 61-63	Inquire: What Links Religion with Technological Innovation in Architecture?
Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life.			

Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration	Thinking Like An...Anthropologist p. 118-119; Who Was Buddha? p. 117; How Did Hinduism Develop? p. 117; Investigate: Why Have the Monotheistic Religions Lasted So Long? p. 122-130		Go Deeper: In What Ways Do Belief Systems Reflect Who We Are?: Videos, Websites, Documents, Audio; Why Are the Influences of Religion So Long Lasting?: Videos, Websites, Documents; Why Have the Monotheistic Religions Lasted So Long?: Videos, Websites; What IS the Significance of Ancient Belief Systems? Websites, Documents, Audio. Research: Christianity, Judaism, Hagia Sophia, Sutton Hoo, Religion and Spirituality, Hinduism, Buddhism, Islam.
<i>Sample Topic</i>			
Inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)	Confucianism p. 109; Margin Box p. 114; How Did Hinduism Develop? p. 115; How Did Buddhism Develop? p. 117; Investigate: Why Have Monotheistic Religions Lasted So Long? p. 122-130	Student Activity: The Development of Buddhism from Ancient Hinduism, p. 42; Check Your Learning #2 [page 121], p. 47; Discussion: Judaism and the Roots of Monotheism, p. 49	Go Deeper: In What Ways Do Belief Systems Reflect Who We Are?: Videos, Websites, Documents, Audio; Why Have the Belief Systems of First Peoples Endured?: Websites, Documents; Why Are the Influences of Religion So Long Lasting?: Videos, Websites, Documents; Why Have the Monotheistic Religions Lasted So Long?: Videos, Websites; What Is the Significance of Ancient Belief Systems?: Websites, Documents
<i>Key Question</i>			
What is the impact on language of increased trade and interactions between civilizations and cultures?		Extension Discussion: Endangered Languages, pp. 29-31	
Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas	Thinking Like An...Anthropologist p. 118-119; Check Your Learning p. 121 Question 4; Examine: What is the Significance of Ancient Belief Systems? p. 131	Discussion: Walking the Eightfold Path, p. 46 Discussion: Forces Affecting the Relevance of Religion, pp. 60-61	
<i>Sample Activities</i>			
List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation).	Guidelines for Ethical Conduct p. 132	Discussion: No Rules Day! pp. 40; Make Connections #4 [page 121], p. 48; Discussion: Positive and Negative Impacts of Belief Systems, p. 60	

Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society.		Caption [page 133, bottom], pp. 93-94	
Content	Student Resource	Eguide Teaching Notes	Website
Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems).			
Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers).			
List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade).			
Explain how and why monetary systems evolved from bartering.			

**Inquiring Minds: The Ancient World to the 7th Century
Rules and Rulers**

Legend		
Big Ideas	Curricular Competencies	Content

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Geographic conditions shaped the emergence of civilizations.	Democracy in Ancient Greece p. 149-151	Democracy in Ancient Greece [p. 149-151], p. 27-28.	
Religious and cultural practices that emerged during this period have endured and continue to influence people.			
Increasingly complex societies required new systems of laws and government.	Main Coverage	Main Coverage	Main Coverage
Economic specialization and trade networks can lead to conflict and co-operation between societies.	Examine: How Are Societies Organized? p. 140-148	Examine: How Are Societies Organized? [p. 140-148], p. 14-26	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students have the opportunity to use Social Studies inquiry processes throughout the chapter	Students have the opportunity to use Social Studies inquiry processes throughout the chapter	Inquire: Compare Citizens in Ancient Greece and Modern Canada, Exploding Gender Norms, How Did Rome Maintain the Empire?, Consensus Decision Making, What Does Your Social Hierarchy Look Like?, How Do the Social Organizations of the Ancient Egyptians and Ancient Haida Compare?
<i>Key Skills</i>			
Select a relevant problem or issue for inquiry.		Mini Inquiry: Comparing Citizens in Ancient Greece and Modern Canada (Independent Inquiry), [p. 150], p. 29-30.	Inquire: Compare Citizens in Ancient Greece and Modern Canada, Exploding Gender Norms.

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.	Margin Box p. 138, 140, 142, 143, 144, 145, 147, 148, 149, 150, 151, 152, 154, 156, 160, 163, 164, 165, 168; Unravel the Past Margin Box p. 139; Caption p. 143, 150, 151, 154, 155, 158, 159, 161, 163, 164; The Society of Ancient Egypt p. 144-145; Check Your Learning p. 148, 155, 162, 167; How Did Rome Maintain the Empire? p. 158-159; Thinking it Through p. 161; How Should We Judge Hammurabi's Legal Code? p. 163; Thinking Like An...Historian p. 166; Human Rights Through Time p. 167; Reflect on Your Learning p. 168; Unravel the Past p. 169	Margin Box p. [138, 140, 142, 143, 144, 145, 147, 148, 149, 150, 151, 152, 154, 156, 160, 163, 164, 165, 168], p. 61, 61, 62 63, 63-64, 64, 64, 64-65, 67, 67, 68, 68, 69-70, 72, 75-76, 78, 79, 80, 82; Unravel the Past Margin Box [p. 139], p. 8; Caption [p. 143, 150, 151, 154, 155, 158, 159, 161, 163, 164], p. 63, 67, 68, 70, 70-71, 74, 75, 76, 78, 79; The Society of Ancient Egypt [p. 144-145], p. 20, 21; Check Your Learning [p. 148, 155, 162, 167], p. 24-26, 65-67, 36-37, 71-72, 44-45, 77-78, 55-56, 81-82; How Did Rome Maintain the Empire? [p. 158-159], see Mini Inquiry: How Did Rome Maintain the Empire? p., 38-40; Thinking it Through [p. 161], p. 41-42; How Should We Judge Hammurabi's Legal Code? [p. 163], p. 49-50; Thinking Like An...Historian [p. 166], p. 53-54; Human Rights Through Time [p. 167], p. 55; Reflect on Your Learning [p. 168], p. 6-7; Unravel the Past [p. 169], p. 8, 11.	Inquire: Compare Citizens in Ancient Greece and Modern Canada, Exploding Gender Norms, How Did Rome Maintain the Empire?, Consensus Decision Making, What Does Your Social Hierarchy Look Like?, How Do the Social Organizations of the Ancient Egyptians and Ancient Haida Compare?
Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).			
Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).	Margin Box p. 141; Caption p. 150; Consensus decision making graph p. 153; The Assyrian and Persian Empires map p. 156	Margin Box [p. 141], p. 61; Caption [p. 150], p. 67; Consensus decision making graph [p. 153], p. 33; The Assyrian and Persian Empires map [p. 156], p. 37.	Inquire: How Did Rome Maintain the Empire?
Compare maps of early civilizations with modern maps of the same area.	Caption p. 150; Margin Box p. 156	Caption [p. 150], p.67 ; Margin Box [p. 156], p. 72	
Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).	Check Your Learning p. 162	Check Your Learning [p. 162], p. 44-45, 77-78.	Inquire: Compare Citizens in Ancient Greece and Modern Canada, Exploding Gender Norms, How Did Rome Maintain the Empire?, Consensus Decision Making
Represent information fairly and cite sources consistently.	Check Your Learning p. 162	Check Your Learning [p. 162], p. 44-45, 77-78.	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation).	Margin Box p. 163	Margin Box [p. 163], p. 78.	Inquire: Compare Citizens in Ancient Greece and Modern Canada, Exploding Gender Norms, How Did Rome Maintain the Empire?, Consensus Decision Making, What Does Your Social Hierarchy Look Like?
Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.	Margin Box p. 141, 143, 148, 153, 160, 164, 165, 168; Check Your Learning p. 148, 155, 162, 167; Thinking it Through p. 161; Caption p. 163; How Sould We Judge Hammurabi's Code? p. 163; Thinking Like An...Historian p. 166; Human Rights Through Time p. 167; Reflect on Your Learning p. 168; Unravel the Past p. 169	Margin Box [p. 141, 143, 148, 153, 160, 164, 165, 168], p. 62, 63-64, 65, 68-69, 75,79, 80, 82; Mini Inquiry: Consensus Decision Making (Modelled Inquiry), [p. 153], p. 34-35; Check Your Learning [p. 148, 155, 162, 167], p. 24-26, 65-67, 36-37, 71-72, 44-45, 77-78, 55-56, 81-82; Thinking it Through [p. 161], p. 42-43 Caption [p. 163], p. 78; How Sould We Judge Hammurabi's Code? [p. 163], p. 49-50; Thinking Like An...Historian [p. 166], p. ; Human Rights Through Time [p. 167], p. 53-54; Relflect on Your Learning [p. 168], p. 6-7; Unravel the Past [p. 169], p. 8, 11.	Inquire: Compare Citizens in Ancient Greece and Modern Canada, Exploding Gender Norms, How Did Rome Maintain the Empire?, Consensus Decision Making, How Do the Social Organizations of the Ancient Egyptians and Ancient Haida Compare?
Assess the significance of people, places, events, or developments at particular times and places (significance)	Reflect on Your Learning p. 168	Reflect on Your Learning [p. 168], p. 6-7	
<i>Sample Activity</i>			
Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.	Reflect on Your Learning p. 168	Reflect on Your Learning [p. 168], p. 6-7.	Go Deeper: What Is the Role of Human Rights in Ancient Societies?: Videos, Websites, Audio. Research: Democracy. Inquiry: Consensus Decision Making
<i>Key Questions</i>			
What is the most significant archeological finding that helps us understand the development of humans?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
What are the most significant factors that contribute to the decline of an empire?	Examine: Why Do Empires Succeed and Fail? p. 156-162	Examine: Why Do Empires Succeed and Fail? [p. 156-162], p. 37-45; ADST Activity: Calling All Builders, p. 38; ADST Activity: Are You Smarter than a ...? P. 40-41.	Go Deeper: Why Do Empires Succeed and Fail?: Videos, Websites, Documents, Audio. Research: Roman Empire
Why are philosophers from this era still significant today?	How Do People Promote Harmony Within Societies? p. 148	How Do People Promote Harmony Within Societies? [p. 148], p. 23-24.	Go Deeper: What Is the Role of Human Rights in Ancient Societies?: Audio. Research: Aristotle.
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)	Thinking Like An...Historian p. 161; Margin Box p. 164; Mysteries in History p. 164-165; Thinking Like An...History p. 166	Thinking Like An...Historian [p. 161], p. 42-43; Margin Box [p. 164], p. 79; Mysteries in History [p. 164-165], p. 50-53; Thinking Like An...Historian [p. 166], p. 53-54.	
<i>Sample Activities</i>			
Compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary and secondary sources; print, video, electronic, graphic sources; artifacts).			
Compare information-gathering methodologies (e.g., primary research using surveys, archeological excavation, interviews; research using secondary sources; testing of hypotheses).	Margin Box p. 145	Margin Box [p. 145], p. 64.	
Apply criteria to evaluate information and information sources (e.g., assess bias, reliability, authorship, currency, audience; confirm value using multiple sources).	Margin Box p. 145, 165	Margin Box [p. 145, 165], p. 64, 80	
<i>Key Questions</i>			
What can we learn from ancient civilizations based on the artifacts we have found?	Margin Box p. 145, 147; Mysteries in History p. 164-165	Margin Box [p. 145, 147], p. 64; Mysteries in History [p. 164-165], p. 50-53.	
How do artifacts and monuments reflect the surrounding geography?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)	Examine: Why Does Greek Democracy Matter? p. 149-155; Examine: Why Do Empires Succeed and Fail? p. 156-162	Examine: Why Does Greek Democracy Matter? [p. 149-155], p. 26-37; ADST Activity: What's the Connection? p. 31-32; Examine: Why Do Empires Succeed and Fail? [p. 156-162], p. 37-45.	
<i>Key Question</i>			
What are different ways that you can categorize different periods in history?			
Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	How Did Rome Maintain the Empire? p. 158-159; How Do Empires End? p. 162; Reflect on Your Learning p. 168	How Did Rome Maintain the Empire? [p. 158-159], see Mini Inquiry: How Did Rome Maintain the Empire? p., 38-40; How Do Empires End? [p. 162], p. 43-44; Reflect on Your Learning [p. 168], p. 6-7	
<i>Sample Activity</i>			
Explain key factors in the spread of Christianity.			
<i>Key Question</i>			
What role does geography play in the location of civilizations?			
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	Examine: Why Do Empires Succeed and Fail? p. 156-162; Reflect On Your Learning p. 168; Mysteries in History p. 164-165	Examine: Why Do Empires Succeed and Fail? [p. 156-162], p. 37-45; Mini Inquiry: Exploding Gender Norms (Scaffoled Inquiry), [p. 164], p. 52-53; Reflect On Your Learning [p. 168], p. 6-7; Mini Inquiry: Exploding Gender Norms (Scaffoled Inquiry), [p. 164], p. 52-53; Mysteries in History [p. 164-165], p. 50-53.	Inquire: Exploding Gender Norms, Consensus Decision Making
<i>Key Questions</i>			
What are the different attitudes toward death and the afterlife in religions and cultures?			
How do historians' views on the decline of the Roman Empire differ?			Go Deeper: Why Do Empires Succeed and Fail?: Videos, Websites, Documents, Audio. Research: Roman Empire

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	Making Ethical Judgments About the Past p. 163; Making Ethical Judgments Margin Box p. 163; Check Your Learning p. 167; Reflect on Your Learning p. 168	Making Ethical Judgments About the Past [p. 163], p. 45-47; ADST Activity: What Would You Do? p. 48-49. Making Ethical Judgments Margin Box [p. 163], p. 78; Check Your Learning [p. 167], p. 55-56, 81-82; Reflect on Your Learning [p. 168], p. 6-7.	
<i>Key Questions</i>			
How should we resolve competing claims of ownership over religious holy sites?			
Was (Emperor Chin, Julius Caesar, or other person of significance) a tyrant or a great leader? Explain why or why not.			

Content	Student Resource	Eguide Teaching Notes	Website
Anthropological origins of humans			Go Deeper: What Is the Role of Human Rights in Ancient Societies?: Audio
<i>Sample Topics</i>			
Early origins of humans in Africa, and the migration of early humans out of Africa to the rest of the world			
Interactions between early humans and Neanderthals			
Technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking			
The shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities			
<i>Key Questions</i>			
What advantages did agriculture have over the hunter-gatherer way of life?	What Makes a Society Complex? p. 142	What Makes a Society Complex? [p. 142], p. 14, 15.	
Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	Democracy in Ancient Greece p. 149-155	Democracy in Ancient Greece [p. 149-155], p. 26-37.	

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Identify the key characteristics of physical environments that affected the following for selected ancient cultures: — development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) — the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) — interactions among cultures (e.g., mountain ranges, oceans, rivers)	Democracy in Ancient Greece p. 149-151; The Society of the Ancient Haida p. 146-147; The Society of Ancient Egypt p. 144-145, QR Code p. 144	Democracy in Ancient Greece [p. 149-155], p. 26-37; The Society of the Ancient Haida [p. 146-147], p. 21-22, 50-51; The Society of Ancient Egypt [p. 144-145], p. 20-21; QR Code [p. 144], p. 21.	Go Deeper: How Are Societies Organized?: Videos, Websites, Documents; Why Do Empires Succeed and Fail?: Videos, Websites, Documents.
Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing).			Go Deeper: Why Does Greek Democracy Matter?: Websites; Why Do Empires Succeed and Fail?: Videos, Documents. Research: Ancient Egypt
Create maps to show the key physical environmental characteristics of a selected ancient culture.			
<i>Key Question</i>			
What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment?			
Features and characteristics of civilizations, and factors that led to their rise and fall	Examine: How Are Societies Organized? p. 140-148; Examine: Why Do Empires Succeed and Fail? p. 156	Examine: How Are Societies Organized? [p. 140-148], p. 14-26; ADST Activity: You Take One From the Bottom and You Put It on Top, p. 18-19; Examine: Why Do Empires Succeed and Fail? [p. 156], p. 37-45.	Main Coverage.

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
Components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)	Investigate: How Are Societies Organized? p. 140-148 (Social Organization); QR Code p. 163	Investigate: How Are Societies Organized? [p. 140-148 (Social Organization)], p. 14-26; ADST Activity: You Take One From the Bottom and You Put It on Top, p. 18-19; QR Code [p. 163], p. 50.	Go Deeper: How Are Societies Organized?: Videos, Websites, Documents, Audio; Why Does Greek Democracy Matter?: Videos, Websites, Documents, Audio; Why Do Empires Succeed and Fail?: Videos, Websites, Documents; What Is the Roles of Human Rights in Ancient Societies?: Videos, Websites, Documents, Audio. Research: Monarchy, Oligarchy, Democracy. Inquire: Consensus Decision Making, What Does Your Social Hierarchy Look Like?, How Do the Social Organizations of the Ancient Egyptians and Ancient Haida compare?
Elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres	Thinking Like A...Social Scientist p. 143 (Class Systems); How Did Rome Maintain an Empire? p. 158-159; Thinking Like An Historian p. 161	Thinking Like A...Social Scientist [p. 143 (Class Systems)], p. 17; How Did Rome Maintain the Empire? [p. 158-159], see Mini Inquiry: How Did Rome Maintain the Empire? p., 38-40; Thinking Like An Historian [p. 161], p. 42-43.	Go Deeper: How Are Societies Organized?: Videos, Websites, Documents, Audio; Why Does Greek Democracy Matter?: Videos, Websites, Documents, Audio; Why Do Empires Succeed and Fail?: Videos, Websites, Documents; What Is the Roles of Human Rights in Ancient Societies?: Videos, Websites, Documents, Audio.
Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas			Inquire: Consensus Decision Making
<i>Sample Topic</i>			
Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures	QR Code p. 144, 147	QR Code [p. 144, 147], p. 22-23.	
Scientific, philosophical, and technological developments			

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics).			
Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life.			
Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration			Go Deeper: Why Do Empires Succeed and Fail?: Videos, Websites, Documents;
<i>Sample Topic</i>			
Inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)			Go Deeper: What Is the Role of Human Rights in Ancient Societies?: Videos, Websites, Documents.
<i>Key Question</i>			
What is the impact on language of increased trade and interactions between civilizations and cultures?			
Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas	Main Coverage		Main Coverage

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation).	The Society of Ancient Egypt p. 145; Check Your Learning p. 148 Question 5, Margin Box p. 148, 152, 155; Examine: Why Does Greek Democracy Matter? p. 149-155; QR Code p. 152, 163	The Society of Ancient Egypt [p. 145], p. 20-21; Check Your Learning [p. 148, Question 5], p. 26, 67; Margin Box [p. 148, 152, 155], p. 65; Examine: Why Does Greek Democracy Matter? [p. 149-155], p. 26-37; QR Code [p. 152, 163], p. 50	Go Deeper: What Is the Role of Human Rights in Ancient Societies?: Videos, Websites, Documents. Research: Monarchy, Oligarchy, Consensus, Hierarchy, Democracy. Inquire: Compare citizens in Ancient Greece and Modern Canada; Consensus Decision Making
Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society.	Margin Box p. 143, 164; Who Were the People of Athens? p. 152; Consider This! p. 154; Look Closer p. 160; Examine: What is the Role of Human Rights in Ancient Societies? p. 163-167; Check Your Learning p. 167 Question 2	Margin Box [p. 143, 164], p. 62-63, 79; Who Were the People of Athens? [p. 152], p. 30-31; Consider This! [p. 154], p. 30; Look Closer [p. 160], p. 41-42; Examine: What is the Role of Human Rights in Ancient Societies? [p. 163-167], p. 45-56; Check Your Learning [p. 167, Question 2], p. 55, 81.	Go Deeper: How Are Societies Organized?: Videos, Websites, Documents, Audio; Why Does Greek Democracy Matter?: Videos, Websites; Why Do Empires Succeed and Fail?: Videos, Websites; What Is the Role of Human Rights in Ancient Societies?: Videos, Documents. Research: Human rights, Hierarchy, Inequality. Inquire: Compare citizens in Ancient Greece and Modern Canada
Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems).	Society Issues Table p. 140-141; Images p. 141; Thinking Like A...Social Scientist p. 143; The Society of Ancient Egypt p. 144-145; The Society of Ancient Haida p. 146-147; Examine: Why Does a Greek Democracy Matter? p. 149-155; Look Closer p. 160; QR Code p. 144, 160	Society Issues Table [p. 140-141], p. 14, 15, 16; Images [p. 141], p. 14-15; Thinking Like A...Social Scientist [p. 143], p. 17; The Society of Ancient Egypt [p. 144-145], p. 20-21; The Society of Ancient Haida [p. 146-147], p. 21-23; Examine: Why Does a Greek Democracy Matter? [p. 149-155], p. 26-37; Look Closer [p. 160], p. 41-42; QR Code [p. 144, 160], p. 21, 42.	Go Deeper: How Are Societies Organized?: Videos, Websites, Documents, Audio; Why Does Greek Democracy Matter?: Videos, Websites, Audio; Why Do Empires Succeed and Fail?: Videos, Websites; What is the Role of Human Rights in Ancient Societies?: Websites. Research: Hierarchy, Inequality. Inquire: Exploding Gender Norms

Content	Student Resource	Eguide Teaching Notes	Website
Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers).	Examine: How Are Societies Organized? p. 140-148; QR Code p. 160	Examine: How Are Societies Organized? [p. 140-148], p. 14-26; QR Code [p. 160], p. 42.	Go Deeper: How Are Societies Organized?: Videos, Websites, Documents, Audio; Why Does Greek Democracy Matter?: Videos, Websites, Audio; Why Do Empires Succeed and Fail?:Videos, Websites; What is the Role of Human Rights in Ancient Societies?: Websites. Research: Monarchy, Oligarchy, Slavery, Society, Hierarchy, Inequality, Democracy, Inquire: What Does Your Social Hierarchy Look Like?, How Do the Social Organizations of the Ancient Egyptians and Ancient Haida Compare?
List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade).	The Society of Ancient Egypt p. 144-145; The Society of the Ancient Haida p. 146-147	The Society of Ancient Egypt [p. 144-145], p. 20-21; The Society of the Ancient Haida [p. 146-147], p. 21-23.	
Explain how and why monetary systems evolved from bartering.			

**Inquiring Minds: The Ancient World to the 7th Century
Interactions**

Legend		
Big Ideas	Curricular Competencies	Content

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Geographic conditions shaped the emergence of civilizations.	Investigate: How Did the Ancient Trade Routes Develop? p. 172-177; Examine: How Did Geography and Climate Challenge Travellers Along the Silk Roads? p. 177-185	Investigate: How Did the Ancient Trade Routes Develop? [p. 172-176], p. 15-25; Examine: How Did Geography and Climate Challenge Travellers Along the Silk Roads? [p. 177-185], p. 25-41.	
Religious and cultural practices that emerged during this period have endured and continue to influence people.			
Increasingly complex societies required new systems of laws and government.			
Economic specialization and trade networks can lead to conflict and co-operation between societies.	Examine: How Did Trade Influence Cultures? p. 186-193	Examine: How Did Trade Influence Cultures? [p. 186-193], p. 41-50.	Main Coverage

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students have the opportunity to use Social Studies inquiry processes throughout the chapter		Inquire: The Canadian Silk Road, Effects of Desertification, An Obsidian Story, What Advice Would You Give a Friend Who Dreams of Trading Along the Silk Road?, How Does An Historical Painting Help Us Understand History?
<i>Key Skills</i>			
Select a relevant problem or issue for inquiry.		Mini Inquiry: The Canadian Silk Road (Independent Inquiry) [p. 175], p. 20-21.	Inquire: The Canadian Silk Road
Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.	Margin Box p. 170, 172, 173, 175, 176, 179, 183, 183, 186, 187, 188, 189, 190, 194, 197, 199; Unravel the Past Margin Box p. 171; Caption p. 176, 177, 186, 197, 200; Check Your Learning p. 176, 185, 193, 199; Reflect on Your Learning p. 200; Unravel the Past p. 201	Margin Box [p. 170, 172, 173, 175, 176, 179, 183, 183, 186, 187, 188, 189, 190, 194, 197, 199], p 63, 64, 65, 66, 67, 68, 69, 70, 72, 73, 74; Unravel the Past Margin Box [p. 171], p 8-9; Caption [p. 176, 177, 186, 197, 200] p. 64, 65, 68, 73, 75; Check Your Learning [p. 176, 185, 193, 199], p. 24, 40-41, 49, 58-59, 64-65, 67-68, 71, 74-75; Reflect on Your Learning [p. 200], p. 6-8; Unravel the Past [p. 201], p. 8-9.	Inquire: Effects of Desertification, An Obsidian Story

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).			
Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).	Text Box, map, p. 174; The Four Empires, Caption, p. 188; Margin Box p. 191, 192	Text Box, map, [p. 174], p. 18; The Four Empires, Caption, [p. 188], p. 69; Margin Box [p. 191, 192], p. 70.	
Compare maps of early civilizations with modern maps of the same area.		ADST Activity: Knowing What You Have and Getting What You Want, p. 23; The Taklamakan Desert [p. 177], p. 26-28;	
Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).	Reflect on Your Learning p. 200; Unravel the Past p. 201	Reflect on Your Learning [p. 200], p. 6-8; Unravel the Past [p. 201], p. 8-9.	Inquire: The Canadian Silk Road, Effects of Desertification
Represent information fairly and cite sources consistently.	Unravel the Past p. 201	Unravel the Past [p. 201], p. 8-9.	Inquire: The Canadian Silk Road
Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation).			Inquire: The Canadian Silk Road, Effects of Desertification, An Obsidian Story, What Advice Would You Give a Friend Who Dreams of Trading Along the Silk Road?
Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.	Check Your Learning p. 176, 185, 193, 199; Margin Box p. 182, 187, 190, 194, 196; Reflect On Your Learning p. 200; Unravel the Past p. 201	Check Your Learning [p. 176, 185, 193, 199], p. 24, 40-41, 49, 58-59, 64-65, 67-68, 71, 74-75; Margin Box [p. 182, 187, 190, 194, 196], p. 66, 68-69, 70, 72, 72-73; Reflect on Your Learning [p. 200], p. 6-8; Unravel the Past [p. 201], p. 8-9	Inquire: The Effects of Desertification
Assess the significance of people, places, events, or developments at particular times and places (significance)	Criteria for Geographic Significance p. 177; Contact and Conflict: The People of the Asian Steppe (Domestication of Horses), p. 186; Criteria for Historical Significance p. 188	Criteria for Geographic Significance [p. 177], p. 25-27; Mini Inquiry: Effects of Desertification (Scaffolded Inquiry) [p. 179], p. 28-29; Contact and Conflict: The People of the Asian Steppe (Domestication of Horses), [p. 186], p. 41-43; Criteria for Historical Significance [p. 188], p. 45, 49, 71.	Go Deeper: How Did the Ancient Trade Routes Develop?: Videos, Websites, Documents, Audio. Research: Roman Empire, Sogdians, Ancient trade routes, Silk Roads, Han Dynasty, Kushan Empire, Parthian Empire. Inquire: Effects of Desertification, The Canadian Silk Road, An Obsidian Story

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activity</i>			
Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.	Innovations: The Secret of Silk p. 175; New Ideas: Paper p. 190	Innovations: The Secret of Silk [p. 175], p. 19; New Ideas: Paper [p. 190], p. 47-48; Mini Inquiry: An Obsidian Story (Modelled Inquiry), [p. 198], p. 55-57.	Go Deeper: How Does Trade Influence Cultures? Videos, Websites, Documents. Inquire: An Obsidian Story
<i>Key Questions</i>			
What is the most significant archeological finding that helps us understand the development of humans?			Go Deeper: How Did the Ancient Trade Routes Develop?: Videos, Websites, Documents, Audio; How Does Trade Influence Cultures?: Videos, Websites; What Can Evidence Tell Us About Ancient Trade Routes?: Websites, Audio.
What are the most significant factors that contribute to the decline of an empire?			
Why are philosophers from this era still significant today?			
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)	Look Closer: Looking at Evidence p. 185; Check Your Learning p. 185, 193; Thinking Like An...Historian p. 189; Margin Box p. 190; Investigate: What Can Evidence Tell Us About Ancient Trade Routes? p. 194-199; QR Code p. 185	Look Closer: Looking at Evidence [p. 185], p. 38-40; ADST Activity: A Picture is Worth a Thousand Words ...or Is It?; Check Your Learning [p. 185, 193], p. 40-41, 49, 67-68, 71; Thinking Like An...Historian [p. 189], p. 46-47; Margin Box [p. 190], p. 70; Investigate: What Can Evidence Tell Us About Ancient Trade Routes? [p. 194-199], p. 50-59; QR Code [p. 185], p. 38-39.	Inquire: How Does an Historical Painting Help Us Understand History?
<i>Sample Activities</i>			
Compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary and secondary sources; print, video, electronic, graphic sources; artifacts).	Margin Box p. 194, 195; Caption p. 195; Check Your Learning p. 199; QR Code p. 185	Margin Box [p. 194, 195], p. 50, 72; Caption [p. 195], p. 72; Check Your Learning [p. 199], p. 58-59, 74-75; QR Code [p. 185], p. 38-39.	Go Deeper: How Does Trade Influence Cultures?: Websites; What Can Evidence Tell Us About Ancient Trade Routes?: Websites.
Compare information-gathering methodologies (e.g., primary research using surveys, archeological excavation, interviews; research using secondary sources; testing of hypotheses).	Margin Box p. 194, 195	Margin Box [p. 194, 195], p. 50, 72.	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Apply criteria to evaluate information and information sources (e.g., assess bias, reliability, authorship, currency, audience; confirm value using multiple sources).	Check Your Learning p. 185, 199; Margin Box p. 190, 194, 195; Caption p. 195	Check Your Learning [p. 185, 199], p. 40-41, 58-59, 67-68, 74-75; Margin Box [p. 190, 194, 195], p. 70, 72; Caption [p. 195], p. 72.	
<i>Key Questions</i>			
What can we learn from ancient civilizations based on the artifacts we have found?	Margin Box p. 190; Caption p. 190; Who Were the Tarim Mummies? p. 193	Margin Box [p. 190], p. 70; Caption [p. 190], p. 58, 70, 74; Who Were the Tarim Mummies? [p. 193], p. 48-49, 71.an	Go Deeper: How Did the Ancient Trade Routes Develop?: Videos, Websites; How Does Trade Influence Cultures?: Videos, Websites, Documents; What Can Evidence Tell Us About Ancient Trade Routes?: Websites, Audio.
How do artifacts and monuments reflect the surrounding geography?			Go Deeper: How Did Geography and Climate Challenge Travellers Along the Silk Roads?: Video, Websites, Documents.
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)			
<i>Key Question</i>			
What are different ways that you can categorize different periods in history?			
Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)			
<i>Sample Activity</i>			
Explain key factors in the spread of Christianity.			
<i>Key Question</i>			
What role does geography play in the location of civilizations?			Go Deeper: How Did the Ancient Trade Routes Develop?: Videos, Websites, Documents.

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)			
<i>Key Questions</i>			
What are the different attitudes toward death and the afterlife in religions and cultures?			
How do historians' views on the decline of the Roman Empire differ?			
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)			
<i>Key Questions</i>			
How should we resolve competing claims of ownership over religious holy sites?			
Was (Emperor Chin, Julius Caesar, or other person of significance) a tyrant or a great leader? Explain why or why not.			

Content	Student Resource	Eguide Teaching Notes	Website
Anthropological origins of humans			
<i>Sample Topics</i>			
Early origins of humans in Africa, and the migration of early humans out of Africa to the rest of the world			
Interactions between early humans and Neanderthals			
Technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking			
The shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities			

Content	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What advantages did agriculture have over the hunter-gatherer way of life?			
Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	Ancient Trading Networks Timeline p. 173; Examine: How Did Geography and Climate Challenge Travellers Along the Silk Roads? p. 177-185; Look Closer: The Taklamakan Desert p. 179	Ancient Trading Networks Timeline [p. 173], p. 17-18; Examine: How Did Geography and Climate Challenge Travellers Along the Silk Roads? [p. 177-185], p. 25-41; Look Closer: The Taklamakan Desert [p. 179], p. 26-30.	Go Deeper: How Did Geography and Climate Challenge Travellers Along the Silk Road?: Videos, Websites, Documents, Audio. Inquire: Effects of Desertification, An Obsidian Story
<i>Sample Activities</i>			
Identify the key characteristics of physical environments that affected the following for selected ancient cultures: — development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) — the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) — interactions among cultures (e.g., mountain ranges, oceans, rivers)	The Silk Roads Routes p. 174; Goods Traded on the Silk Roads map p. 176; Kashgar: Profile of an Ancient Oasis City p. 184; Check Your Learning p. 185; Contact and Conflict: The People of the Asian Steppe p. 186-187; Look Closer: Trade and Aboriginal Rights p. 196	The Silk Roads Routes [p. 174], p. 18-19; Goods Traded on the Silk Roads map [p. 176], p. 22; Kashgar: Profile of an Ancient Oasis City [p. 184], p. 33-34, 35; Check Your Learning [p. 185], p. 40-41, 67-68; Contact and Conflict: The People of the Asian Steppe p. [186-187], p. 41, 58, 74; Look Closer: Trade and Aboriginal Rights [p. 196], p. 54.	Main Coverage. Go Deeper: How Did the Ancient Trade Routes Develop?: Videos, Websites, Documents, Trade; How Did Geography and Climate Challenge Travellers Along the Silk Roads?: Videos, Images, Websites, Documents; How Does Trade Influence Cultures?: Video, Websites, Documents.
Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing).			
Create maps to show the key physical environmental characteristics of a selected ancient culture.			
<i>Key Question</i>			
What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment?	Examine: How Did Geography and Climate Challenge Travellers Along the Silk Roads? p. 177-185	Examine: How Did Geography and Climate Challenge Travellers Along the Silk Roads? [p. 177-185], p. 25-41.	Go Deeper: How Did Geography and Climate Challenge Travellers Along the Silk Roads?: Documents. Inquiry: Effects of Desertification
Features and characteristics of civilizations, and factors that led to their rise and fall			Research: Roman Empire, Sogdians, Han Dynasty, Kushan Empire, Parthian Empire.

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
Components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)			
Elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres			
Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas			
<i>Sample Topic</i>			
Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures	Xuanzang's Journey p. 180-181; Sharing Religion, Language, and Writing p. 187	Xuanzang's Journey [p. 180-181], p. 30-31; ADST Activity: I Dare You, p. 31; Sharing Religion, Language, and Writing [p. 187], p. 44-45.	
Scientific, philosophical, and technological developments			
<i>Sample Activities</i>			
Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics).	What Were the Influences of the Han Dynasty? p. 190; New Ideas: Paper p. 190; What Were the Influences of the Kushan Empire? p. 191; Mysteries in History: Did the Parthians Make a Battery? p. 191; What Were the Influences of the Roman Empire? p. 192	What Were the Influences of the Han Dynasty? [p. 190], p. ; New Ideas: Paper [p. 190], p. ; What Were the Influences of the Kushan Empire? [p. 191], p. ; Mysteries in History: Did the Parthians Make a Battery? [p. 191], p. ; What Were the Influences of the Roman Empire? [p. 192], p.	Go Deeper: How Does Trade Influence Cultures?: Videos, Websites. Research: Roman Empire, Sogdians, Han Dynasty, Kushan Empire, Parthian Empire.
Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life.	Check Your Learning p. 193	ADST Activity: "Hot Dogs, Peanuts, ...Rare Cloth from Days Gone By," p. 35; Check Your Learning [p. 193], p. 71.	
Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration	Main Coverage		Main Coverage

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topic</i>			
Inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)	How Did China Use Trade to Control the Border? p. 187; Sharing Religion, Language, and Writing p. 187; What Were the Influences of the Han Dynasty p. 190; New Ideas: Paper p. 190; What Were the Influences of the Kushan Empire? p. 191; What Were the Influences of the Roman Empire? p. 192	How Did China Use Trade to Control the Border? [p. 187], p. ; Sharing Religion, Language, and Writing [p. 187], p. ; What Were the Influences of the Han Dynasty [p. 190], p. ; New Ideas: Paper [p. 190], p. ; What Were the Influences of the Kushan Empire? [p. 191], p. ; What Were the Influences of the Roman Empire? [p. 192], p.	Go Deeper: How Did the Ancient Trade Routes Develop?: Videos, Websites, Audio; How Did Trade Influence Cultures?: Websites, Documents. Research: Roman Empire, Sogdians, Ancient trade routes, Silk Roads, Han Dynasty, Kushan Empire, Parthian Empire.
<i>Key Question</i>			
What is the impact on language of increased trade and interactions between civilizations and cultures?	Kashgar: Profile of An Ancient Oasis City p. 184; Margin Box p. 188	Kashgar: Profile of An Ancient Oasis City [p. 184], p. ; Margin Box [p. 188], p.	Research: Sogdians
Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas	Look Closer: Trade and Aboriginal Rights p. 196	Look Closer: Trade and Aboriginal Rights [p. 196], p.	Research: Roman Empire, Sogndians, Han Dynasty, Kushan Empire, Parthian Empire.
<i>Sample Activities</i>			
List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation).			
Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society.			
Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems).			Go Deeper: What Can Evidence Tell Us About Ancient Trade Routes?: Websites. Research: Roman Empire, Sogndians, Han Dynasty, Kushan Empire, Parthian Empire.
Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers).			

Content	Student Resource	Eguide Teaching Notes	Website
List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade).	Ancient Trading Networks Timeline p. 173; Innovations: The Secret of Silk p. 175; Goods Traded on the Silk Roads map p. 196; The North American Dentalium Trade p. 197; Obsidian: A Volcanic Treasure p. 198	Ancient Trading Networks Timeline [p. 173], p. 17-18; Innovations: The Secret of Silk [p. 175], p. 19; Goods Traded on the Silk Roads map [p. 196], p.22; ADST Activity: StRUGgle, p. 36; The North American Dentalium Trade [p. 197], p. 48, 54-55; Obsidian: A Volcanic Treasure [p. 198], p. 55-56.	Main Coverage. Go Deeper: How Did the Ancient Trade Routes Develop?: Videos, Websites, Audio; How Did Geography and Climate Challenge Travellers Along the Silk Roads?: Videos, Websites; How Does Trade Influence Cultures?: Videos, Websites, Documents; What Can Evidence Tell Us About Ancient Trade Routes?: Websites, Audio. Research: Ancient Trade Routes, Silk Roads. Inquire: An Obsidian Story, What Advice Would You Give a Friend Who Dreams of Trading Along the Silk Road?
Explain how and why monetary systems evolved from bartering.	Consider This! Goods as Currency p. 190	Consider This! Goods as Currency [p. 190], p. 48-49	