

VIRGINIA EDITION 

SOCIAL STUDIES

EXPLORING PEOPLE,
PLACES, AND
CULTURES



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PLACES, AND
CULTURES

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Exploring People, Places, and Cultures

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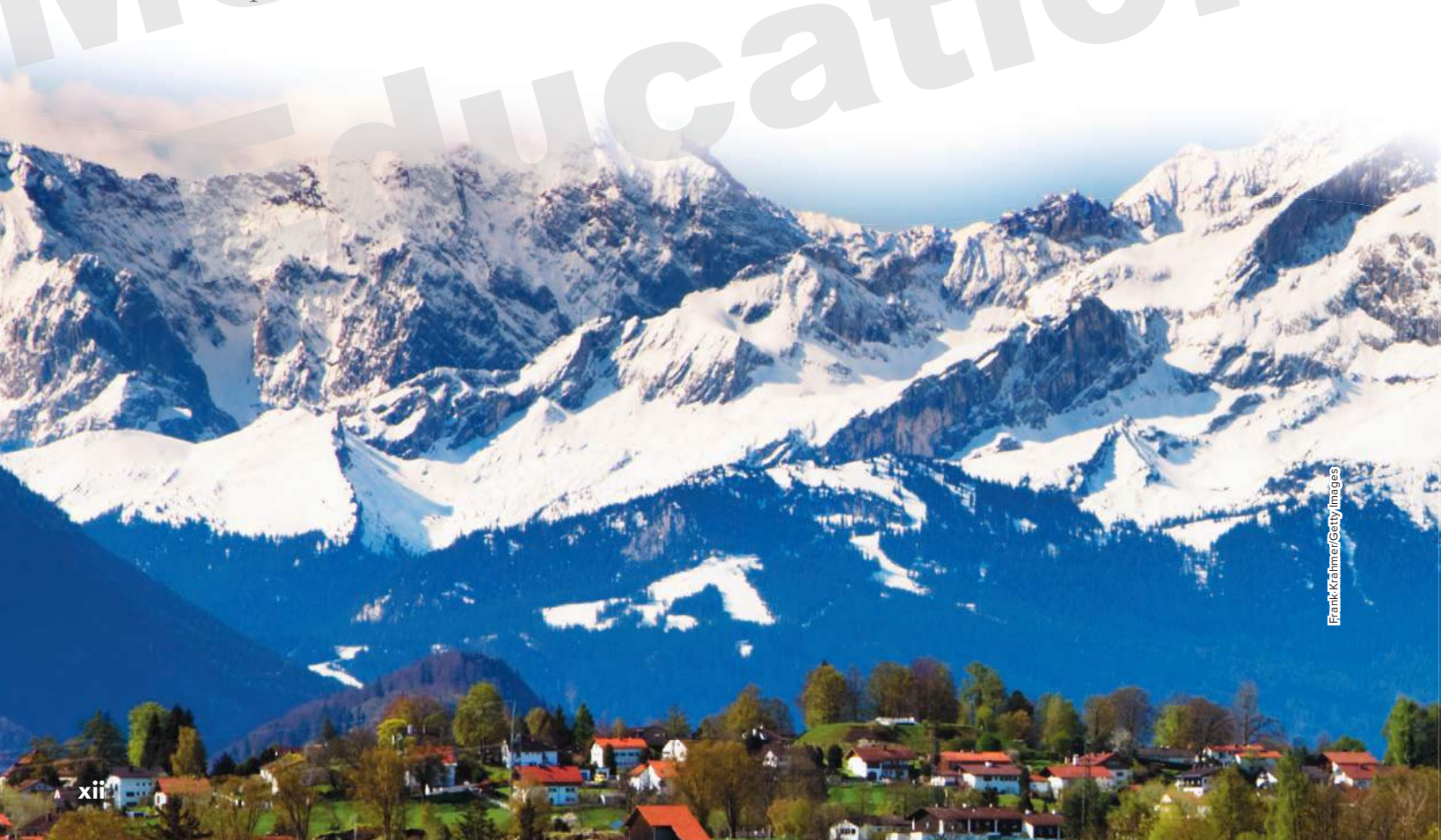
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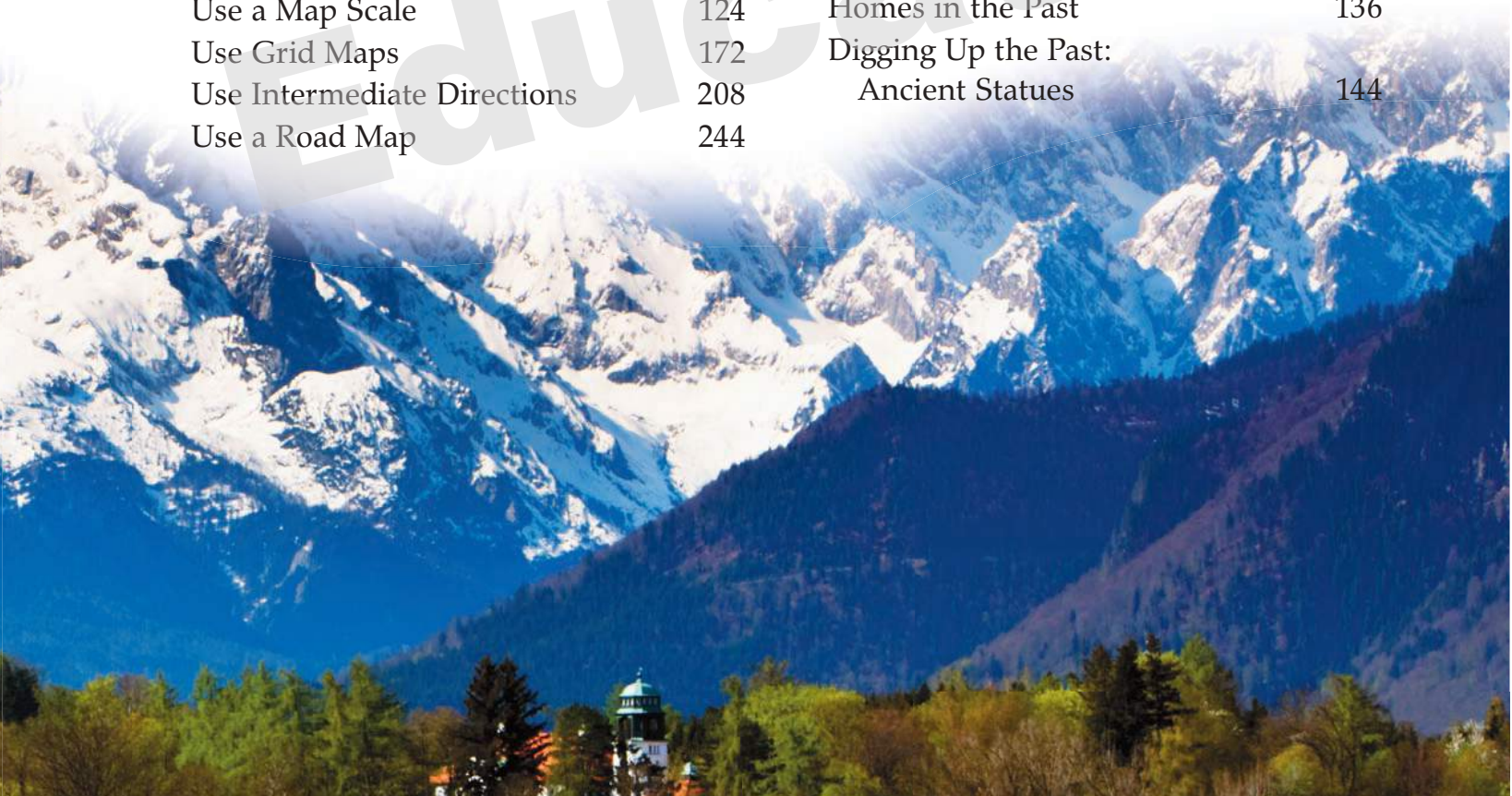
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Places You Will Learn About

 VIRGINIA STANDARDS

3.6a-e

You Are Here



1 Virginia

Ancient Civilizations



2 Greece



3 Rome



4 Mali

European Explorers



5 Portugal



6 Spain



7 France



8 England



ARCTIC OCEAN

EUROPE

ASIA

AFRICA

INDIAN OCEAN

SOUTHERN OCEAN



The Seven Continents

VOCABULARY

continent

ocean

The largest areas of land on Earth are called **continents**. Certain features of nature, such as mountains and waterways, determine where the borders of continents are. The world map below shows the position of the seven continents.

Continents and Oceans

Continents

- 1 North America
- 2 South America
- 3 Europe
- 4 Africa
- 5 Asia
- 6 Australia
- 7 Antarctica

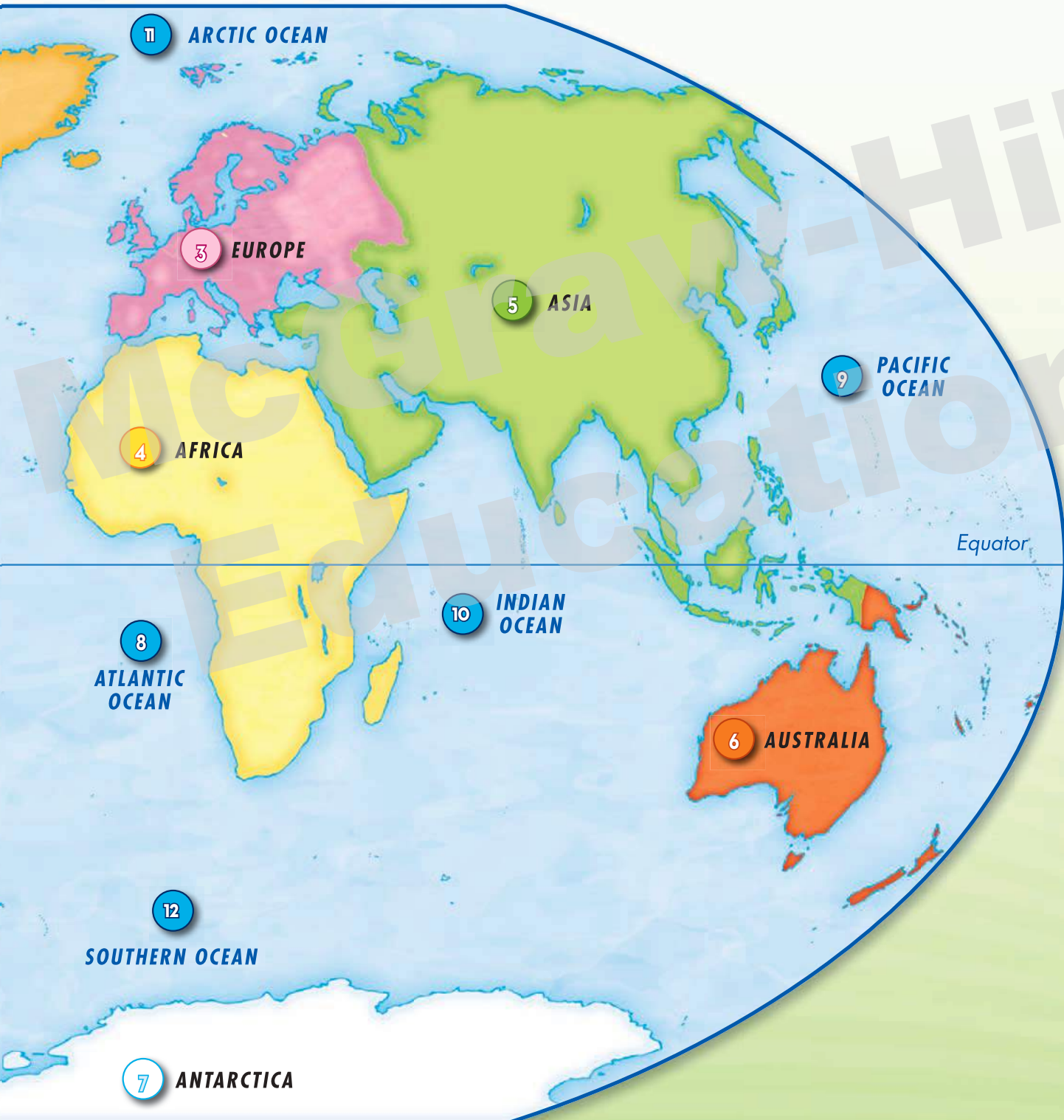
Oceans

- 8 Atlantic Ocean
- 9 Pacific Ocean
- 10 Indian Ocean
- 11 Arctic Ocean
- 12 Southern Ocean



The Five Oceans

The largest areas of water on Earth are called **oceans**. There are five major oceans on Earth. Look at the world map below. It shows you the positions of the oceans.

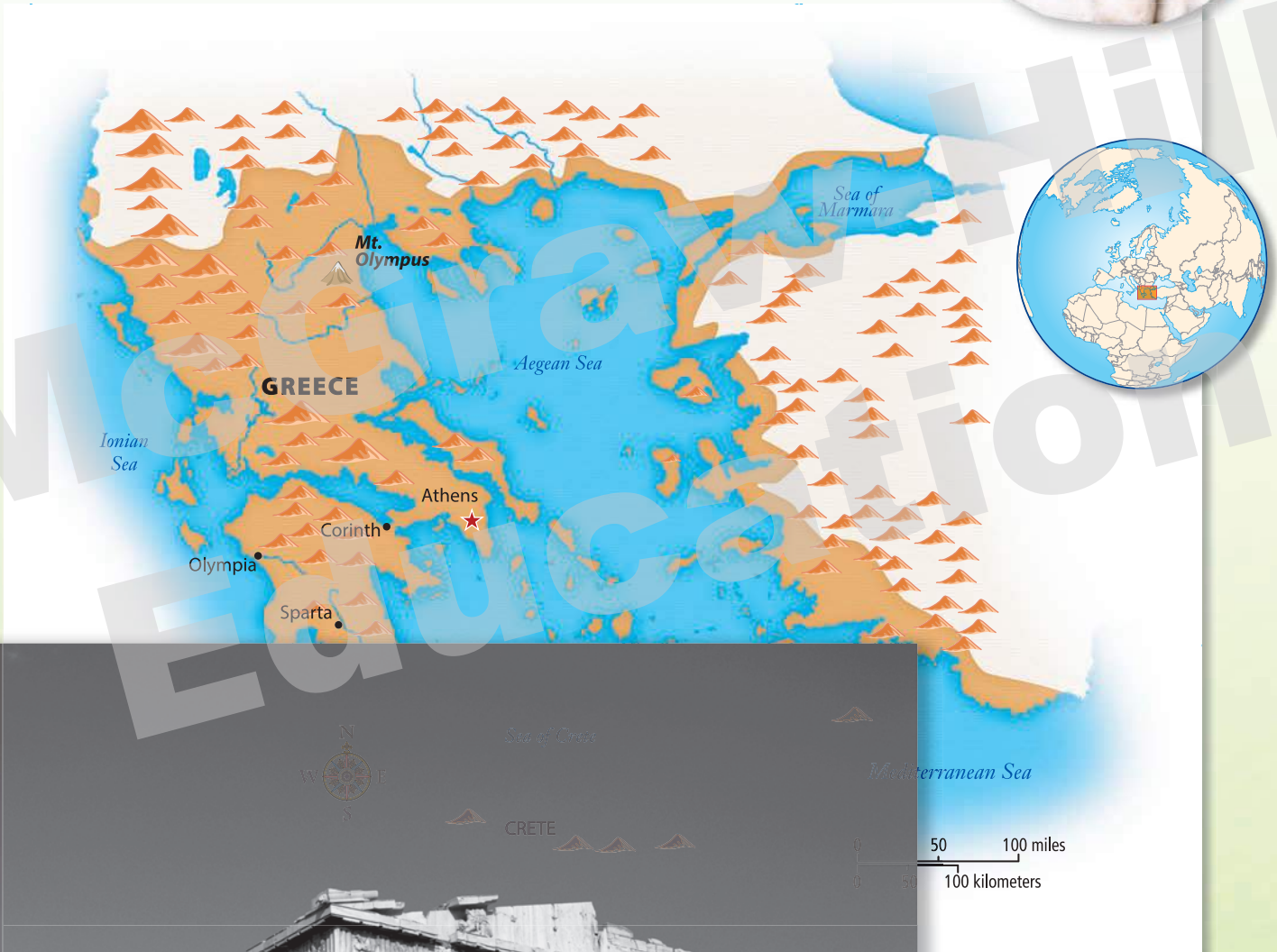
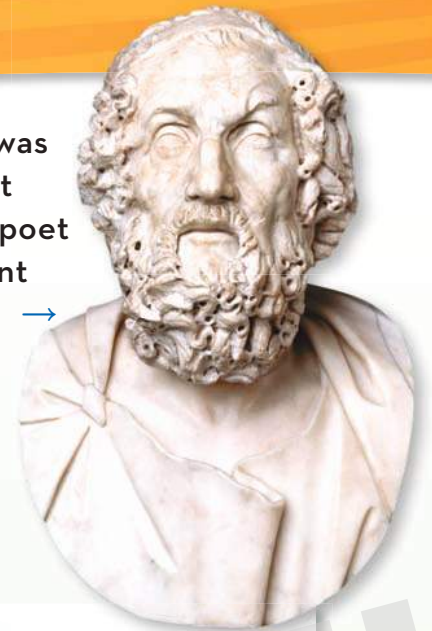


Ancient Greece

The Birthplace of Democracy

Ancient Greece is the first place you will learn about in this book. Greece is located on the continent of Europe. It is a land of many mountains and is mostly surrounded by water. In Unit 1 you will learn more about the land and people of ancient Greece.

Homer was the most famous poet in ancient Greece. →



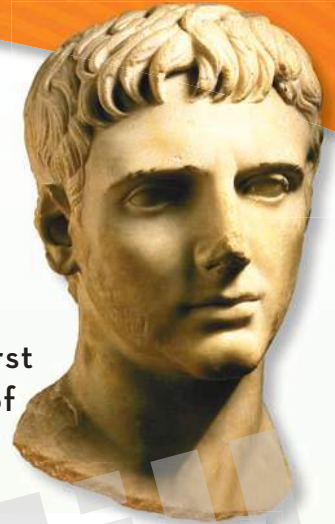
← The Parthenon is one of the most well-known buildings made by the ancient Greeks. The ruins can be found in Athens, Greece, today.

Ancient Rome

Republic to Empire

Next you will read about ancient Rome. At its height, Rome covered a great deal of the continent of Europe. Today, Rome is a city in the country of Italy. This country is easy to find on a map because it looks like a tall boot with a high heel. In Unit 2 you will read about how ancient Rome became a huge empire.

Augustus was the first emperor of Rome. →



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← The Colosseum in Rome was a large stadium used for sporting events. You can still see its ruins today.

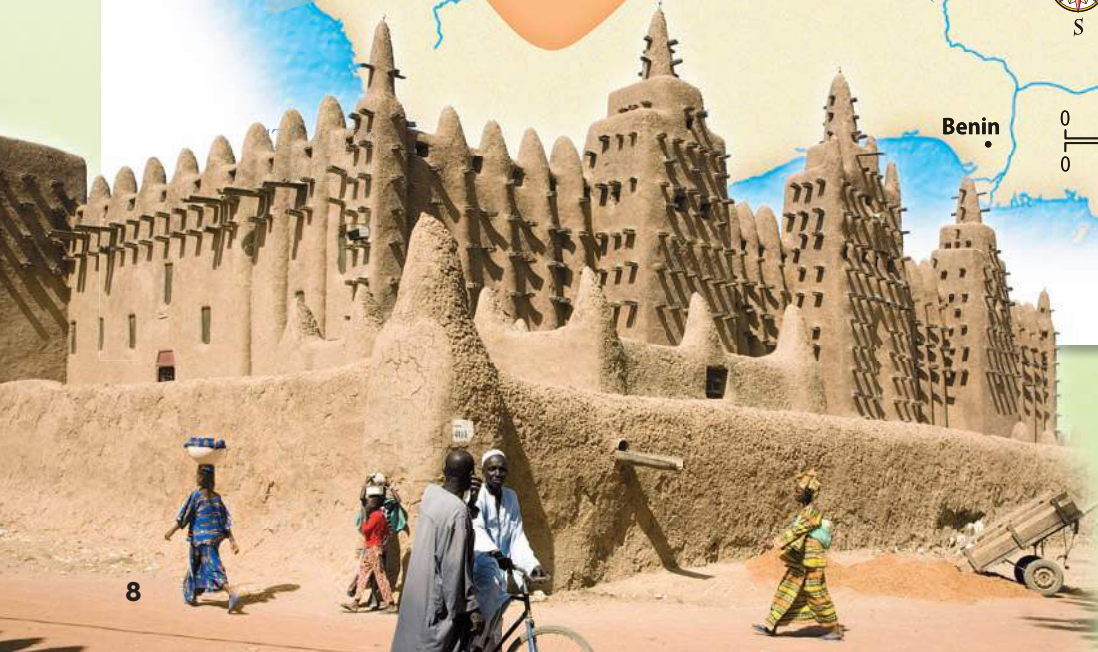
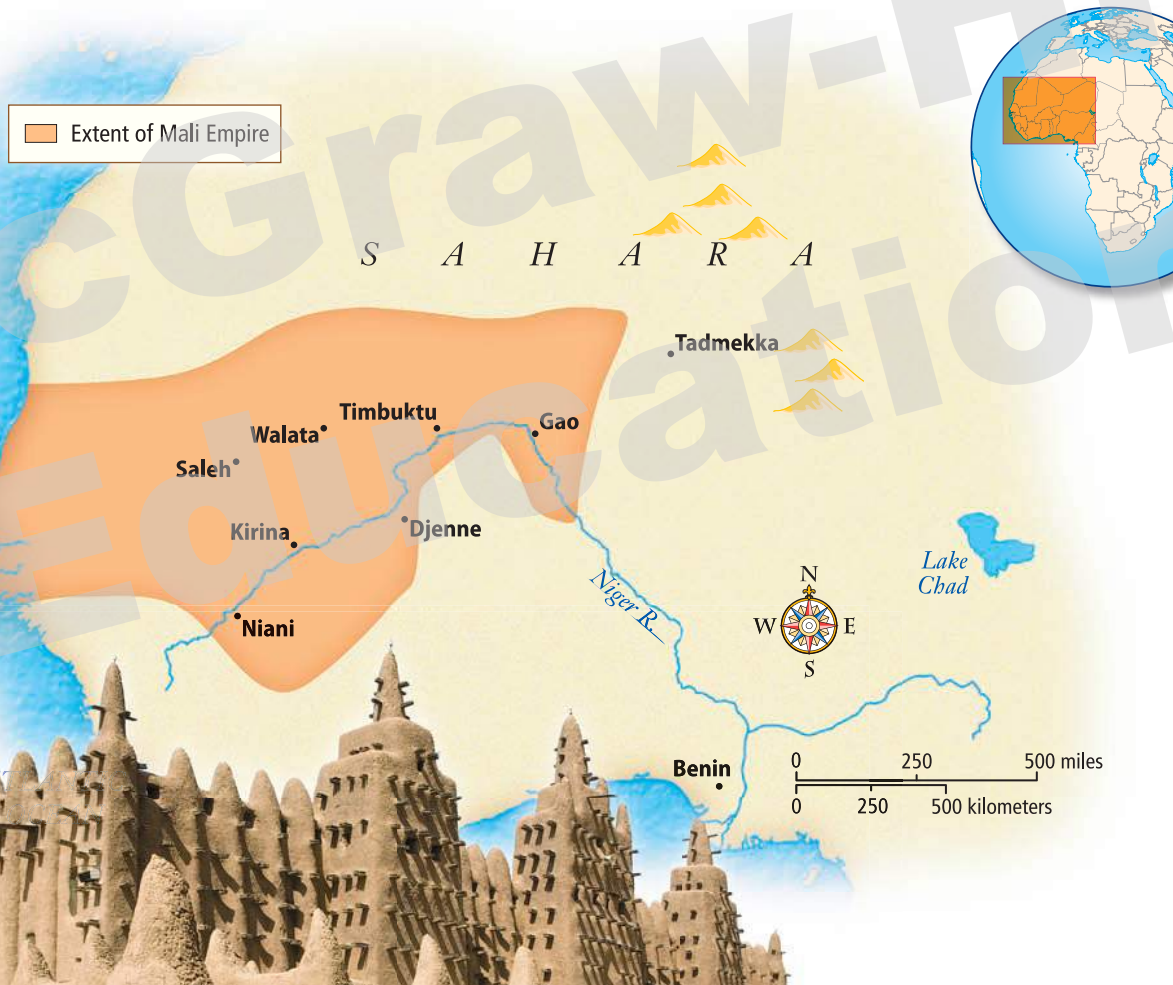
Mali

Empire Built on Salt and Gold

Next you will learn about Mali. The empire of Mali grew along the Niger River on the continent of Africa. The Niger River has a large desert to its north and grasslands to the south. Salt mines in the north and gold mines in the south made Mali very rich. You can discover more about this African empire in Unit 4.



↑ Mansa Musa was one of the most powerful kings of the empire of Mali.



← The Great Mosque of Djenne was built in 1907 on the foundations of a 13th century mosque.

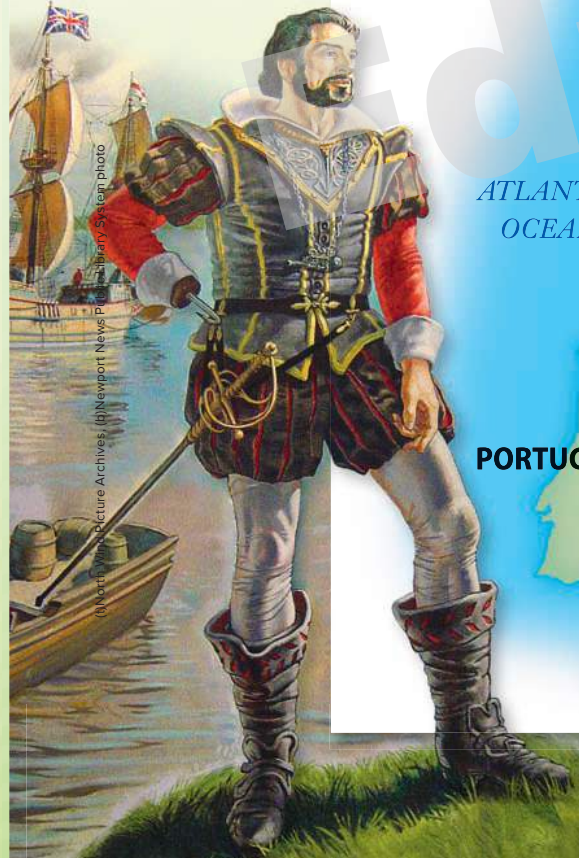
European Explorers

Portugal, Spain, France, and England

In Unit 5 you will read about explorers from Europe. For many years these explorers sailed across the Atlantic Ocean in search of new lands. During this time many people were afraid of the ocean. Some thought it was filled with monsters. In spite of such fears, European explorers sailed all over the world! Read more about these brave explorers in Unit 5.



↑ The caravel, a type of ship, carried explorers to places no European had seen before.

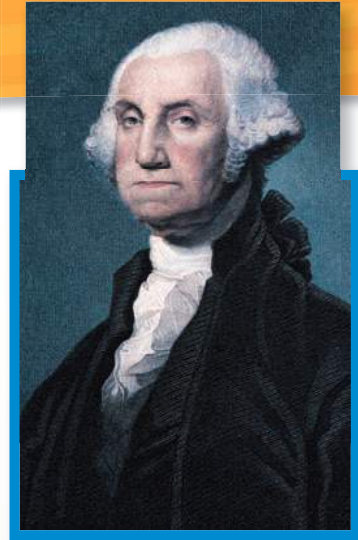


← English explorer Christopher Newport

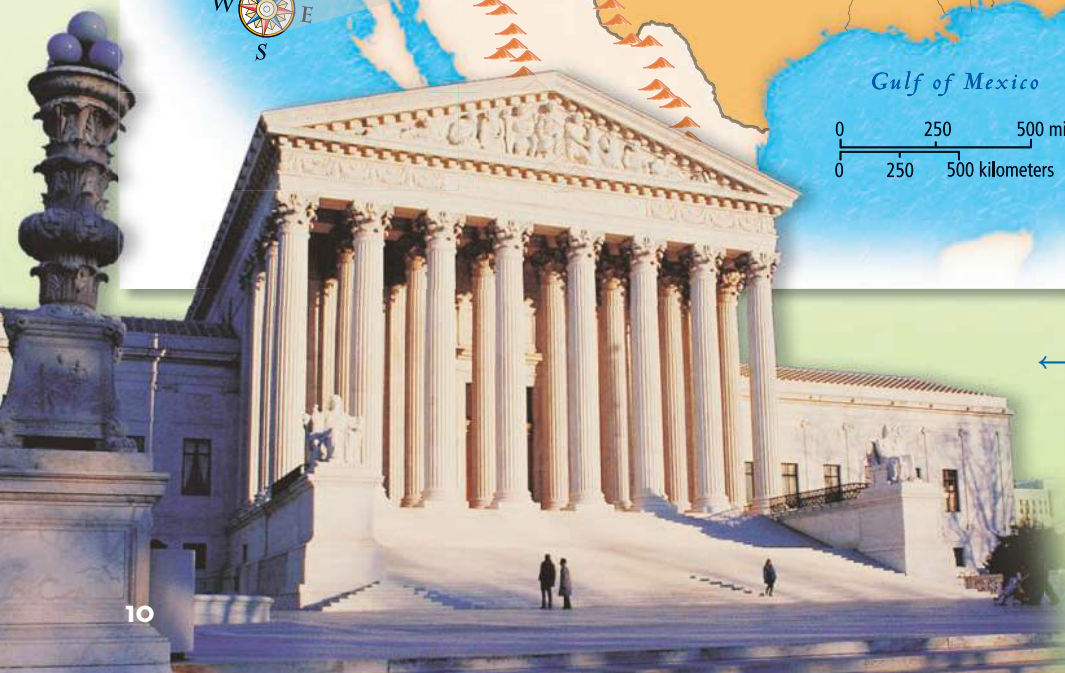
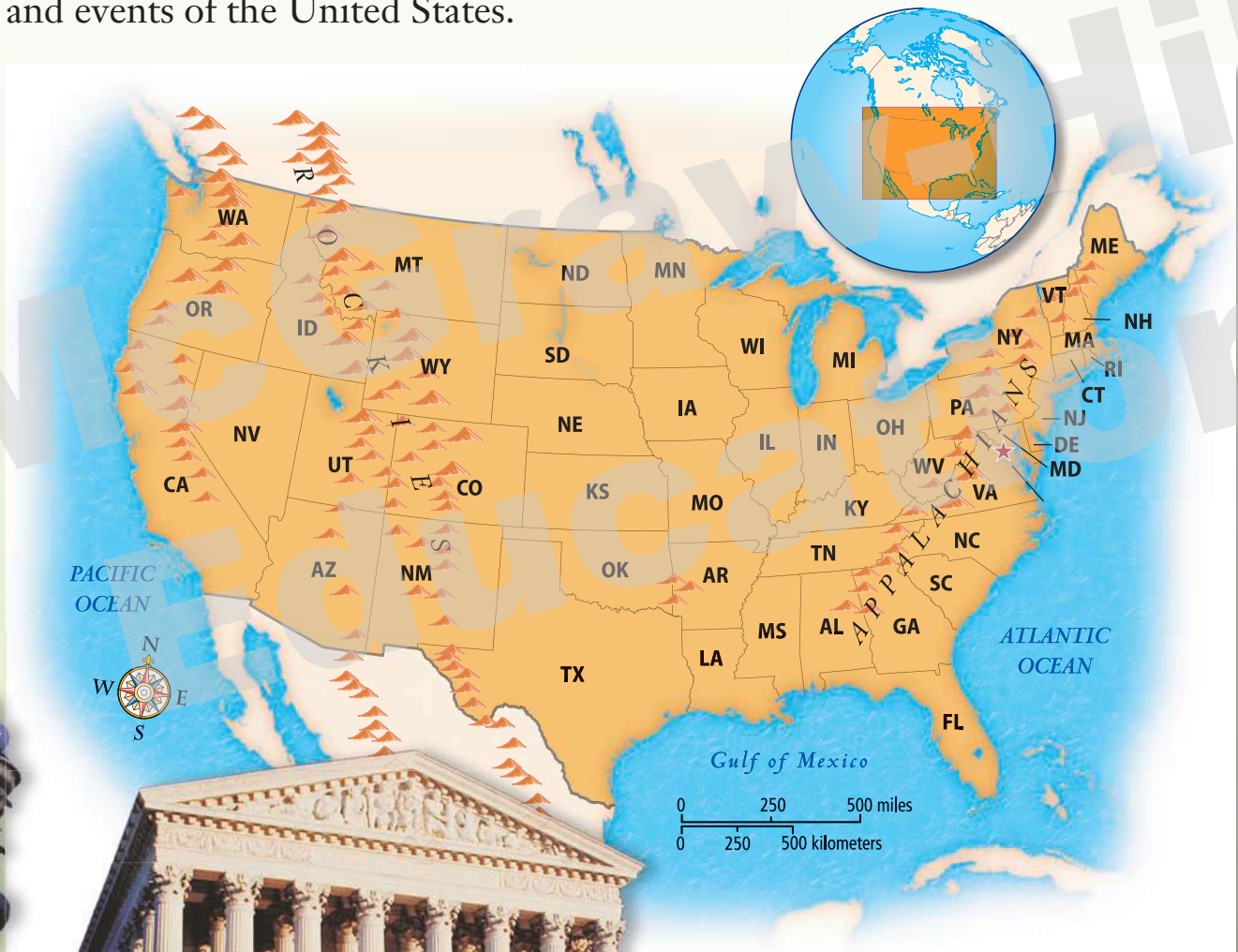
The United States

From Sea to Shining Sea

In Unit 6 you will explore the United States. The United States is one of the largest countries in the world. It is bordered by two oceans: the Pacific Ocean on the west and the Atlantic Ocean on the east. Tall mountains, flat plains, 50 states, and thousands of cities and towns cover the land in between. In this unit you will learn about some of the important people, places, and events of the United States.



↑ George Washington was the nation's first President.

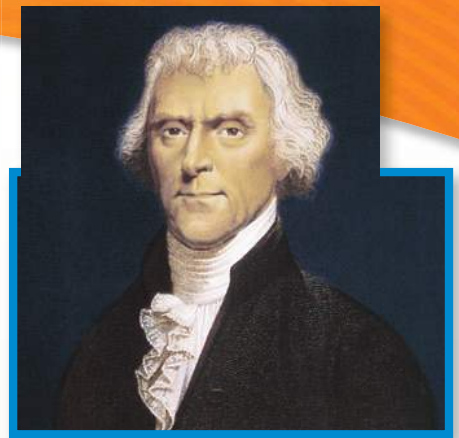


← You can see examples of ancient Greek and Roman forms of architecture in the Supreme Court building in Washington, D.C.

Virginia

Your State

As you study the United States, you will also learn about Virginia. Virginia has many different kinds of land to explore. The Appalachian Mountains, forests, farmlands, and the coastal plain are all part of your state. The nation's capital city, Washington, D.C., also borders your state! Look for more information about the people and places of Virginia in Unit 6.



↑ Thomas Jefferson was from Virginia and became the nation's third President.



Monticello, near Charlottesville, Virginia was Thomas Jefferson's home. Like the Supreme Court building, it borrows elements of architecture from ancient Greece and Rome. →



Understanding Globes

VOCABULARY

globe

hemisphere

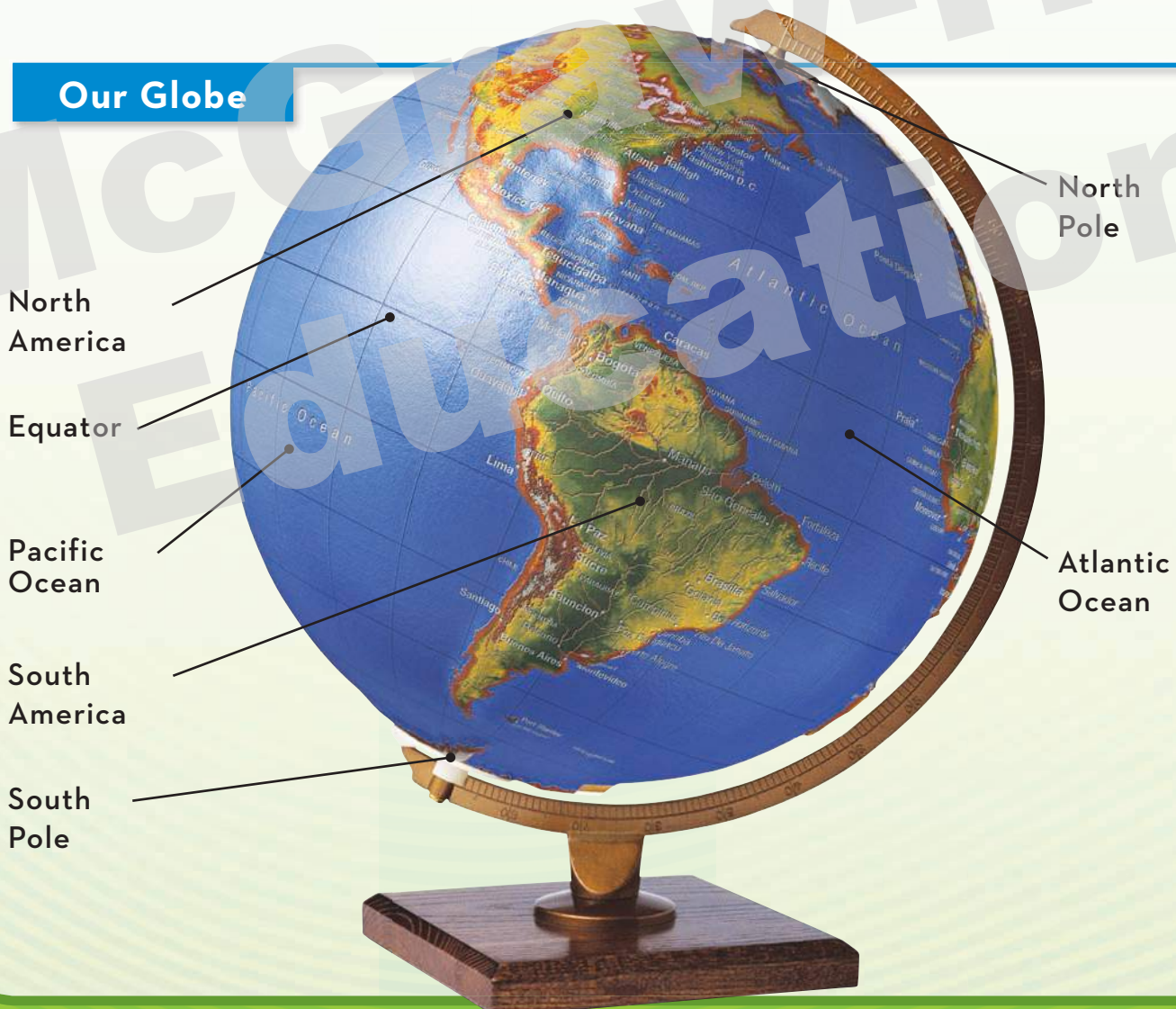
equator

prime meridian

Using Globes

To get a better picture of Earth, people make models of the way Earth looks from space. A **globe** is a model of Earth. It is like a map on a ball. In order to see all of the features on a globe, you have to turn it. Globes show oceans and continents. Globes also show features such as the North and South Poles. The North Pole is the point farthest north on Earth. The South Pole is the point farthest south on Earth. *Why are globes so useful when studying Earth?*

Our Globe

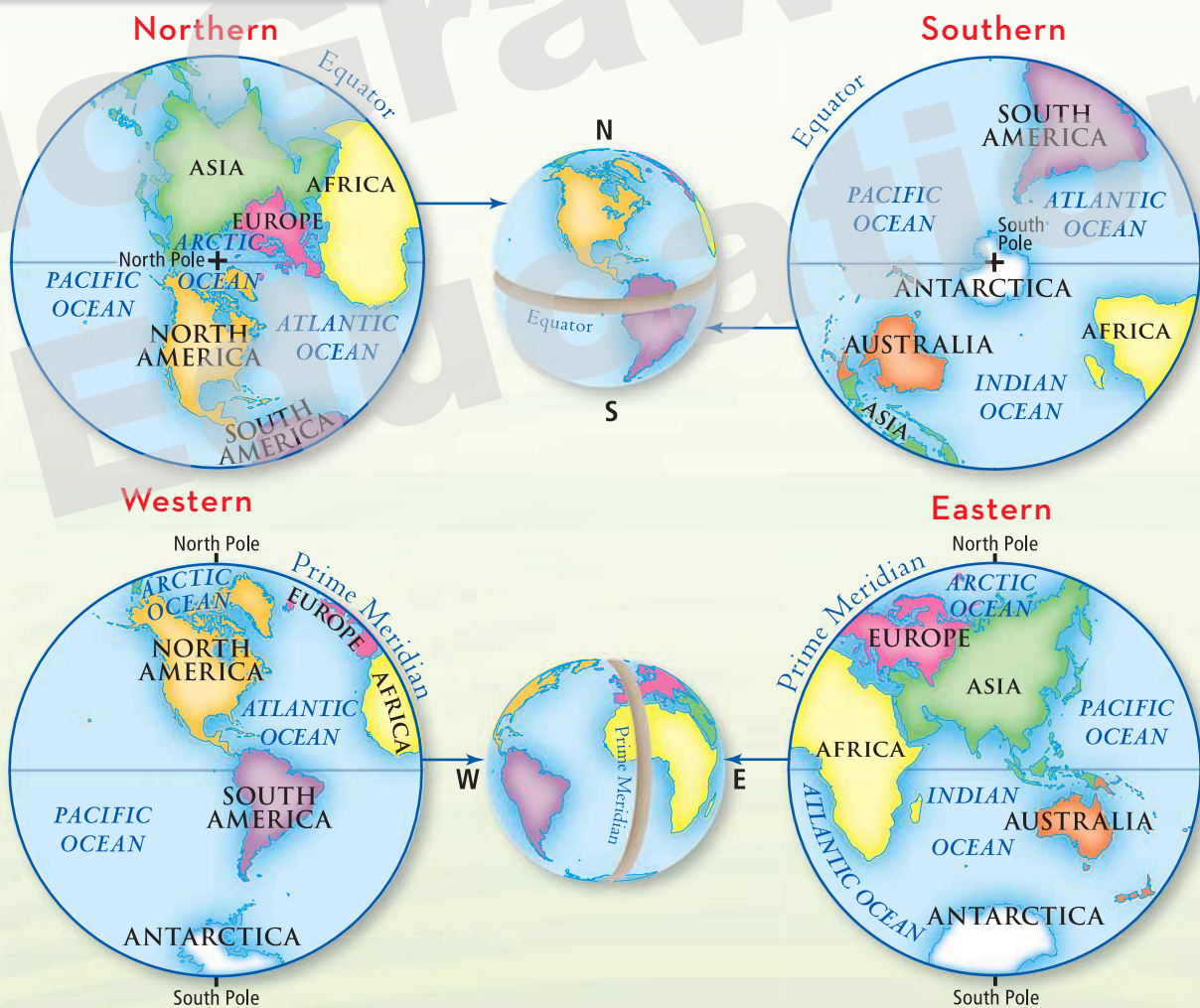


The Four Hemispheres

You can think of Earth as a sphere, like a ball. A **hemisphere** is half of a sphere. Earth is divided into four hemispheres.

The **equator** is the imaginary line around the middle of Earth. Everything north of the equator is in the Northern Hemisphere. Everything south of the equator is in the Southern Hemisphere. The **prime meridian** is the imaginary line that goes around Earth from the North Pole to the South Pole. Everything east of the prime meridian is in the Eastern Hemisphere. Everything west of the prime meridian is in the Western Hemisphere. *In which two hemispheres is North America?*

The Hemispheres



Understanding Maps

VOCABULARY

compass rose

map legend

Maps are visual aids used to gather, display, and classify geographic information. A map is a drawing of a place. Some maps show only part of the world. This map shows the United States.

Most maps have features that help us read and use them. For example, some maps may include a **compass rose** that shows you directions on the map. Most maps will also include a **map legend**, or map key, which will help you understand the symbols on the map.

What other map features are called out on this map?

The United States



Inset Map An inset map is a small map. It shows an area that is too large, too small, or too far away to include on the main map.

Locator Map A locator map is a small map set into the main map. It shows the location of the main map in relation to the world or other larger area.

Title Most maps have titles. The title may tell the region represented by the map. It may also tell what kind of a map it is, such as a road map or landform map.

Compass Rose A compass rose shows where north, south, east, and west are on the map.



Legend A map legend, or map key, explains what the symbols on a map mean.

Map Scale This is the map scale. It shows real distances represented on the map. Each map has a different map scale.

Latitude and Longitude

VOCABULARY

grid

latitude

longitude

degree

Global Addresses

Every place on Earth has an address that tells its exact location. To describe the location of a place, geographers use maps with **grids**. Grids are lines that cross each other on a map.

Earth's grid has two sets of lines called **latitude** and **longitude**. Lines of latitude measure how far north or south a place is from the equator. Lines of latitude north of the equator are labeled N. Lines of latitude south of the equator are labeled S.

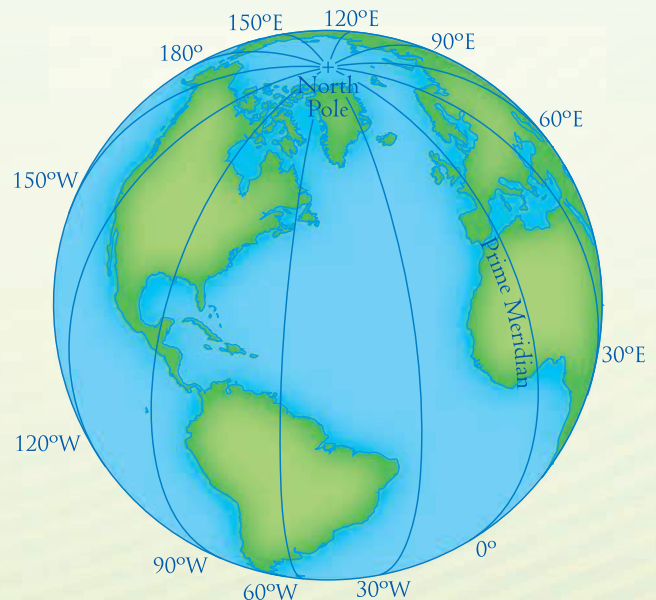
Lines of longitude measure distance east or west of the prime meridian. Lines of longitude east of the prime meridian are labeled E. Lines of longitude west of the prime meridian are labeled W. *Is the equator a line of latitude or longitude?*

Latitude and Longitude

Lines of Latitude

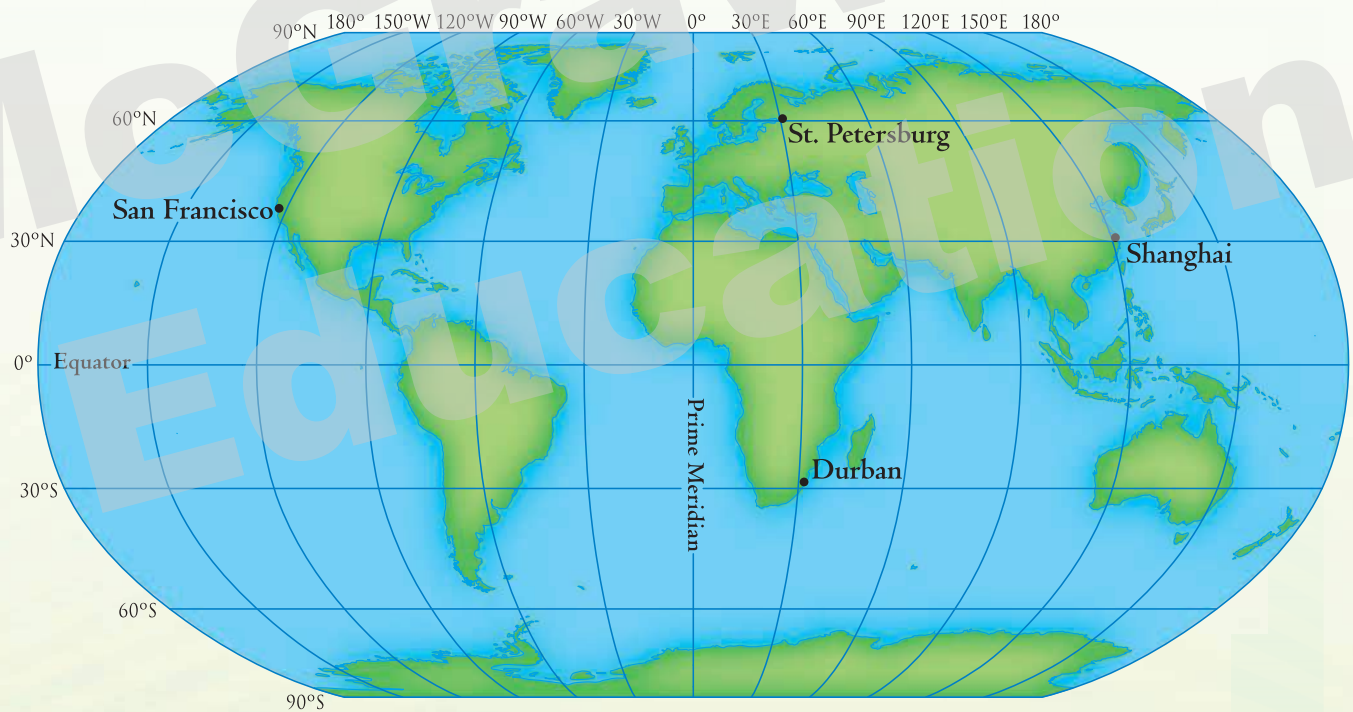


Lines of Longitude



Lines of latitude and longitude measure distance on Earth's surface in **degrees**. The symbol for degree is $^{\circ}$. Lines of latitude and longitude can be used to locate any place on Earth. When you locate places on a map, give the latitude first and longitude second. Look at the map of the world below. Locate the city of Durban. You can find it east of the prime meridian. The address for Durban is $30^{\circ}\text{S}, 30^{\circ}\text{E}$. *What is the address for St. Petersburg?*

The World



Regional Maps

VOCABULARY

region

characteristic

The United States can be divided into five geographic regions: the Northeast, Southeast, Midwest, Southwest, and West. A **region** is a large area with common features, such as climate and landforms, that set it apart from other areas. Each region shares many of the same geographic **characteristics**, or traits.



As you can see from the map on this page, Virginia is part of the Southeast region of the United States. Land in the Southeast is ideal for farming because of the many rivers located in the area. Each state in the region also shares a hurricane season from late summer to early autumn. *What other states are in the Southeast region?*



Using a Time Line

VOCABULARY

time line

B.C.

A.D.

As you read about events in history, it is not always easy to remember what happened first, next, and last. A **time line** is a line that shows the order in which important events happened.

Time lines can show different amounts of time. One time line may show what happened over many years. Another may show what happened during a day. The first event that happened is shown on the left of the time line. The last event is shown on the right of the time line.

776 B.C.

The first Olympic Games are held in Olympia to honor Greek gods and goddesses.



This symbol is used to show a long period of time that is not covered in the time line.

UNIT 1



↑ **800 B.C.**

UNIT 2



↑ **200 B.C.**

↑ **A.D. 500**

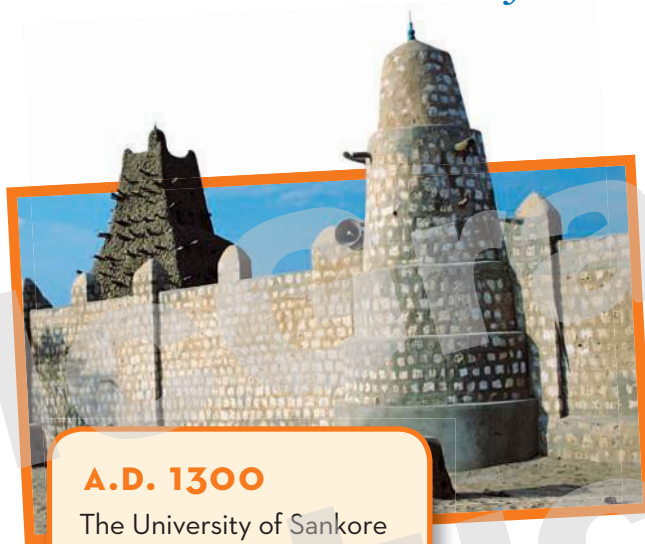


A.D. 82

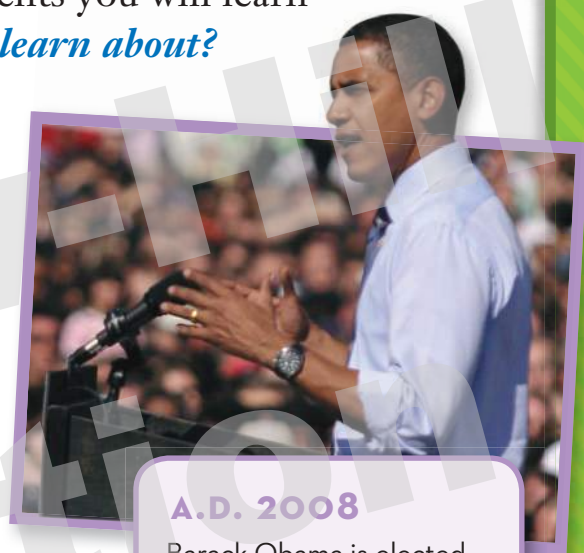
Construction of the Colosseum is completed in the city of Rome.

On some time lines, you will see the letters **B.C.** after a date or **A.D.** before a date. If a date has “B.C.” after it, that means the event happened before the year 0. If a date has “A.D.” before it, that means the event happened after the year 0. Look at the time line below. *Which dates have “B.C.” after them? Which have “A.D.” before them?*

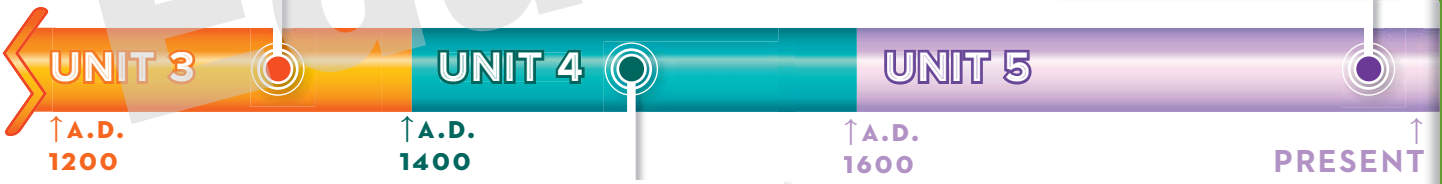
You will see many time lines as you read this book. The time line below shows some of the major events you will learn about. *Which event are you most excited to learn about?*



A.D. 1300
The University of Sankore is built in Mali, Africa.



A.D. 2008
Barack Obama is elected the 44th President of the United States.



A.D. 1492
Christopher Columbus and his crew land on the shore of San Salvador.

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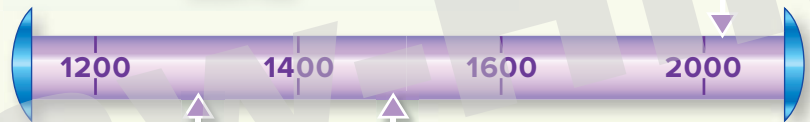
Review and Assess

Review Questions

1. Which oceans border the continent of North America?
2. What line of latitude is at 0 degrees?
3. Name a continent that the equator runs through.
4. In which continent is 30° S, 60° W?
5. Which event came first on the time line on the right?
6. How many years are between each event?



A.D. 2008
Barack Obama is elected the 44th President of the United States.



A.D. 1300
The University of Sankore is built in Mali, Africa.

A.D. 1492
Christopher Columbus lands on the shores of San Salvador.

Create a Classroom Time Line

- Work with your class throughout the year to create a time line of events that take place in this book. Place the time line on your classroom wall.
- Decide the time range for your time line. Write the starting year on a piece of poster board and the ending date on a separate piece of poster board.
- Tape the posters up in your classroom, allowing space to fill in the time between the start and end dates.



- As you learn about a person, place, or event throughout the year, decorate a piece of poster board with a picture to illustrate the person, place, or event. Make sure to include the date.
- Tape the illustrations to your classroom time line on the wall. Make sure they are in the correct order on the time line.

Ancient Egypt and China

Unit 3

EXPLORE
The
Big
Idea

How do the contributions of ancient Egypt and China affect people today?



VIRGINIA STANDARDS

3.1j

PEOPLE, PLACES, AND EVENTS



PAST

In 1922 Howard Carter found the burial place of King Tut in Egypt. King Tut was a boy king.

AP PHOTOS

(b)IDEA/S. VANNINI/Getty Images, (r)Khaled Desouki/Getty Images, (b)Robert Harding Picture Library Ltd/Alamy



PRESENT

Today, the treasures of King Tut can be seen in a museum in Egypt.



FUTURE

What world treasures will be found in the future?

Lesson 1

VOCABULARY

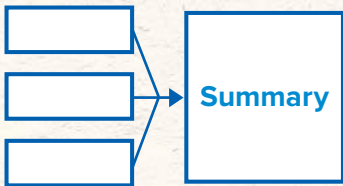
history p. 115

ancient p. 116

artifact p. 116

READING SKILL

Summarize



VIRGINIA STANDARDS

3.1a, c, d, i 3.11a, e

Learning About the Past

WHAT IS HISTORY?

History is the story of what happened in the past. There are many ways to learn about history.

You can talk to adults to find out what their lives were like when they were children. You can read books or listen to stories. Looking at pictures can help you find out more about the past, too.



What is history?



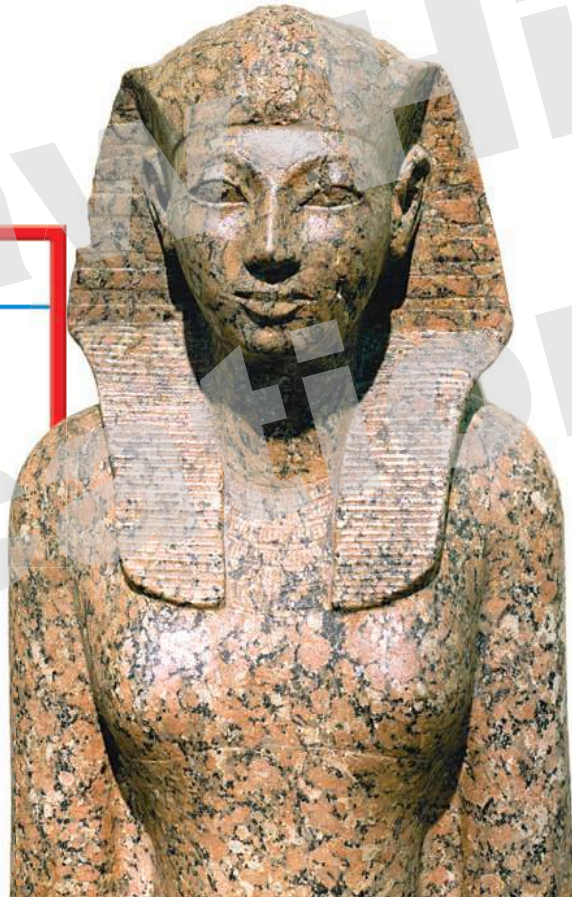
LEARNING ABOUT ANCIENT PLACES

In this unit you will learn about **ancient** Egypt and China. Ancient means a long, long time ago.

Artifacts can tell you a lot about the past. An artifact is something made or used by people long ago. Pottery, tools, and jewelry are artifacts. These objects can give you clues about what people made, used, and wore in the past.

People

One of Egypt's rulers was a woman named Hatshepsut. Artifacts tell us about her life.



Hatshepsut

Artifacts from ancient times can be found at museums. People visit museums to learn more about people, places, and things from long ago. Some museums have artifacts from ancient Egypt and China.



What is an artifact?

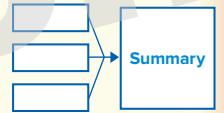


↑ A piece of jewelry



Check Understanding

- VOCABULARY** What does **ancient** mean?
- Summarize** How can you learn about the past?
- EXPLORE The Big Idea** What can we learn from artifacts?



Citizenship

Democracy in Action

Honesty

There are many ways to be honest. One way is to tell the truth. Another way is to not take something that does not belong to you.

Mr. Garcia's class visited a place where an ancient village used to be. Read what happened when Kim wanted to take a piece of pottery.



Jake helped Kim to be honest. What would you do?

Look, Kim! This piece of pottery looks like it was part of a pot from long ago.

**I want to take it home.
No one will miss it.**

**But it doesn't
belong to you.**

**You're right.
I won't take it
or touch it!**

Egypt's Geography

Lesson 2

VOCABULARY

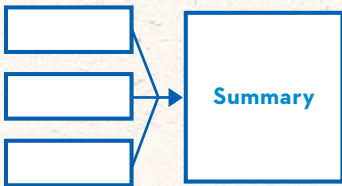
geography p. 121

flood p. 122

irrigation p. 123

READING SKILL

Summarize



 VIRGINIA STANDARDS

3.1b-d 3.5c 3.6a 3.8



The Great Sphinx in Egypt

IC Productions/Getty Images

WHERE IS EGYPT?

Maps and globes can help you learn about the **geography** of Egypt. Geography is the study of places on Earth. The country of Egypt is located on the continent of Africa.

There are two seas that border Egypt. A sea is a large body of salt water that is smaller than an ocean. The Nile River is also in Egypt. It is the longest river in the world!



What is geography?



LIFE LONG AGO

People in ancient Egypt were called Egyptians. Long ago, they built villages in the Nile River valley. A valley is a low area of land between mountains. The river gave people water for drinking and farming. The people grew wheat and vegetables on the riverbanks.

Outside of the river valley, Egypt was a desert. A desert's climate is hot and dry. Each summer, the Nile River would flood its banks after heavy rains. A flood is a great flow of water over land that is usually dry.



People welcomed the summer floods because the water helped their crops grow. Egyptians used irrigation. This means they built waterways called canals that carried water to where their crops grew.

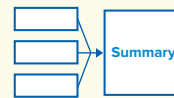


Why did Egyptians build their villages in the Nile River valley?



Check Understanding

1. **Vocabulary** What is a **flood**?
2. **Summarize** How did the Egyptians water their crops?



3. **EXPLORE The Big Idea** Describe the geography of Egypt.

Map and Globe Skills

Use a Map Scale

VOCABULARY

map scale

This map of Egypt has a **map scale**. A map scale tells the distance between places on a map. Find the map scale on the next page.

- 1 Place a strip of paper between Cairo and Baltim. First draw a mark where Cairo is on the strip of paper. Then mark where Baltim is.



- 2 Place the strip of paper on the map scale. Put one of the marks at zero. You will see that Cairo is about 100 miles from Baltim.





Try the Skill

- 1 How is a **map scale** useful?
- 2 About how many miles apart are Luxor and Aswan?



Writing Activity

Plan a trip to Egypt. Describe how you will use your map and map scale.

Lesson 3

VOCABULARY

hieroglyphics p. 127

papyrus p. 127

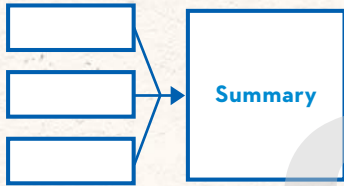
pyramid p. 128

architecture p. 128

invention p. 130

READING SKILL

Summarize



 VIRGINIA STANDARDS

3.1a, c, d, g 3.2 3.8

CONTRIBUTIONS OF ANCIENT EGYPT



King Tut's tomb

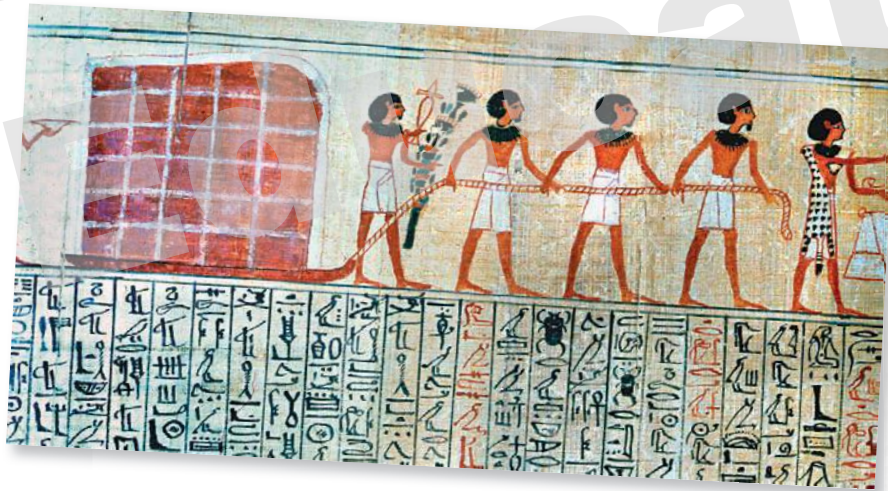
WRITTEN LANGUAGE

The Egyptians developed a new written language. This language used pictures and symbols called **hieroglyphics**. Each picture or symbol stood for an object or a sound. The Egyptians drew hieroglyphics on the walls of buildings.

The Egyptians also made a new kind of paper called **papyrus**. Papyrus was made from the papyrus plants that grew along the Nile River. The Egyptians wrote down their ideas and stories on this thin paper.



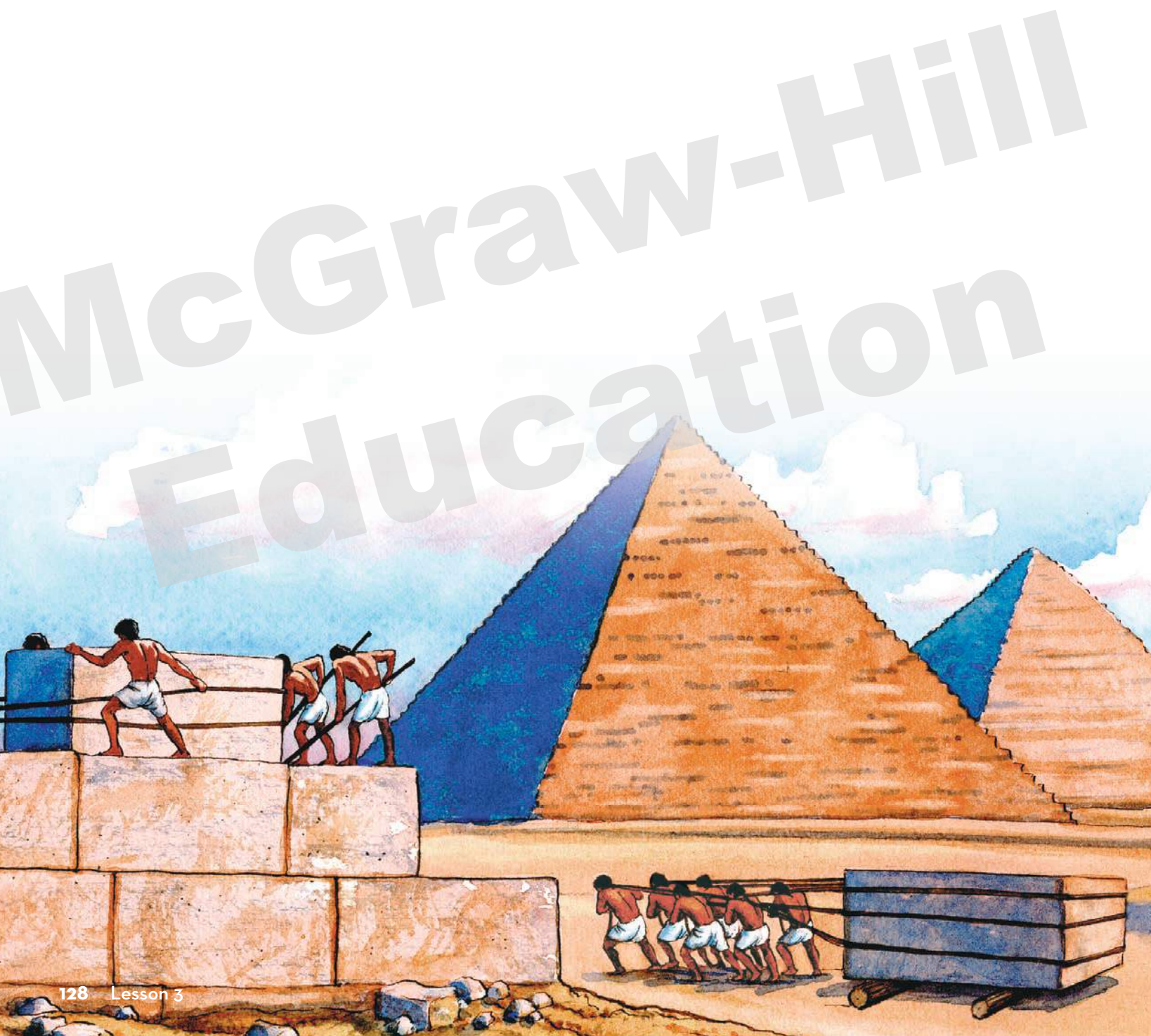
What contributions did Egypt make to written language?



THE PYRAMIDS

The ancient Egyptians were great builders. They built huge stone buildings called **pyramids**. Pyramids were tombs, or graves, for the early kings of ancient Egypt. Pyramids are great pieces of **architecture**. Architecture is the plan or design of buildings.

Pyramids were hard to build. It took many years and workers to build one pyramid.



To build the pyramids, blocks of rock were brought by boat from far away. The blocks were put onto logs and rolled to their place in the pyramid. This way the workers were not carrying the heavy blocks themselves!

Each pyramid had many rooms. Egyptians put food, clothing, furniture, and games in the pyramids. They thought the kings would use these things after they died.



What is a pyramid?

Around the World



People in other parts of the world also built pyramids. This pyramid is in Mexico. It is called *El Castillo*. In Spanish, this name means “the castle.”



EGYPT'S INVENTIONS

The Egyptians came up with many **inventions**. An invention is something that is made for the first time. One invention from Egypt was the sun clock. A sun clock, or sundial, told the time based on the position of the sun's shadow.

Egyptians also invented a calendar with 365 days. They knew what time of year it was based on where the stars were in the sky. When the star Sirius appeared, it was time for the Nile River to flood. This was the start of their year.



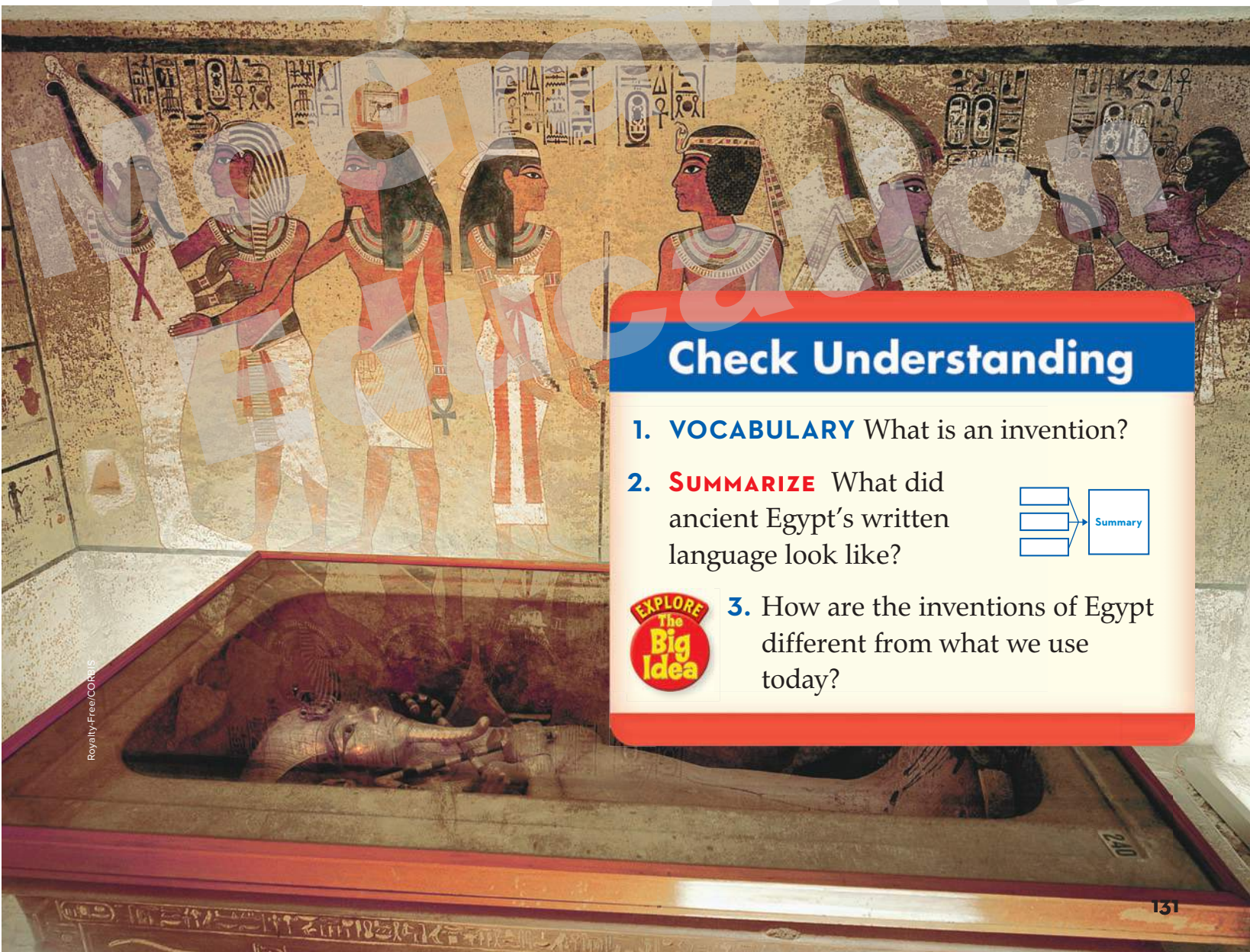
We still use a type of paper, calendar, and clock today. These Egyptian inventions are contributions to our world.



What inventions came from ancient Egypt?



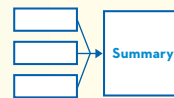
Early Egyptian calendar



Check Understanding

1. **VOCABULARY** What is an invention?

2. **SUMMARIZE** What did ancient Egypt's written language look like?



3. How are the inventions of Egypt different from what we use today?

China's Geography

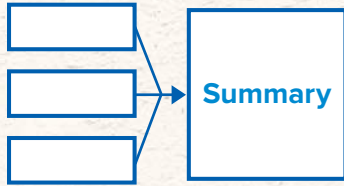
Lesson 4

VOCABULARY

season p. 135

READING SKILL

Summarize



VIRGINIA STANDARDS

3.1b, c, d 3.5c 3.6c 3.8

The Huang He in China

A

WHERE IS CHINA?

China is a country located in Asia. Asia is the largest continent in the world. Today, there are more people living in China than in any other country in the world.

The Huang He is a river in northern China. It is also called the Yellow River because rich, yellow soil is found there. The Huang He is the second longest river in China.



On what continent is China located?



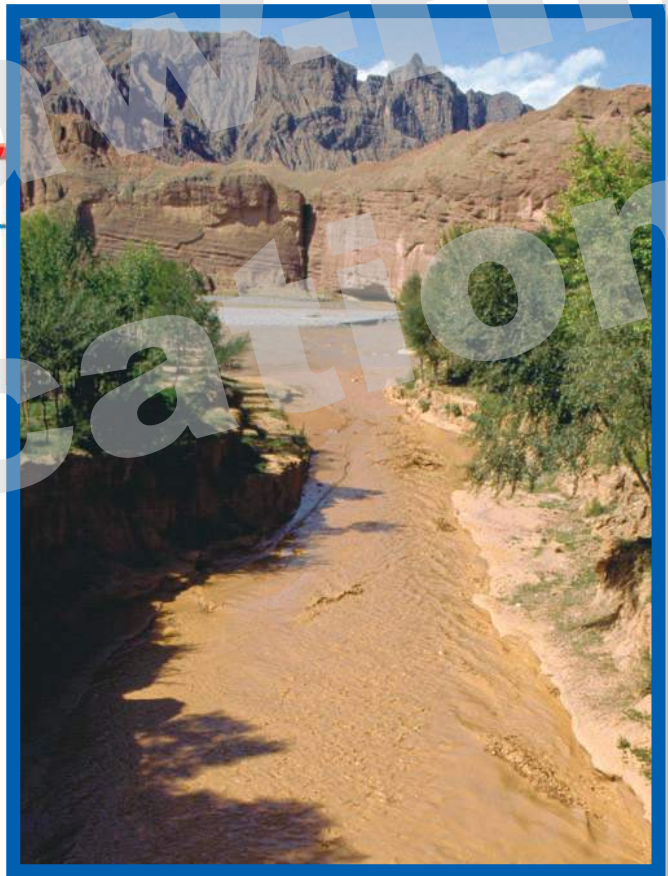
B LIFE LONG AGO

China's land included mountains, forests, hills, and deserts. The people fished and farmed. They lived in the Huang He valley and grew wheat and rice along the river.

Like the Egyptians, the ancient Chinese irrigated their crops. They built waterwheels at many places along the river. Buckets on the waterwheels scooped up river water. The buckets dumped the water into ditches where crops were planted.

Event

In the summer, heavy rains can cause the Huang He to flood. This flooding can hurt crops and destroy homes.



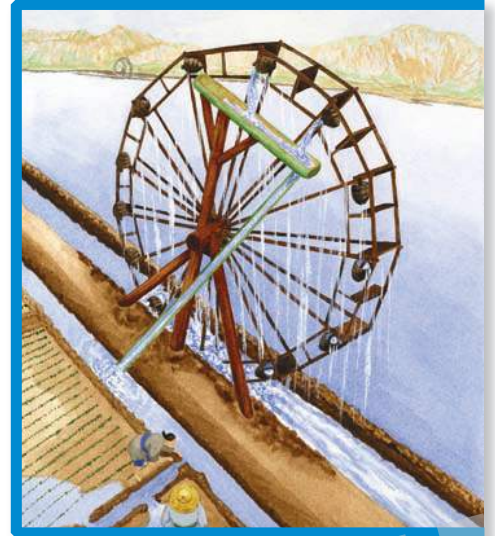
Huang He Floods

Julia Waterlow; Eye Ubiquitous/CORBIS

China had four **seasons**. A season is a time of year. Each year, the weather changed in spring, summer, fall, and winter.



What landforms made up ancient China?



↑ Ancient Chinese waterwheel



Check Understanding

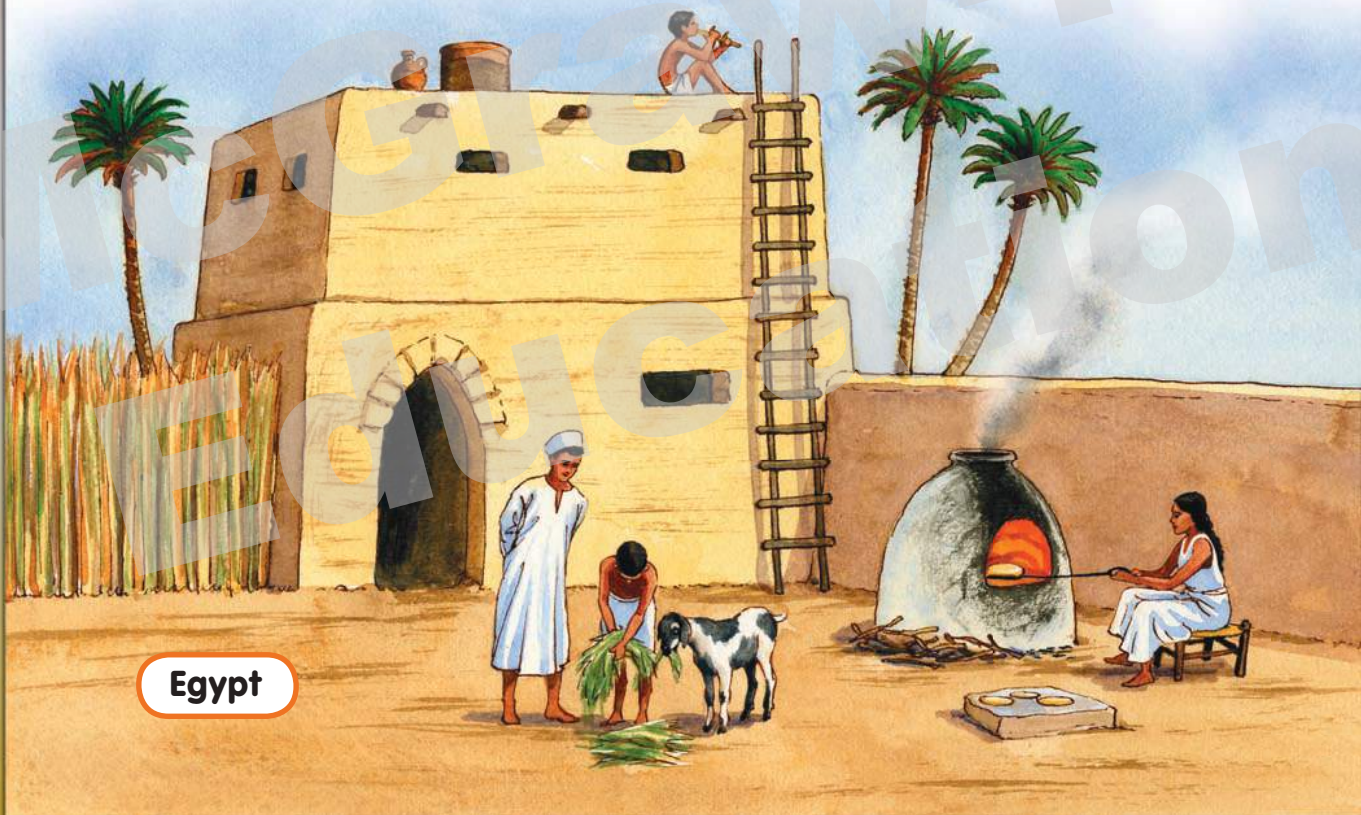
- VOCABULARY** What is a **season**?
- SUMMARIZE** What are three things you learned about the Huang He?
- EXPLORE The Big Idea** How did the ancient Chinese relate to their environment?

A Close Look at Culture

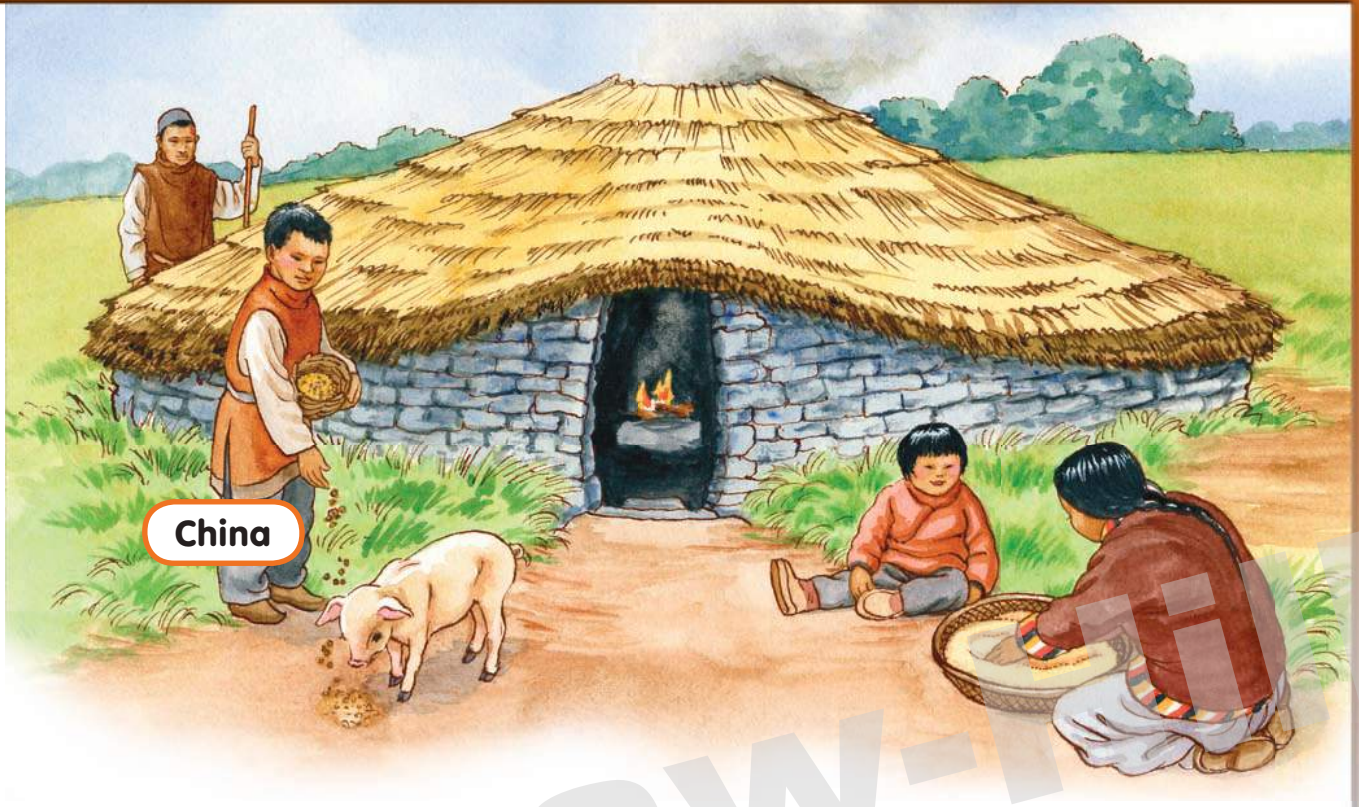
Homes in the Past

Long ago, homes were made differently than they are today. The ancient Egyptians made bricks out of straw and mud from the Nile River. The bricks were dried in the hot desert sun. Egyptian homes were built out of these bricks and other local materials.

Ancient Egyptian homes had flat roofs. Families would sleep and eat on the roof when it was hot outside.



Egypt



China

Homes in ancient China were built along rivers, such as the Huang He. Most homes were one square or round room.

Part of each home was dug into the earth to help keep a family warm in the winter. People would also keep warm by building a fire in the middle of the house. Smoke escaped through a hole in the thatch, or straw roof.



How did the environment affect how homes were built in ancient Egypt and China?

Contributions of Ancient China

Lesson 5

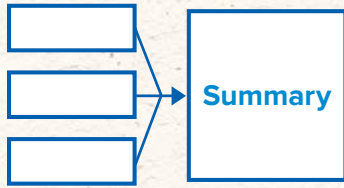
VOCABULARY

character p. 139

compass p. 142

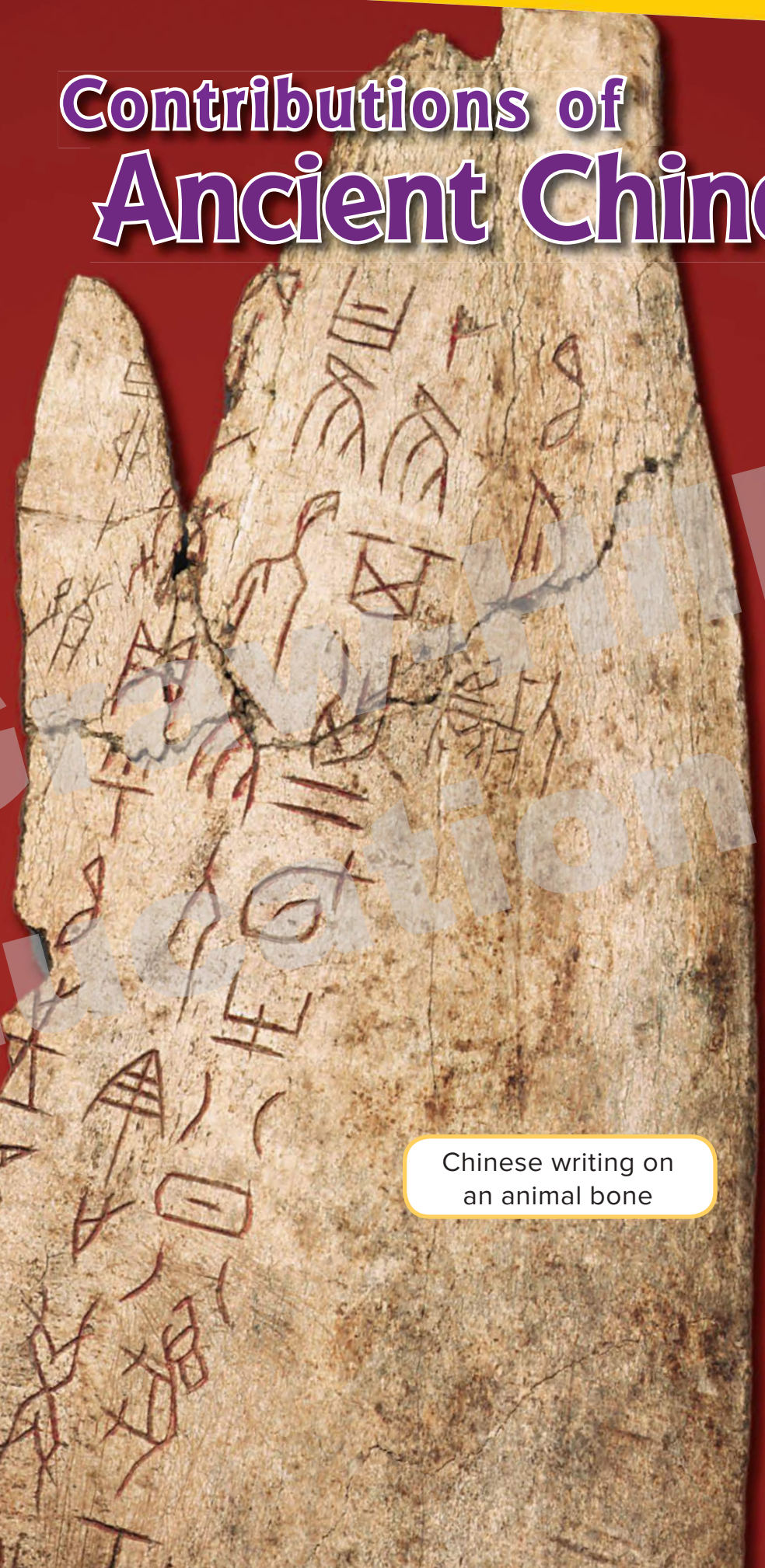
READING SKILL

Summarize



VIRGINIA STANDARDS

3.1a, c, d, g 3.2 3.8



Chinese writing on an animal bone

Royal Ontario Museum/CORBIS

WRITTEN LANGUAGE

Like the ancient Egyptians, the people of ancient China developed their own written language. This language used simple pictures or symbols called **characters**. Each character stood for an object or idea.

The people of ancient China cut the characters on animal bones and turtle shells. They wrote their history on these objects.



What contributions did China make to written language?

horse



mountain

rain



sun

fish



Chinese characters

THE GREAT WALL OF CHINA

Like the Egyptian pyramids, the Great Wall of China is a famous piece of architecture. It is located in the northern part of China.

At first, the Great Wall was made up of many smaller walls. These walls had been built around cities to keep enemies out. Later, these smaller walls were joined together to form one big wall.



©Kaggle/Amie Reynolds/Photum/Getty Images

It took many different people a long time to build the Great Wall. It was built out of dirt, brick, wood, and stone. Many parts of the wall were built on the top of mountains. People from around the world visit the Great Wall today.



Why were walls built around ancient cities?

Place

The Palace Museum

The Palace Museum is one of China's biggest museums. It has most of the country's ancient artifacts, such as paintings and pottery.



© iStockphoto.com/Getty Images

CHINA'S INVENTIONS

Like other ancient people, people from ancient China had many inventions. Some of their inventions included kites and fireworks. The Chinese also invented the **compass**. A compass is a tool used to find directions on Earth.

The Chinese people also invented bronze and silk cloth. Bronze was a metal used to make tools. Silk cloth was very soft and was used to make beautiful clothing.



The inventions of ancient China have contributed to our world today. People still see fireworks during celebrations. Bronze artwork can still be seen in museums, too.



What inventions came from ancient China?

Check Understanding

1. **VOCABULARY** What is a **compass**?
2. **SUMMARIZE** How would you describe the Chinese written language?
3. **EXPLORE The Big Idea** What contributions has ancient China given to the world today?



A Close Look at Culture

Digging Up the Past: Ancient Statues

Today, people are still learning about ancient Egypt and China. Many statues have been found in tombs in Egypt and China. Statues are images of people or animals made out of different kinds of materials.

Statues of kings who ruled long ago have been found in Egyptian tombs. These kings were called pharaohs. The statues were carved out of wood, gold, and other materials. They always showed the pharaoh as a young person.



Egyptian statue

Robert Harding/Getty Images



In China, farmers were digging a well when they found the tomb of one of China's kings. Chinese kings were called emperors.

Over 7,000 statues of soldiers and horses were found in the emperor's tomb. Each life-sized statue was made of clay. They stood in many rows protecting their emperor.



How are the statues of ancient Egypt and China alike? How are they different?



Unit 3

Review and Assess

Vocabulary

Number a paper from 1 to 3. Next to each number write the word that matches the meaning.

architecture **irrigation** **ancient**

1. a long, long time ago
2. the plan or design of buildings
3. using waterways to carry water to crops

Critical Thinking

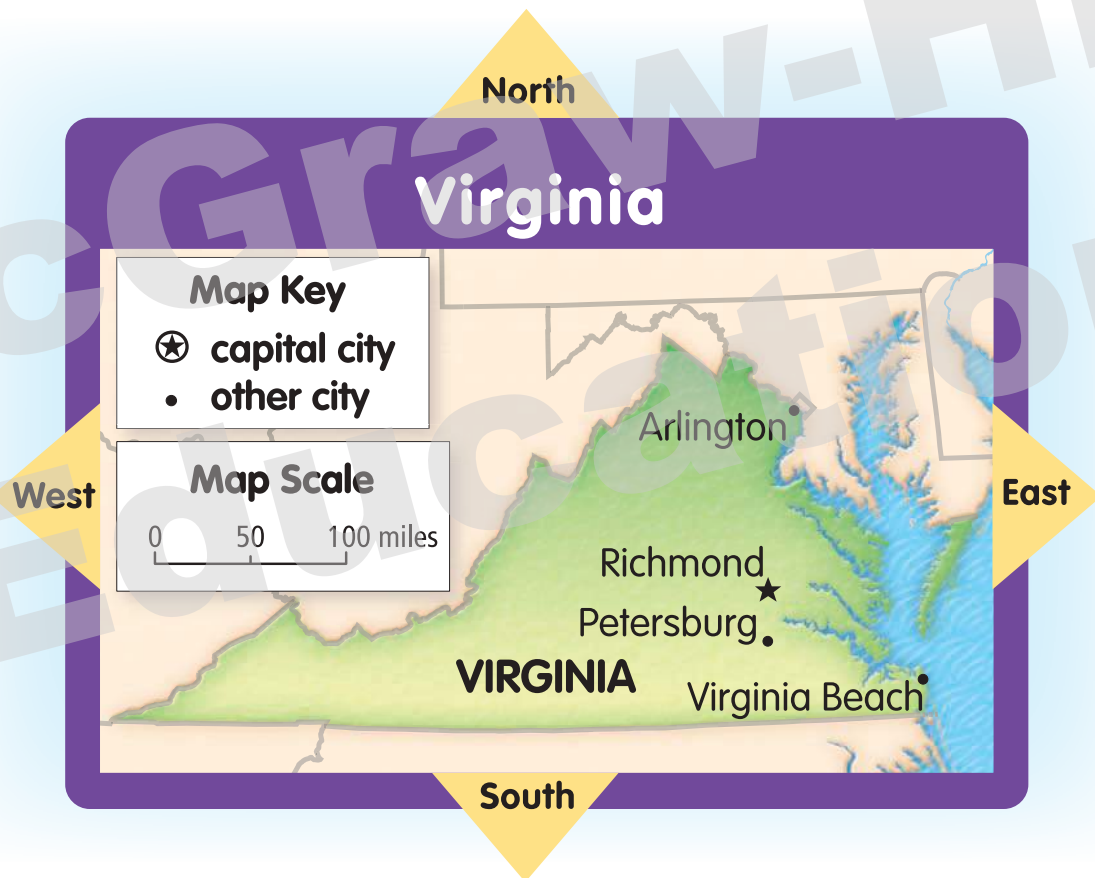
4. What inventions from ancient Egypt and China are still used today?
5. Why did the people of ancient Egypt and China settle along the Nile River and Huang He?

Skill

Use Map Scales

Look at the map of Virginia below. Use the map scale, a strip of paper, and a pencil to answer the question.

6. About how far is it from Virginia Beach to Richmond?
- A 25 miles
 - B 50 miles
 - C 100 miles
 - D 150 miles



Make an Inventions Poster

- 1 Think about things you use today that were invented by people in ancient Egypt and China long ago.
- 2 Draw a picture of each invention on the poster.
- 3 Write a sentence about each invention. Tell why you use them today.
- 4 Share your poster with the class.



This Glossary will help you to pronounce and understand the meanings of the vocabulary terms in this book. The page number at the end of the definition tells where the term first appears.

Pronunciation Key							
a	at	ī	ice	u	up	th	thin
ā	ape	î	pierce	ū	use	th	this
ä	far	o	hot	ü	rule	zh	measure
âr	care	ō	old	ù	pull	ə	about, taken, pencil, lemon, circus
e	end	ô	fork	ûr	turn		
ē	me	oi	oil	hw	white		
i	it	ou	out	ng	song		

A

A.D. (ā dē) Used after a numeral to indicate the years after the year 0 or “Anno Domini.” Latin for “In the year of the Lord.” Used before a numeral to indicate a year occurring since the birth of Jesus Christ (p. 21)

allies (al īz) groups that work together (p. 176)

amendment (ə mend' mən't) a change made to the U.S. Constitution (p. 207)

amphitheater (ampf' ə thē tər) an outdoor theater where plays are performed (p. 55)

ancient (ānt shənt) something that is very, very old (p. 27)

aqueducts (a' kwədəkt) giant structures that brought water from one place to another (p. 102)

arch (ärch) a curved structure that allows a building to hold a great deal of weight (p. 102)

architecture (är' ki tek' chər) a method or style of building (p. 60)

B

B.C. (bē sē) Used after a numeral to indicate the years before the year 0 or “before Christ.” Used after a numeral to indicate a year occurring before the birth of Jesus Christ (p. 21)

bar graph (bär graf) uses bars to show information (p. 80)

barter (bär' tər) to trade goods or services without using money (p. 39)

benefit (be' nə fit) a positive effect (p. 224)

This index lists many topics that appear in the book, along with the pages on which they are found. Page numbers after a *c* refer to a chart or diagram, after a *g*, to a graph, after an *m*, to a map, after a *p*, to a photograph or picture, and after a *q*, to a quotation.

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Grade 3

Skills	
3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	
a) identifying artifacts and primary and secondary sources to understand events in world cultures;	Unit 1: Lessons 3-5 Unit 2: Lessons 2- 5 Unit 3: Lessons 1, 3, 5 Unit 4: Lessons 1, 5 Unit 5: Lessons 2, 4 Unit 6: Lessons 1, 2
b) using geographic information to support an understanding of world cultures;	Unit 1: Lessons 1-3 Unit 2: Lessons 1- 3 Unit 3: Lessons 2, 4 Unit 4: Lessons 2, 3 Unit 5: Lessons 1-3 Unit 6: Lesson 1
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;	Unit 1: Unit Opener, Lesson 5 Unit 2: Unit Opener, Lessons 2-4 Unit 3: Lessons 1-5 Unit 4: Unit Opener, Lesson 5 Unit 5: Lesson 4 Unit 6: Unit Opener, Lesson 1
d) summarizing points and evidence to answer a question;	Unit 1: Lessons 1- 5 Unit 2: Lessons 2-3 Unit 3: Lessons 1-5
e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;	Unit 6: Lessons 1-5
f) determining relationships with multiple causes or effects;	Unit 5: Lessons 1-4 Unit 6: Lesson 4
g) explaining connections across time and place;	Unit 1: Lessons 4-5 Unit 2: Lessons 4-5 Unit 3: Lessons 3, 5 Unit 4: Lessons 4-5 Unit 5: Lesson 2 Unit 6: Lesson 1
h) using a decision-making model to make informed decisions;	Unit 4: Lesson 4 Unit 5: Lesson 3 Unit 6: Lessons 1, 3
i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and	Unit 1: Lesson 5 Unit 3: Lesson 1 Unit 4: Lesson 4 Unit 5: Lesson 3 Unit 6: Lesson 3
j) assessing a variety of media, including online resources.	Unit 1: Unit Opener, Lessons 2-3 Unit 2: Unit Opener, Lessons 2-3 Unit 3: Unit Opener

	Unit 4: Unit Opener, Lesson 2 Unit 5: Unit Opener, Lesson 4 Unit 6: Unit Opener, Lessons 2, 5
History	
3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.	Unit 3: Lessons 3, 5
3.3 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.	Unit 1: Lessons 4-5 Unit 2: Lessons 4-5 Unit 6: Lessons 1, 4
3.4 The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.	Unit 4: Lessons 2, 4-5
Geography	
3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps	
a) at the beginning of their culture;	Unit 1: Lessons 1-3 Unit 2: Lessons 1, 3 Unit 4: Lessons 1-3
b) during their period of greatest influence; and	Unit 1: Lessons 1-3 Unit 2: Lessons 1-3 Unit 4: Lessons 1-3
c) today.	Unit 1: Lesson 1 Unit 2: Lessons 1, 3, 5 Unit 3: Lessons 2, 4 Unit 4: Lessons 1-3
3.6 The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of	
a) Africa;	INTRODUCTION Unit 3: Lesson 2 Unit 4: Lessons 1-3
b) Asia;	INTRODUCTION Unit 3: Lesson 4
c) Europe;	INTRODUCTION Unit 1: Lessons 1-2 Unit 2: Lessons 1, 3 Unit 5: Lesson 2
d) North America; and	INTRODUCTION Unit 5: Lessons 2-3 Unit 6: Lesson 1
e) South America.	INTRODUCTION
3.7 The student will describe how people in ancient world cultures adapted to their environment.	Unit 1: Lessons 1-2 Unit 2: Lessons 1-2 Unit 4: Lesson 2
Economics	

3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.	Unit 1: Lessons 1-2 Unit 2: Lesson 2 Unit 3: Lessons 2-5 Unit 4: Lessons 2-3 Unit 5: Lessons 2-4 Unit 6: Lesson 5
3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.	Unit 2: Lesson 2 Unit 6: Lesson 5
3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).	Unit 6: Lesson 5
Civics	
3.11 The student will explain the responsibilities of a good citizen, with emphasis on	
a) respecting and protecting the rights and property of others;	Unit 2: Lesson 3 Unit 3: Lesson 1 Unit 5: Lesson 3 Unit 6: Lesson 1
b) taking part in the voting process when making classroom decisions;	Unit 1: Lesson 4
c) describing actions that can improve the school and community;	Unit 4: Lesson 4 Unit 5: Lesson 3 Unit 6: Lesson 1
d) demonstrating self-discipline and self-reliance;	Unit 4: Lesson 4 Unit 5: Lesson 3
e) practicing honesty and trustworthiness; and	Unit 3: Lesson 1 Unit 4: Lesson 4
f) describing the purpose of rules.	Unit 1: Lesson 4
3.12 The student will recognize the importance of government in the community, Virginia, and the United States of America by	
a) explaining the purpose of laws;	Unit 6: Lessons 1-2
b) explaining that the basic purposes of government are to make laws, carry out laws, and	Unit 1: Lesson 4 Unit 6: Lesson 2
c) explaining that government protects the rights and property of individuals.	Unit 1: Lesson 4 Unit 6: Lesson 2
3.13 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.	Unit 6: Lessons 1-2, 4

SOCIAL STUDIES

EXPLORING PEOPLE,
PLACES, AND
CULTURES