



ROCHESTER CITY SCHOOL DISTRICT

Social Studies Instructional Strategies and Curriculum Supplement

Grade 6

January 2004

This section is part of the new Social Studies Instructional Strategies & Resources document written by the New York State Education Department. To view the whole document please visit <http://www.emsc.nysed.gov/ciai/pub/pubss.html> or <http://socialstudietimes.tripod.com> .

Introduction

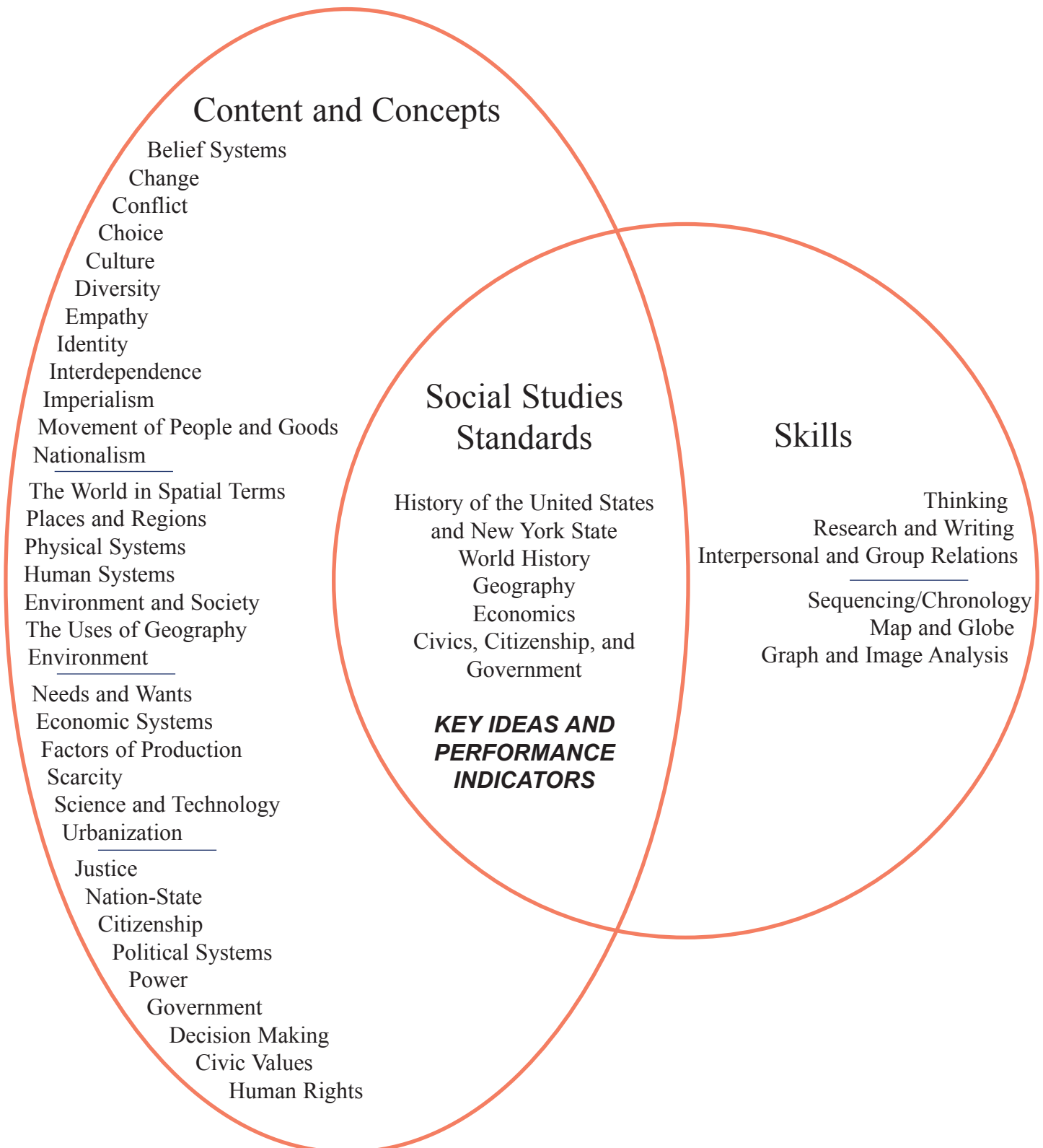
This **Social Studies Instructional Strategies and Resources: Prekindergarten through Grade 6** publication has been designed to support the **Social Studies Resource Guide with Core Curriculum** (New York State Education Department, 1999) by providing additional student activities, resources, Internet sites, and teacher notes, all linked to the elementary content understandings. This supplement provides additional examples of the content and skills students should study and practice as part of their social studies program.

The publication provides a framework of content, concepts, and skills that serve as the foundation for the middle-level and high school courses of study. Students learn, apply, extend, and refine their understanding of the elementary content and concepts throughout their school experiences. Through their understanding of this content and their ability to apply the thinking skills and strategies identified in the curriculum, students will become informed, active citizens. At the same time, they will better understand the interdisciplinary nature of the social, political, economic, and environmental issues and problems that challenge our nation and world. The core and each local curriculum also provide students with opportunities to learn the chronology of historic events. Students become familiar with the histories of their families, schools, neighborhoods, and communities. They learn how individuals, families, groups, and communities change over time. Through their study of local history and key historic events, students apply concepts such as *identity*, *conflict*, *interdependence*, *diversity*, and *culture*. The social studies program also emphasizes the importance of geography as students learn about their neighborhoods, communities, regions, State, and world.

The prekindergarten through grade 6 social studies program integrates the five New York State social studies learning standards at each grade level. It also highlights particular standards that help define the content for each grade. For example, each grade level features content understandings pertaining to the rights and responsibilities of citizenship, making and changing rules and laws, and the symbols of citizenship. These understandings are derived from Standard 5, *Civics, Citizenship, and Government*. Each grade level also incorporates concepts and themes taken from Standards 3 (geography) and 4 (economics). Content understandings in every grade level address concepts such as *places*, *location*, *scarcity*, *needs*, and *wants*. The elementary core curriculum also provides many opportunities for students to apply, extend, and refine their understanding of these concepts.

This supplement was designed for use as a curriculum development model for prekindergarten through grade 6 social studies. It includes grade-by-grade content understandings, concepts/themes, focus questions, classroom activities, evaluation strategies, interdisciplinary connections, and suggested resources. The classroom activities are keyed to the standards, units and understandings of the grade-level social studies program, but they are not exhaustive. These components provide an organizational framework for an elementary social studies program. Teachers, administrators, and curriculum writers can use this framework to develop a program that fits local needs and, at the same time, addresses the New York State social studies learning standards and core curriculum.

NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM



Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, and developmental in nature. Students incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing, expanding, and refining it.

The key concepts of the prekindergarten through grade 12 social studies program are:

HISTORY

Belief Systems means an established, orderly way in which groups or individuals look at religious faith or philosophical tenets.

Change involves the basic alterations in things, events, and ideas.

Conflict is a clash of ideas, interests, or wills resulting from incompatible opposing forces.

Choice means the right or power to select from a range of alternatives.

Culture means the patterns of human behavior that any society transmits to succeeding generations to meet its fundamental needs. These patterns of behavior include ideas, beliefs, values, artifacts, and ways to make a living.

Diversity means understanding and respecting others and one's self, including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.

Empathy means the ability to understand others by identifying in one's self responses similar to the experiences, behaviors, and responses of others.

Identity means awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.

Interdependence means reliance upon others in mutually beneficial interactions and exchanges.

Imperialism means the domination by one country of the political and/or economic life of another country or region.

Movement of People and Goods refers to the constant exchange of people, ideas, products, technologies, and institutions between one region or civilization and another.

Nationalism means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

GEOGRAPHY

The six essential elements of geography:

The World in Spatial Terms—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

Places and Regions—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

Physical Systems—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

Human Systems—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

Environment and Society—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes.

The Uses of Geography—Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.

Environment means surroundings, including natural elements and elements created by humans.

Urbanization means movement of people from rural to urban areas.

ECONOMICS

Needs and Wants refers to those goods and services that are essential, such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, such as education, security, health care, and entertainment.

Economic Systems includes traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production are human, natural, and capital resources which when combined become various goods and services (e.g., the use of land, labor, and capital inputs to produce food).

Scarcity means the conflict between unlimited needs and wants and limited natural and human resources.

Science and Technology means the tools and methods used by people to get what they need and want.

CIVICS, CITIZENSHIP, AND GOVERNMENT

Justice means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

Nation-state means a geographic/political organization uniting people by a common government.

Citizenship means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

Political Systems refers to monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides ways for its parts to interrelate and combine to perform specific functions of government.

Power refers to the ability of people to compel or influence the actions of others. “Legitimate power is called authority.”

Government means the

“formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations.”

(Taken from: *Civics Framework for the 1998 National Assessment of Educational Progress*, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, pp. 19.)

Decision Making means the processes used to

“monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.”

(Taken from: *Civics Framework*, pp. 18.)

Civic Values refers to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

Human Rights refers to those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of one’s self and one’s family*. Human rights are inalienable and expressed by various United Nations documents including the *United Nations Charter* and the *Universal Declaration of Human Rights*.

Social Studies Skills

Content, concepts, and skills form the basis of the learning standards and goals of the New York State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the prekindergarten through grade 12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, **Developing a Thinking Skills Program**, Boston: Allyn and Bacon, 1988.) Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem solving, decision making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, prekindergarten through grade 12. The social studies standards, performance indicators, and core curriculum provide additional examples of skill development strategies.

SOCIAL STUDIES SKILLS

PREKINDERGARTEN THROUGH GRADE 6

Thinking Skills

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling diversity of interpretations

Research and Writing Skills

- getting information
- organizing information
- looking for patterns
- interpreting information
- applying information
- analyzing information
- synthesizing information
- supporting a position

Interpersonal and Group Relation Skills

- defining terms
- identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline
- creating timelines
- researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks
- setting priorities

Map and Globe Skills

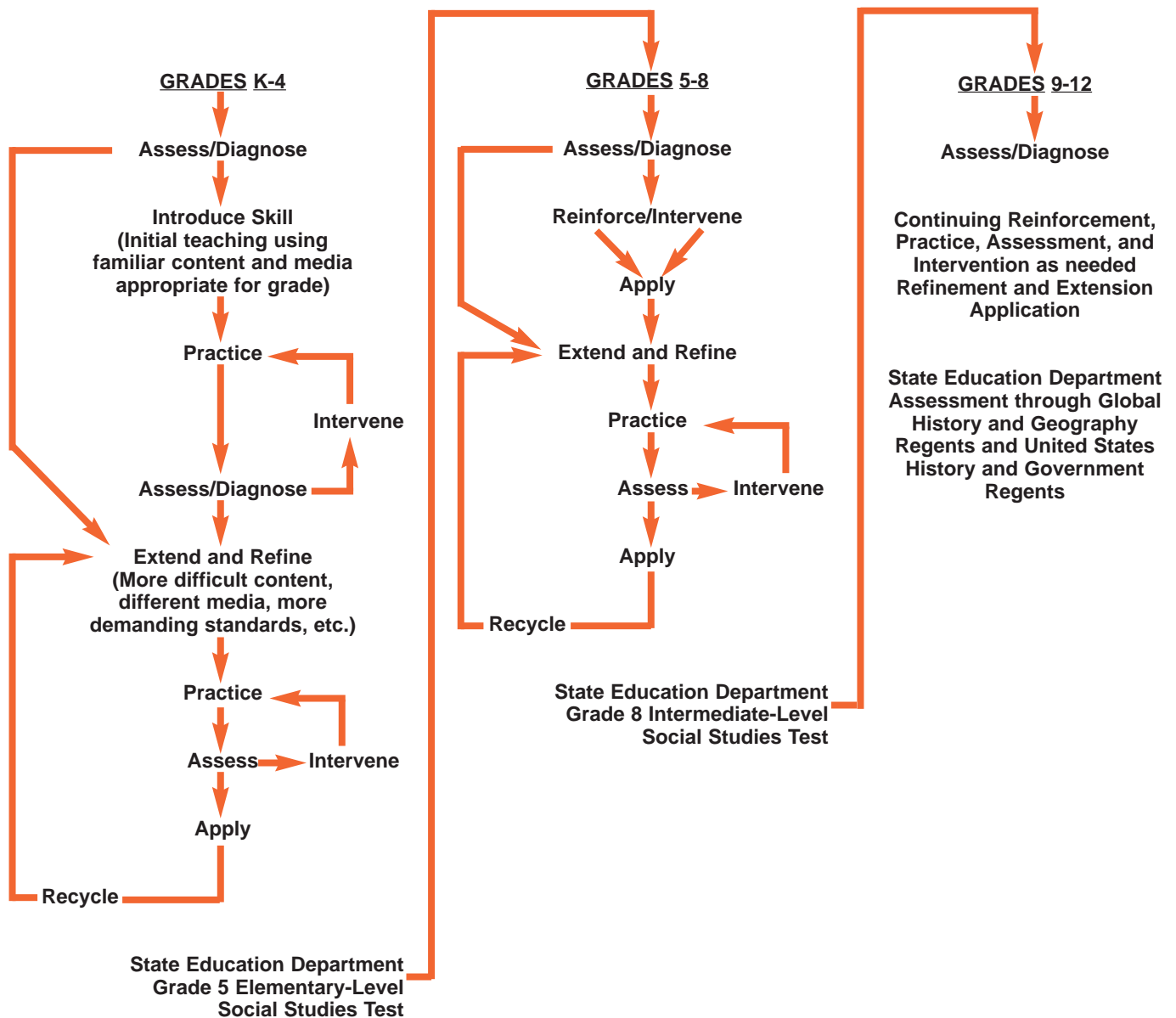
- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- using cartographic tools
- creating maps

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting graphs and other images
- drawing conclusions
- making predictions

Procedures for Skill Development

The following diagrams suggest systematic procedures for skill development in social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.



Linking Cultural Resources to Social Studies

New York State is rich in cultural resources. New York's cultural resources are managed and made available to educators and students by museums, historical societies, libraries, archives, local governments, businesses, community organizations, municipal historians, and others. Many of these organizations and individuals offer educational programs and materials that support the New York State learning standards. They work directly with prekindergarten through grade 12 teachers and students, often through on-site programs, publications, websites, classroom visits, or other cooperative projects. The cultural resources they manage—artifacts, documents, historic sites, and more—are vital educational tools that can help students meet the New York State learning standards in social studies education.

There are many ways to integrate cultural resources into classroom learning:

- The following websites can be used to identify institutions in New York State that have cultural resources:
 - <http://www.artcom.com/museums>
 - <http://www.nyhistory.com/>
 - Primary Sources: <http://www.uidaho.edu/special-collections/EAST2.html>
 - Historic Document Inventory (New York State organizations that have documents)
<http://www.nysl.nysed.gov/uhtbin/cgisirsi/pAw2j4ytMP10/49>
- Contact town, village, and county governments to determine the name and telephone number of municipal historians, or check the following website: <http://www.nysm.nysed.gov/srvlocal.html>
- The telephone book can provide contact information for community organizations like libraries, historical societies, veterans groups, and businesses.
- Many organizations have placed documents and photographs of artifacts and historic sites on websites. Use an Internet search engine such as <http://www.google.com> to find organizations and materials useful for social studies education.
- Helpful tips when contacting organizations and individuals:
 - Identify your goal. What resources are you looking for?
 - Using the Internet or local library, conduct background research about organizations and topics.
 - Call ahead to make an appointment.
 - Develop a list of questions to ask.
 - Be prepared to talk about the New York State learning standards and assessments and their relevance to cultural resources such as documents and artifacts.
 - Ask about educational programs, publications, and/or research fees.
- Identify the social studies concepts and themes that can be linked to the cultural institution's educational program:
 - Ask about photocopying, scanning, and digital photography of resources. What do these services cost?
 - Inquire about opportunities to work with staff members of cultural organizations to develop educational materials for classroom use.

Linking Literature to Social Studies

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as *empathy* and *tolerance for diversity*
- reinforcing skill goals
- interdisciplinary planning.

There are many ways to set the stage for the use of trade books in social studies:

- Oral Synopsis—Present a short review, describing the book in such a way that students will be motivated to read it.
- Independent or Small Group Contract—Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic.
- Integration with an English Language Arts Literature Unit—Plan an interdisciplinary unit linking English language arts and social studies. Books that can be read by the student are those associated with the content and/or concepts being taught in social studies. Provision can be made for activities before, during, and after reading the required books.
- Independent and Sharing Activities—Once a student has selected a book, it is important that follow-up time is allotted for reading and sharing it with classmates. There are many follow-up activities that a child may engage in as a culminating activity. It is highly beneficial to have children talk about their book and read from it to others.
- Reading Book Aloud to Class (or Group)—Teacher may select a literary piece that ties in with a particular social studies unit. Book suggestions appear in the Resources section of this supplement. Discussions, as well as activities from role playing to story writing, can follow the story.
- Library Center in the Classroom—Display selected books, articles, and brochures that complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom—Invite a children's author to the classroom to talk with students about the research, writing, and publishing process.
- Incorporate Literature into the Reading Program—Use social studies-related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources section of this supplement suggests trade book selections that complement the program. Teachers are encouraged to work with their library media personnel to expand local collections and add to the lists of suggested books.

Student Evaluation

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature and can be used to:

- determine a student's readiness for learning;
- provide the student and teacher with guidance in assessing progress;
- aid in student self-evaluation;
- indicate individual or group instructional needs;
- demonstrate student achievement in knowledge and skill acquisition;
- indicate the effectiveness of classroom procedures, strategies, and materials; and
- provide qualitative and quantitative feedback on performance for parents, teachers, and students.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are they?
- How can we know?

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction.

The following list of different methods of evaluation may serve as a teacher checklist:

- ☐ observations
- ☐ rating scales and checklists
- ☐ conferences with individuals or groups
- ☐ group discussions
- ☐ anecdotal records
- ☐ teacher-made objective tests
- ☐ problem solving and values clarification
- ☐ higher level analytical questioning
- ☐ standardized tests
- ☐ student criteria setting and self-evaluation
- ☐ student peer evaluation
- ☐ role play and simulations
- ☐ culminating projects.

Explanation of Format

Indicates the grade level with a content heading

GRADE 3

Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- is linked with the content and skills of grades 6, 9, and 10

Provides an overview for the grade in terms of content and skills plus curriculum connections to other grade levels.

FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- Why do people in world communities have different rules, rights, and responsibilities?

Poses key questions that are addressed throughout the grade level.

Content Understandings

Cultures and civilizations

What is a culture? What is a civilization?
How and why do cultures change?
Where do people settle and live? Why?

Communities around the world

People of similar and different cultural groups often live together in world communities.
World communities have social, political, economic, and cultural similarities and differences.
World communities change over time.
Important events and eras of the near and distant past can be displayed on timelines.
Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

The location of world communities

World communities can be located on maps and globes (by latitude and longitude).
The spatial relationships of world communities can be described by direction, location, distance, and scale.
Regions represent areas of Earth's surface with unifying geographic characteristics.
World communities can be located in relation to each other and to principal parallels and meridians.

Provides a brief statement of grade-level understandings that:

- forms the knowledge goals for the grade-level program.
- provides a guide for selecting specific factual content from available resources and texts.
- encourages teachers to select relevant content that strengthens students' content understandings.

Identifies the unit and asks questions that will be addressed.

Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?

Standard	Concepts/Themes	CONNECTIONS
World History	Change Culture Empathy Identity	<p>Classroom Activities</p> <p>Invite speakers to share customs and traditions. Students can prepare interview questions for the speaker. Students or community members can share personal religious traditions, family customs, or family celebrations.</p> <p>Read folktales from many countries. See how they transmit values and beliefs.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • The grade 3 program focuses on a study of world communities. Schools and districts may choose to select specific world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities that are culturally and geographically diverse is recommended.

Provides curriculum and instructional advice to teachers and curriculum developers.

Provides activities that teachers might incorporate into their instructional programs. These activities can enhance and complement a variety of student learning rates and styles. Teachers are encouraged to modify and add activities that meet their students' specific needs.

Interdisciplinary Connections



MATHEMATICS

Calendar study including *B.C.*, *A.D.*, *decade*, and *century*.

Provides appropriate grade-level learning activities that are designed to encourage interdisciplinary planning.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps
Postcards
Holiday artifacts

Trade Books:

Everybody Cooks Rice by Norah Dooley

Teacher Resources:

Possible Field Trips:

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the *Linking Cultural Resources to Social Studies* section of the introduction.)

Documents, trade books, and teacher references suggested by New York State teachers to assist in developing concepts, content, and skills.

Using the Internet

<http://www.jinjan.org>

<http://www.ipl.org>

Kidspace—Culture quest

Websites recommended by classroom teachers provide teachers with content information and lessons. These sites were online at the time that this supplement was posted. Teachers may find commercial sites helpful, but the New York State Education Department does not list them in State publications.

Key Terms

GRADE 3

artifacts

beliefs

century

change

civilization

climate

compass rose

continent

culture

customs

decade

democracy

dictatorship

empathy

environment

exports

geography

grid

The key terms listed here have been recommended by grade-level teacher teams. They are not all-inclusive. Teachers should amend and edit the list as they develop their grade-level curricula.

Bibliography

Cooper, Floyd. **Mandela: From the Life of the South African Statesman**. Putnam Publishing Group. 1996. ISBN: 0399229426.

Cushman, Karen. **Catherine Called Birdy**. HarperTrophy. 1995. ISBN: 0064405842.

The books listed in this section have been recommended by New York State Teachers. A complete citation, including the International Standard Book Number (ISBN), has been provided.

Social Studies

Prekindergarten - Grade 6

The prekindergarten through grade 6 social studies program:

- is standards-based.
- uses an “expanding horizons” curriculum development model.
- establishes the content, skills, and concept foundation for a student’s entire prekindergarten through grade 12 social studies learning experience.
- builds on and enhances previous social studies learning at each grade level.
- directly impacts social studies learning at the intermediate and commencement levels.

FOCUS QUESTIONS

- What is special about me?
- What is a family?
- How are families alike and different today, and how were they alike and different long ago?
- How are local and national communities alike and different?
- How are world communities alike and different?
- What are the fundamental values of American democracy?
- What are the roots of American culture?
- How has geography affected the history, economies, and cultures of Western Hemisphere nations?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their history, geography, economies, and governments?

PREKINDERGARTEN
Self

KINDERGARTEN
Self and Others

GRADE 1
My Family and Other Families, Now and Long Ago

GRADE 2
My Community and Other United States Communities

GRADE 3
Communities Around the World—Learning About People and Places

GRADE 4
Local History and Local Government

GRADE 5
The United States, Canada, and Latin America

GRADE 6
The Eastern Hemisphere

GRADE 6

The Eastern Hemisphere

The grade 6 social studies core curriculum:

- emphasizes the interdependence of all people living in the Eastern Hemisphere.
- focuses on geography and economics. The geography and economics standards are used to develop relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere.
- focuses on major turning points of the Eastern Hemisphere that lead into the grade 7 social history of the United States.
- develops lessons and activities based on specific examples of nations and regions in the Eastern Hemisphere. Content examples should include cultures other than the student's own, and a variety of geographic, socioeconomic, ethnic, and racial groups.
- highly recommends that lessons also compare and contrast specific information with similar data from the United States, Canada, and Latin America.
- impacts social studies teaching and learning in global history and geography, economics, and participation in government.

FOCUS QUESTIONS

- How have the key geographic and environmental characteristics of nations and regions in the Western Hemisphere affected the history, economies, and cultures of Eastern Hemisphere nations?
- What are the common characteristics of the great civilizations of the Eastern Hemisphere? What have they contributed to the world?
- How have Eastern Hemisphere nations organized their economies across time and from place to place to meet their needs and wants?
- What changes have taken place across time and from place to place in the governments of the Eastern Hemisphere?
- What is meant by *human rights*? How do the values of a nation affect the guarantee of human rights and how human needs are met?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their economies, history, geography, and governments, as well as the challenges they face in the 21st century?
- How are nations in the Eastern Hemisphere interdependent today?

Content Understandings

History of Eastern Hemisphere Nations

Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods.

Different peoples may view the same event or issue from different perspectives.

The Neolithic Revolution was a technological development that radically changed the nature of society.

As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus Valley) turned to agriculture, world populations grew.

Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.

Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.

The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, traditions, religions, and other beliefs to the history of humankind.

From the earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.

Individuals and groups in the Eastern Hemisphere have played important roles and have made important contributions to world history.

Slavery has existed across eras and regions of the Eastern Hemisphere.

Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.

During the late Middle Ages and the Renaissance periods, new trade routes emerged, linking the peoples of Africa, Asia, and Europe.

In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.

Geography of Eastern Hemisphere Nations

Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the Eastern Hemisphere today.

A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.

Civilizations develop where geographic conditions are favorable.

Geographic features and climatic conditions in the Eastern Hemisphere influence land use.

The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.

The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.

Widespread poverty and limited resources threaten the political stability of some nations in the Eastern Hemisphere.

Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.

The environment is affected by people as they interact with it.

The effects of geography are moderated by technology.

Economies of Eastern Hemisphere Nations

The three basic economic questions that have been applied over time and from place to place are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

In many areas of the world, improvement in life expectancy and health care has contributed to rapid population growth.

Throughout the Eastern Hemisphere, there is great diversity in the standard of living.

Concepts such as *scarcity*, *supply and demand*, *markets*, *opportunity costs*, *resources*, *productivity*, *economic growth*, and *systems* can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.

The economic systems of the world have become an interdependent network.

Different economic systems have evolved to deal with economic decision making.

In traditional economies, decision making and problem solving are guided by the past.

In market economies, decisions regarding what is to be produced are based on patterns of consumer purchases.

In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.

Nations have joined with one another in organizations that promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.

As the economic systems of the global community have become more interdependent, decisions made in one nation/region have implications for all regions.

Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.

Governments of Eastern Hemisphere Nations

Family, clan, and tribal groups act to maintain law and order.

Across time and from place to place, the people of the Eastern Hemisphere have held differing assumptions regarding *power*, *authority*, *governance*, *citizenship*, and *law*.

Governments change over time and from place to place to meet the changing needs and wants of their people.

Present systems of government have their origins in the past.

In modern political states, formalized government structures play a major role in maintaining social order and control.

Political boundaries change over time.

The values of Eastern Hemisphere nations affect the guarantee of human rights and the ways human needs are met.

The extent to which human rights are protected becomes a key issue in totalitarian societies.

The crime of genocide crosses cultures and eras: Jews and other groups experienced devastation at the hands of Nazi Germany.

International organizations have been formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.

Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.

History of Eastern Hemisphere Nations

- Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods.
- Different peoples may view the same event or issue from different perspectives.
- The Neolithic Revolution was a technological development that radically changed the nature of society.
- As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus Valley) turned to agriculture, world populations grew.
- Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.
- Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.
- The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, traditions, religions, and other beliefs to the history of humankind.
- From the earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.
- Individuals and groups in the Eastern Hemisphere have played important roles and have made important contributions to world history.
- Slavery has existed across eras and regions of the Eastern Hemisphere.
- Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.
- During the late Middle Ages and the Renaissance periods, new trade routes emerged, linking the peoples of Africa, Asia, and Europe.
- In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.

Standard	Concepts/ Themes	CONNECTIONS
World History Geography	Change Culture Empathy/ Values Identity Interdependence Needs and Wants Science and Technology	Classroom Activities For a comparative timeline activity, have students create a multitiered timeline. They should make timelines for Europe, Africa, Southwest Asia, India, and China, comparing time periods and key events in the history of the ancient civilizations named in the core curriculum. They should also include other African civilizations in addition to Egypt. Have them add a fifth timeline to show the Aztec and Mayan civilizations. In concluding the activity, they should make some generalizations based on the data. Ask students to determine the major time periods in the history of Eastern Hemisphere nations. As nations are introduced and explored, have students place key historical events in the appropriate time periods. Historical time periods can be charted as a class or student activity. In a study of the Neolithic Revolution, students decide where to place the Neolithic Revolution on a list of important turning points in the history of the Eastern Hemisphere. As the year goes on, have students add other turning points as they are encountered. Repeat this activity at those times. Ask: <ul style="list-style-type: none"> • What is a turning point in history? • Why is the Neolithic Revolution considered a turning point in history? • Did it radically change society? If so, how? • Are all turning points in history technological developments?

Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> How would you classify other turning points in history—political, cultural, economic, technological? What should be on a Top Ten list of turning points in the history of the Eastern Hemisphere? (This should be an end-of-year activity.)
<p align="center">Major Technological Steps in Human History: Prehistory to the Roman Empire</p> <p>The timeline identifies major technological steps that were taken in early human history. Ask students why the strides in human history are not evenly spaced. Which stride was the earliest, and which was most recent? Note: <i>B.C.E.</i> stands for <i>Before the Common Era</i> and <i>C.E.</i> stands for the <i>Common Era</i>, which starts with the birth of Christ.</p> <ul style="list-style-type: none"> Calendars have served many purposes in human history. There are about 40 calendars in use in the world today. In most, the day is based on the rotation of the Earth on its axis, the year on the revolution of the Earth around the Sun, and the month on the revolution of the Moon around the Earth. Essentially, there are three kinds of calendars: solar, lunar, and lunisolar. Have students research the following calendars: Gregorian, Islamic, Hebrew, Chinese, and Indian. Most calendars are based on major events. <ul style="list-style-type: none"> - What was the purpose of the first calendars? - What was the major event in each calendar? - Why does much of the world use the Gregorian calendar? <p>Divide the class into four groups. Assign a river civilization (Egypt, Mesopotamia, China, India) to each group and have each group study its civilization in depth. Then create a river civilization timeline and ask each group to place its civilization on the timeline. Discuss with the class the characteristics of a great civilization, and list these characteristics.</p> <ul style="list-style-type: none"> What are the key characteristics of these river civilizations? In what ways were the four river civilizations alike? How were they different? <p>Case Study: Classical Civilizations</p> <p>Have students conduct research concerning the four great classical civilizations (China, India, Greece, and Rome). Advanced technology is a characteristic of a great civilization. Have students research one example of advanced technology in one civilization, and then share their information to complete the chart.</p> <ul style="list-style-type: none"> Why is each considered a great civilization? How did geography and environmental factors influence the development of the great classical civilizations of the Eastern Hemisphere? How are the early river civilizations and the great classical civilizations alike and different? What changes have taken place across time? 		

Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> • What can be learned about these civilizations from their arts and sciences, key documents, and other important artifacts? • What ideas, beliefs, and traditions have these civilizations contributed to the world? • What were the causes of the declines of these civilizations? <p>Ask students to compare their civilization with a great Western Hemisphere civilization like the Mayan.</p> <p>Have students use the list of characteristics of great civilizations to rate the United States as a civilization.</p> <p>Have students locate the sites of the river valley civilizations they are studying, as well as the sites of the later civilizations of China, India, Greece, and Rome. Then students should map these sites today, and on a graphic organizer show how they have changed and how they remain the same.</p> <p>Have students select a technological innovation from across time and answer who, what, where, and why questions about the invention. After research is completed, students should discuss the positive and negative effects of the innovation on people, places, and regions. They should support their conclusions with evidence. Examples to choose from include the wheel, writing, irrigation, paper, the lever, porcelain, silk, the caravel, movable type, nitroglycerin, the steam engine, the radio, the light bulb, the compass, the telephone, television, the automobile, the airplane, a new medicine, or the computer.</p> <p>Ask students to visit a museum in person or on the Internet to view artifacts of ancient river and classical civilizations. Have each student select an artifact and tell the class what it shows about the civilization. (See “Linking Cultural Resources to Social Studies” in the introduction of this publication.)</p> <p>Case Study: The Movement of People, Goods, and Ideas</p> <p>Have students create a graphic organizer that shows the impact of the movement of people, goods, and ideas in Eastern Hemisphere nations. Students should select examples from across time and regions and map some of the routes over which people, ideas, and goods moved, noting the time period. Have students consider such paths of movement as the cultural diffusion from China and Korea to Japan. Questions for students to answer include:</p> <ul style="list-style-type: none"> • What people, ideas, and goods move? • Where do the people, ideas, and goods move? • When do the people, ideas, and goods move? • How do the people, ideas, and goods move? • What was/is the intended effect of the movement? • What is the unintended effect of the movement?

Standard	Concepts/ Themes	CONNECTIONS																														
		<div>MOVEMENT OF PEOPLE, GOODS, AND IDEAS</div> <table><tr><td>What/Who</td><td></td><td></td><td></td><td></td></tr><tr><td>Where</td><td></td><td></td><td></td><td></td></tr><tr><td>When</td><td></td><td></td><td></td><td></td></tr><tr><td>Why</td><td></td><td></td><td></td><td></td></tr><tr><td>How</td><td></td><td></td><td></td><td></td></tr><tr><td>Effects of the Move</td><td></td><td></td><td></td><td></td></tr></table> <p>Networks of Trade:</p> <p>Using regional maps, trace trade networks that connected the civilizations of the Eastern Hemisphere in different time periods. For example, show trade routes for the Silk Road, the Aksum (Axum) trade routes, trade routes of ancient Greece and Rome, land and water routes from East Asia to Southwest Asia and Europe, trade routes from sub-Saharan Africa to North Africa, routes taken by the Italian city-states, routes of the Portuguese explorers, and major railroad and airline routes today.</p> <ul style="list-style-type: none">• Why was each route selected?• What points did each route connect?• What was/is carried on these routes?• During the late Middle Ages and in the Renaissance, why did new long distance trade routes emerge, linking Africa, Asia, and Europe?• What was the effect of these trade routes on the history of Western Hemisphere nations?• What is meant by the term <i>Renaissance person</i>? What are the characteristics of such a person? How do those characteristics also describe the age of the Renaissance? <p>Have students list leading Renaissance figures in literature, music, painting, sculpture, and architecture, and their achievements. Ask students to identify leaders in those same fields in the Eastern Hemisphere today and compare their achievements with those of Renaissance figures.</p> <p>Ask students to locate at least one Golden Age in each region/continent of the Eastern Hemisphere. Then ask the following questions:</p> <ul style="list-style-type: none">• What is a Golden Age?• What characteristics do Golden Ages share?• Is there any evidence that Golden Ages benefited from cultural diffusion?• Are there any periods in the 19th–21st centuries that might be called a Golden Age?• Were there any Golden Ages in the Western Hemisphere? <p>Create literature circles in your class. Let students select such tradebooks as Leonardo’s Horse; Hatshepsut: His Majesty, Herself; and Mansa Musa: The Lion of Mali. During literature circle time, have students pick out, read, and discuss their own biographies of individuals who have made important contributions to world history.</p>	What/Who					Where					When					Why					How					Effects of the Move				
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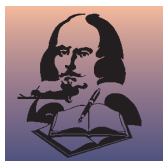
Standard	Concepts/ Themes	CONNECTIONS
		<p>Teacher Notes</p> <p>In grade 6 the emphasis is on:</p> <ul style="list-style-type: none"> the entire Eastern Hemisphere, not just Europe and the Mediterranean basin. the interdependence of all people. the interaction of geography and economics as the organizational framework to use in teaching about the social/cultural, political, and historical aspects of life in the Eastern Hemisphere. different viewpoints about events and issues among regions and nations of the Eastern Hemisphere. integrating map study throughout the year, rather than concentrating on it in a single unit, to reinforce content learning. <p>When planning the grade 6 units of study, also consider that:</p> <ul style="list-style-type: none"> historical insights are used as a means of developing a total perspective rather than an organizing framework. the historical focus should be on major turning points that segue into the grade 7 social history of the United States. the historical emphasis is on case studies of: <ul style="list-style-type: none"> major ancient civilizations (Mesopotamia; Egypt; Indus Valley; Huang He and Yangzi River Valleys of China; India; Greece; Rome) the late Middle Ages and the Renaissance specific examples of nations and regions in the Eastern Hemisphere are to be selected for study with these content examples coming from a variety of cultural, geographic, socioeconomic, ethnic, and racial groups. specific information about the Eastern Hemisphere should be compared and contrasted with similar data from Western Hemisphere nations. <p>Keep these considerations in mind as the grade 6 curriculum is organized. The core curriculum for grade 6 is presented in four sections, sequenced in the same order as the New York State social studies standards:</p> <ul style="list-style-type: none"> history of Eastern Hemisphere nations geography of Eastern Hemisphere nations economies of Eastern Hemisphere nations governments of Eastern Hemisphere nations major technological steps occurred at different times in the Eastern Hemisphere <p>The teacher is to integrate and connect the history, geography, economics, and governments of the regions and nations studied.</p> <p>Optional Organizational Plans</p> <p>Organizational Pattern One:</p> <ol style="list-style-type: none"> Recognize the key role that geography plays in the grade 6 curriculum. You may want to begin the year with a geographic and cultural overview of the Eastern Hemisphere. You may then decide to use a historical/chronological approach for case studies of the ancient civilizations, followed by case studies of the late Middle Ages and the Renaissance. You will have to decide if you want to do a single case study of the great ancient civilizations of the Eastern Hemisphere, or if you want to do two units, one on the river civilizations listed and one on Greece, Rome, China, and India.

Standard	Concepts/ Themes	CONNECTIONS
		<p>3. Finally, you may want to conclude with a lengthy unit on the Eastern Hemisphere today, organized around a series of a case studies examining selected regions and nations of the hemisphere from geographic/economic perspectives with some emphasis on political perspectives. Comparisons of political and economic systems may be featured, as well as regional, hemispheric, and global issues.</p> <p>4. Note that this approach might lead to a focus on the interdependence of the Eastern Hemisphere—the primary objective of the grade 6 core curriculum.</p> <p>Unit I: Introduction to Cultures and Geography of the Eastern Hemisphere Unit II: The River Civilizations of the Eastern Hemisphere—Mesopotamia; Egypt; the Huang He and Yangzi River Valleys of China; and the Indus Valley in India Unit III: The Classical Civilizations of the Eastern Hemisphere—China, India, Greece, Rome Unit IV: The Late Middle Ages and the Renaissance: Making Global Connections Unit V: The Eastern Hemisphere in Industrial and Postindustrial Times</p> <p>Organizational Pattern Two:</p> <p>1. This pattern is the same as the first pattern except for the period after the Renaissance.</p> <p>2. The last units specify continents/regions of the hemisphere and selected nations today from geographic/economic perspectives with some emphasis on political perspectives.</p> <p>3. This approach might result in more of a region-by-region study, as opposed to a hemispheric approach.</p> <p>4. Note that the continents and regions of the Eastern Hemisphere can be organized in patterns other than the one in Units IV–VII below.</p> <p>Unit I: Introduction to Cultures and Geography of the Eastern Hemisphere Unit II: The Early Civilizations of the Eastern Hemisphere A. The River Civilizations of the Eastern Hemisphere—Mesopotamia; Egypt; the Huang He and Yangzi River Valleys of China; and the Indus Valley in India B. The Classical Civilizations of the Eastern Hemisphere—China, India, Greece, Rome Unit III: The Late Middle Ages and the Renaissance: Making Global Connections Unit IV: Europe in Industrial and Postindustrial Times Unit V: North Africa and Southwest Asia in Industrial and Postindustrial Times Unit VI: Africa South of the Sahara in Industrial and Postindustrial Times Unit VII: Asia in Industrial and Postindustrial Times A. South and Southeast Asia B. East Asia</p> <p>Organizational Pattern Three:</p> <p>1. Rather than combining the chronological and regional organizations, this pattern is a regional study of the Eastern Hemisphere.</p> <p>2. A series of case studies may be taught within this framework, guided by the content understandings.</p> <p>3. This approach might result in the grade 6 course becoming the old Global Studies course. However, that is not the intent of the grade 6 core curriculum.</p> <p>Unit I: Introduction to Cultures and Geography of the Eastern Hemisphere Unit II: Southwest Asia and North Africa A. Mesopotamia and Egypt: Early Civilizations B. Trade and the Region C. Southwest Asia and North Africa Today (selected nations)</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Unit III: Asia</p> <ul style="list-style-type: none"> A. Early Civilizations: the Huang He and Yangzi River Valleys of China, and the Indus Valley in India B. Great Civilizations of India and China C. Trade, Migration, Cultural Diffusion D. Asia Today <ul style="list-style-type: none"> 1. India 2. China 3. Japan (or other nations) <p>Unit IV: Europe</p> <ul style="list-style-type: none"> A. Great Civilizations of Greece and Rome B. Late Middle Ages and the Renaissance C. Trade and other regions D. Technology and its effects E. Culture of the Renaissance F. Cultural diffusion G. The Holocaust H. Europe Today (selected nations) <p>Unit V: Africa South of the Sahara</p> <ul style="list-style-type: none"> A. Early Civilizations B. Trade and other regions C. Imperialism and independence D. Africa South of the Sahara (selected nations) <p>Chronological history is not the organizing framework for the grade 6 social studies program. The units on major ancient civilizations—Mesopotamia; Egypt; Indus Valley; the Huang He and Yangzi River Valleys of China; and the later civilizations of China, India, Greece, Rome—and late Middle Ages and Renaissance should be seen as case studies rather than as part of a chronological history of the Eastern Hemisphere. Note that only two of these civilizations are in Europe, reflecting the broader hemispheric dimension of this social studies program.</p> <p>Follow up on the need to focus on major turning points that lead to the grade 7 social history of the United States by listing some of these turning points and building them into lessons and activities. The first units of the grade 7 curriculum are:</p> <ol style="list-style-type: none"> 1. The Global Heritage of the American People Prior to 1500 2. European Exploration and Colonization of the Americas 3. A Nation is Created <p>Another opportunity to make connections between the grades 6 and 7 social studies programs is by comparing and contrasting throughout the year specific information about the Eastern Hemisphere with similar data from Western Hemisphere nations.</p> <p>When determining which regions and nations to select for study and/or what topics to focus on, keep in mind the history questions from the following portion of the grade 6 curriculum outline:</p> <ol style="list-style-type: none"> 1. What were the long-term effects of the technological development known as the Neolithic Revolution? 2. Civilizations <ol style="list-style-type: none"> a. River civilizations of the Eastern Hemisphere (Mesopotamia; Egypt; the Huang He and Yangzi River Valleys of China; and the Indus Valley in India) b. Classical civilizations in China, India, Greece, and Rome

Standard	Concepts/ Themes	CONNECTIONS
		<p>c. Key turning points in histories of modern Eastern Hemisphere nations (include countries from each continent)</p> <ul style="list-style-type: none"> • What important ideas, beliefs, and traditions did the civilization/nation contribute to the world? • How can the civilization/nation be studied through its arts and sciences, key documents, and other important artifacts? • What individuals and groups from the civilization/nation played important roles and made important contributions to world history? • What networks of trade have connected the various civilizations/nations of the Eastern Hemisphere? • What are examples of cultural diffusion among civilizations and nations of the Eastern Hemisphere? What have been some of the effects? • Across time, what positive and negative effects have technological innovations had on people, places, and regions? • What factors changed civilizations and led to their decline? <p>3. Late Middle Ages and the Renaissance periods</p> <ul style="list-style-type: none"> • What new trade routes emerged, linking the peoples of Africa, Asia, and Europe? • Why did these trade routes emerge at this time? • What were major achievements of the Renaissance in literature, music, painting, sculpture, and architecture? • What factors helped make these achievements possible?

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students read myths and legends from the great civilization studies of China, India, Egypt, Mesopotamia, Greece, and Rome. Then ask these questions:

- In what ways are the myths and legends similar and different?
- How do they compare to myths and legends from the Western Hemisphere?
- What generalizations can be made about the purpose of myths and legends?

Have students read and compare two different accounts of an event featuring an individual or group who played important roles in, and made contributions, to world history. Students should note points of agreement and disagreement and be aware of what each author chooses to emphasize and exclude. Have students write a paragraph comparing the two selections.

Have students write a diary selection or journal entry from the point of view of a slave in an Eastern Hemisphere nation.

Suggested Documents and Other Resources Selected by New York State Teachers

Trade Books:

Resources for Students:

Ancient China by Robert Nicholson

Ancient Civilizations: 3000 BC–AD 500. Editors of Time-Life Books

Ashanti to Zulu: African Traditions by Margaret Musgrove

Asia (True Books) by David Petersen, James Taft (editor)

The Assyrians by Elaine Landau. Also **The Sumerians** and **The Babylonians**

Australia and New Zealand by Elaine Landau

The Berlin Wall, Vol. 1. by R.G. Grant. Part of **New Perspectives** series

Black Potatoes: The Story of the Great Irish Famine, 1845-1850 by Susan Campbell

Castle by David Macaulay. Also wrote **Cathedral**, **Pyramid**, and **Mill**

Children Just Like Me: Celebrations! by Anabel Kindersley (contributor), Barnabas Kindersley (photographer)
City: A Story of Roman Planning and Construction by David Macaulay
Eyewitness: Castle by Christopher Gravett, Geoff Dann (photographer)
Eyewitness: Knight by Christopher Gravett, Geoff Dann (photographer)
Eyewitness: Mythology by Neil Philip. Myths from all parts of the world.
Eyewitness: Russia by Kathleen Berton Murrell, John Woodcock (illustrator), Andy Crawford (photographer)
The Great Wall of China by Leonard Everett Fisher
Great Lives: World Religions by William Jay Jacobs
Growing Up in Ancient Greece by Chris Chelepi. **Growing Up** series
Indus Valley by Naida Kirkpatrick
Made in China: Ideas and Inventions from Ancient China by Suzanne Williams, Andrea Fong (illustrator)
Metropolis: Ten Cities: Ten Centuries by Albert Lorenz and Joy Schleh (contributor)
One Thousand Paper Cranes: The Story of Sadako and the Children's Statue by Takayuki Ishi
A Samurai Castle by Fiona MacDonald, David Antram and John James (illustrators)
Silkworms by Sylvia A. Johnson, Isao Kishida (photographer)
Step Into...Ancient Japan by Fiona MacDonald
Street Through Time by Anne Millard, Steve Noon (illustrator)
Talking Walls by Margy Burns Knight

Biographies/Autobiographies:

Gandhi by Hitz Demi
Leonardo da Vinci for Kids: His Life and Ideas by Janis Herbert and Carol Sabbeth
Mansa Musa: The Lion of Mali by Khephra Burns
Hatshepsut: His Majesty, Herself by Catherine M. Andronic
Outrageous Women of the Middle Ages by Vicki León
Sundiata: Lion King of Mali by David Wisniewski
The Oxford Children's Book of Famous People by Angeletti
The Traveling Man: The Journey of Ibn Bahuta, 1325-1354 by James Rumford
Uppity Women of Ancient Times by Vicki León
Uppity Women of the Renaissance by Vicki León

Related Literature for Students:

The Big Wave by Pearl Buck
Catherine Called Birdy by Karen Cushman
Children of the Dragon: Selected Tales from Vietnam by Sherry Garland, Trina Schart Hyman (illustrator)
The Ch'I Lin Purse: A Collection of Ancient Chinese Stories by Linda Fang, Jeanne M. Lee (illustrator).
Detectives in Togas by Henry Winterfield
The Egypt Game by Zilphia Keatley Snyder
Gilgamesh the King by Ludmila Zeman (illustrator)
The Golden Goblet by Eloise Jarvis McGraw
Goodbye, Vietnam by Gloria Whelan
Jacob's Rescue: A Holocaust Story by Malka Drucker
Matilda Bone by Karen Cushman
The Midwife's Apprentice by Karen Cushman
Number the Stars by Lois Lowry
The Reluctant God by Pamela F. Service
A Single Shard by Linda Sue Park
Theseus and the Minotaur by Leonard Everett Fisher (illustrator)

Teacher Resources:

Heroes of History: A Brief History of Civilization from Ancient Times to the Dawn of the Modern Age by Will Durant
Literature Circles: Voices and Choices in the Student-Centered Classroom by Harvey Daniels
Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 by Stephanie Harvey
Step Into...Ancient Japan by Fiona MacDonald

What Life Was Like on the Banks of the Nile: Egypt 3050-30 BC by the editors of Time-Life Books

What Life Was Like at the Dawn of Democracy: Classical Athens 525-322 BC by the editors of Time-Life Books

What Life Was Like When Rome Ruled the World: The Roman Empire 100 BC–AD 200 by the editors of Time-Life Books

Possible Field Trips:

Throughout the year, many museums conduct special programs related to their exhibits. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

Using the Internet

<http://www.campus.northpark.edu/history//WebChron/China/China.html>

Timeline of Chinese history from 5000 B.C. to 1980s

<http://www.campus.northpark.edu/history//webChron/China/Japan.html>

History of early Japan

<http://it.stlawu.edu/~dmelvill/mesomath/history.html>

Brief history of Mesopotamia

<http://www.valley.net/~transnat/>

Links to sites about Russia

<http://www.mrdowling.com/607mena.html>

Teacher Websites: Middle School unit on Middle East (Southwest Asia)

Geography of Eastern Hemisphere Nations

- Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the Eastern Hemisphere today.
- A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.
- Civilizations develop where geographic conditions are favorable.
- Geographic features and climatic conditions in the Eastern Hemisphere influence land use.
- The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.
- The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.
- Widespread poverty and limited resources threaten the political stability of some nations in the Eastern Hemisphere.
- Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.
- The environment is affected by people as they interact with it.
- The effects of geography are moderated by technology.

Standard	Concepts/ Themes	CONNECTIONS															
Geography	Environment and Society Human Systems Place and Regions Physical Systems Nation State Science and Technology The World in Spatial Terms	Classroom Activities <p>Have students select a continent, and then locate and label landforms and bodies of water on an outline map. Have them identify the lines of latitude and longitude that enclose the continent. For selected cities and/or nations on the continent, ask students to locate each by latitude and longitude and show on a chart the advantages and disadvantages of the location of each city and/or nation. Ask the students these geographic questions:</p> <ul style="list-style-type: none"> • Where are places located? • Why are they located where they are? • What is important about their locations? • How are their locations related to the location of other people and places? <table border="1"> <thead> <tr> <th>NAME OF PLACE</th><th>WHERE IT IS LOCATED</th><th>WHY THE LOCATION IS IMPORTANT</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Develop a map search activity requiring students to use latitude and longitude, the map key, and symbols to solve the puzzle and discover the name of the mystery place. Have students develop map searches.</p> <p>Using data on climate, vegetation, regions, topography, landforms, bodies of water, and natural resources, students should determine what geographical conditions led to the development of an ancient civilization in a particular area. Have students present their findings and then use similar data to decide where to locate new communities today.</p>	NAME OF PLACE	WHERE IT IS LOCATED	WHY THE LOCATION IS IMPORTANT												
NAME OF PLACE	WHERE IT IS LOCATED	WHY THE LOCATION IS IMPORTANT															

Standard	Concepts/ Themes	CONNECTIONS
		<p>Ask students to identify the regions that make up the Eastern Hemisphere. Then have them create a graphic organizer of these regions and list the characteristics of each. Make sure that students recognize political, economic, and cultural regions as well as geographic ones. Have students code a map to show areas that are a part of more than one region. Ask such questions as:</p> <ul style="list-style-type: none"> • What different types of regions can be found in the Eastern Hemisphere? • What areas are in more than one region? • What are examples of interdependence between regions? • Using a climate map of an Eastern Hemisphere region, have students hypothesize how the people in a given area live. • How can location by region affect people's and nations' perspectives on an event or issue? • Why is the Middle East now referred to as Southwest Asia? • Why is the Orient or the Far East now referred to as Asia, South Asia, or East Asia? • What are some examples of regional differences affecting viewpoint across time and from place to place? <p>Have students identify places in the Eastern Hemisphere of historical as well as geographic significance. Examples might include the Great Wall of China, Mount Everest, Victoria Falls, or the Taj Mahal. Have students do research and use maps to create a travel brochure explaining why the place is important both geographically and historically. The brochure should also explain the significance of the place to a nation, region, or culture.</p> <p>Have the class make a travel brochure or public announcement for radio or television that features a community in the Eastern Hemisphere.</p> <p>Have students answer a document-based question on how the geographic diversity of the Eastern Hemisphere has influenced movement of people. Distribute climatic, physical, topographic, and vegetation maps, as well as maps of bodies of water, land and sea trade routes, and migrations of people.</p> <p>Teacher Notes</p> <p>Geographic topics/questions in the grade 6 core curriculum:</p> <p>When determining what regions and nations to select for study and/or what topics to focus on, keep in mind these central geographic questions from the grade 6 curriculum:</p> <ol style="list-style-type: none"> 1. What is the importance of the cultural, geographic, economic, and political regions (e.g., the EU and the Islamic nations) that make up the hemisphere? 2. How are geographic and climatic conditions related to land use and to the development of Eastern Hemisphere civilizations? 3. Why is urbanization a characteristic of civilizations of the Eastern Hemisphere? 4. Why is there a trend toward increased urbanization? What is the relationship of urbanization and industrialization in Eastern Hemisphere nations? 5. Why is urbanization a characteristic of great civilizations? 6. What is the relationship of geographic diversity to migration, trade, warfare, and cultural diffusion in the Eastern Hemisphere? 7. How do people in the Eastern Hemisphere affect the environment as they interact with it? 8. How does technology also moderate geography in Eastern Hemisphere nations? 9. What is the relationship between geography and economies of Eastern Hemisphere nations? 10. Why is the political stability of some nations of the Eastern Hemisphere threatened by widespread poverty and limited resources?

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS TECHNOLOGY

Have students conduct research to support one of these statements:

- The environment is affected by people as they interact with it.
- The effects of geography are moderated by technology.



Have students focus on one particular factor that moderated geography. Examples are: energy conservation, deforestation, desertification, desalination, the causes and effects of acid rain, the Green Revolution, building of dams such as the Aswan Dam or Three Gorges, or an invention.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps, aerial and other photographs, satellite-produced images, computer models of the world and Eastern Hemisphere nations

Other geographic data about Eastern Hemisphere nations (charts, graphs, tables)

Photographs of places and regions of the Eastern Hemisphere

Artifacts and pictures of lifestyles or cultures in the Eastern Hemisphere

Examples of cultural diffusion

News articles

Similar materials about the Western Hemisphere for comparing and contrasting

Trade Books:

Resources for Students:

African Landscapes by Warren J. Haliburton

Asia (True Books) by David Petersen, James Taft (editor)

The Atlas of the Medieval World in Europe (IV-XV Century) by Neil Morris, John Malam, Anne McRae

Australia and New Zealand by Elaine Landau

The Blackbirch Kid's Almanac of Geography by Alice Siegel and Margo McLoone

Children from Australia to Zimbabwe: A Photographic Journey Around the World by Maya Ajmera, Anna Rhesa Versola, Marian Wright Edelman.

The Complete Book of Maps & Geography

Eyewitness: Africa by Yvonne Ayo, Geoff Dann and Ray Moller (photographers)

Eyewitness: Russia by Kathleen Berton Murrell John Woodcock (illustrator), Andy Crawford (photographer)

The Great Wall of China by Leonard Everett Fisher

If the World Were a Village: A Book About the World's People by David J. Smith, Shelagh Armstrong (illustrator)

India: The Culture by Bobbie Kalman. One of "The Lands, Peoples, and Cultures Series"

India: The Land by Bobbie Kalman. One of "The Lands, Peoples, and Cultures Series"

India: The People. One of "The Lands, Peoples, and Cultures Series"

Indus Valley by Naida Kirkpatrick

The Kalahari by Rose Insera and Susan Powell Heinemann

Metropolis: Ten Cities/Ten Centuries by Albert Lorenz. One of the "Vanishing Cultures" series

Southeast Asia by Anita Ganeri

Street Through Time by Anne Millard, Steve Noon (illustrator)

Biographies/Autobiographies:

The Land I Lost: Adventures of a Boy in Vietnam by Huynh Quang Nhuong

Water Buffalo Days: Growing Up in Vietnam by Huynh Quang Nhuong

Related Literature for Students:

Stories from the Silk Road by Cherry Gilchrist, Niles Mistry (illustrator)

Using the Internet

<http://www.lib.utexas.edu/maps/>

Maps of all parts of the world

Economies of Eastern Hemisphere Nations

- The three basic economic questions that have been applied over time and from place to place are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
- In many areas of the world, improvement in life expectancy and health care has contributed to rapid population growth.
- Throughout the Eastern Hemisphere, there is great diversity in the standard of living.
- Concepts such as *scarcity*, *supply and demand*, *markets*, *opportunity costs*, *resources*, *productivity*, *economic growth*, and *systems* can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.
- The economic systems of the world have become an interdependent network.
- Different economic systems have evolved to deal with economic decision making.
- In traditional economies, decision making and problem solving are guided by the past.
- In market economies, decisions regarding what is to be produced are based on patterns of consumer purchases.
- In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.
- Nations have joined with one another in organizations that promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.
- As the economic systems of the global community have become more interdependent, decisions made in one nation/region have implications for all regions.
- Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.

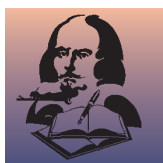
Standard	Concepts/ Themes	CONNECTIONS									
Economics	<p>Economic Systems</p> <p>Interdependence</p> <p>Needs and Wants</p> <p>Scarcity</p>	<p>Classroom Activities</p> <p>Begin this activity by listing the characteristics of each type of economic system. Have students research societies in the Eastern Hemisphere that represent each type of economy. Ask students to apply the three economic questions to each society, and share the information gathered. Finally, students should list the advantages and disadvantages of each economic system.</p> <p>Have students use a series of clues about the culture, government, geography, and social behaviors of a group of people to identify the type of economic system you would expect this group of people to have. Students should use a checklist of decision criteria that describe the characteristics of traditional, market, command, and mixed economies to arrive at decisions. Ask students to defend their answer. Examples will come from different times and places throughout the Eastern Hemisphere.</p> <p>Have students use a chart to compare the governments and economic systems of Early Japan and Medieval Europe. Students should determine if there are more similarities than differences, and should compare the situations that led to the feudal period in the various regions.</p> <table> <tr> <th></th><th>Governments</th><th>Economic Systems</th></tr> <tr> <th>Early Japan</th><td></td><td></td></tr> <tr> <th>Medieval Europe</th><td></td><td></td></tr> </table>		Governments	Economic Systems	Early Japan			Medieval Europe		
	Governments	Economic Systems									
Early Japan											
Medieval Europe											

Standard	Concepts/ Themes	CONNECTIONS		
		<p>Have students use a variety of geographic and economic data to classify Eastern Hemisphere nations as industrialized or developing countries. The data will label the nations as <i>A, B, C</i>, etc. Ask students to explain and support the classifications given and set aside cases for which more information is needed. Ask these questions:</p> <ul style="list-style-type: none"> • What type of data helped the most in classifying the nation? • What information was relevant? • What information was irrelevant? • Which characteristics did the industrialized or developed nations share? • Which characteristics did the developing nations share? • Does knowing the name of the nation change its classification? • What types of economic systems were represented in the two categories of nations? • What challenges are faced by the nations striving to achieve industrialization? <p>Have students explore how decisions made in one nation/region have implications for all regions by writing about or discussing how life in the United States might change if we could no longer get oil for our automobiles. Ask students to identify the industries that would be affected either directly or indirectly. Discuss with students how dependence on foreign energy could be reduced. Have them use the problem-solving method as described here:</p> <ol style="list-style-type: none"> 1. Find and formulate an issue. 2. Research the background of an issue. 3. Deliberate and compare alternatives in terms of pros and cons. 4. Select alternatives. <p>Note: This problem-solving method is the foundation of Participation in Government, the grade 12 required course.</p> <p>Have students identify some breakthroughs in medical technology and health care. Using life expectancy data, students should determine which regions of the Eastern and Western hemispheres are currently benefiting from improved health care and which regions have shorter life expectancies. Ask students to label these regions on a map. Then ask these questions:</p> <ul style="list-style-type: none"> • What is meant by <i>life expectancy</i>? • How does life expectancy vary among nations/regions of the world? • Why does life expectancy vary among nations/regions of the world? • How does better health lead to longer life expectancy? • How have longer life expectancy and lower infant mortality affected world population growth? • Is there a correlation between the wealth of a nation and the overall health of its people? <p>Have students compare and contrast the European Union and the Organization of Petroleum Exporting Countries (OPEC) in regard to membership, goals and objectives, and structure and function. How has each changed since it was organized? Working in teams, students should create an economic organization modeled on OPEC or the EU for a region of the Eastern Hemisphere other than Southwest Asia or Europe. Students should prepare a document announcing the formation of the organization and identifying its goals and objectives, structure and function, and headquarters site. The document should state the qualifications for membership and urge other nations to join.</p>		
		Organization	Membership	Goals/Objectives
		OPEC		
		EU		

Standard	Concepts/ Themes	CONNECTIONS																
		<p>Have students hold a roundtable of economic ministers of Eastern Hemisphere nations that are moving from a command toward a market economy. Students should discuss the reasons to make such a move and the expected effects of the change. Problems that might be encountered should be considered. Data and other information from nations that are going through this process should be used to support the discussion.</p> <p>Teacher Notes</p> <p>When selecting regions and nations for study and planning lessons and activities related to economics, consider that:</p> <ol style="list-style-type: none">1. The interaction of geography and economics provides the organizing framework for the grade 6 social studies program.2. The economic content understandings for grade 6 are primarily centered on the contemporary time period.3. The content understandings introduce students to the different economic systems that have developed to deal with economic decision making.4. The content understandings also emphasize the economic interdependence of the Eastern Hemisphere and the global community. <p>Students are introduced to the different types of economic systems.</p> <ul style="list-style-type: none">• Traditional economies are introduced with the earliest civilizations. Manorialism is a classic traditional economy.• The market economy can be introduced with the study of the late Middle Ages.• Contemporary market and command economies, as well as the move of many of the communist nations and former communist nations toward market economies, can be examined in the context of case studies of nations. <table><tr><th></th><th>TRADITIONAL</th><th>MARKET</th><th>COMMAND</th></tr><tr><td>WHAT TO PRODUCE</td><td>Based on what was produced in the past; continuation of the economic status quo.</td><td>Consumer preference as demonstrated through their purchasing.</td><td>Societies' needs as determined by government economic planners.</td></tr><tr><td>HOW TO PRODUCE</td><td>Usually by hand, using animals as a power source.</td><td>The cheapest, most efficient combination of land, labor, and capital as determined by the producer to maximize profits.</td><td>The cheapest, most efficient combination of land, labor, and capital available as determined by state planners.</td></tr><tr><td>FOR WHOM TO PRODUCE</td><td>Directly for the producer with a share for the landlord.</td><td>For whoever has the money needed to pay the price.</td><td>From each according to his ability, to each according to his need, as determined by priorities established by central planners.</td></tr></table> <p>The three basic economic questions should be addressed in grades 3 and 4. In grade 6 the questions can be used to learn the types of economic systems.</p> <ol style="list-style-type: none">1. What goods and services shall be produced and in what quantities?2. How shall goods and services be produced?3. For whom shall goods and services be produced?		TRADITIONAL	MARKET	COMMAND	WHAT TO PRODUCE	Based on what was produced in the past; continuation of the economic status quo.	Consumer preference as demonstrated through their purchasing.	Societies' needs as determined by government economic planners.	HOW TO PRODUCE	Usually by hand, using animals as a power source.	The cheapest, most efficient combination of land, labor, and capital as determined by the producer to maximize profits.	The cheapest, most efficient combination of land, labor, and capital available as determined by state planners.	FOR WHOM TO PRODUCE	Directly for the producer with a share for the landlord.	For whoever has the money needed to pay the price.	From each according to his ability, to each according to his need, as determined by priorities established by central planners.
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Standard	Concepts/ Themes	CONNECTIONS
		<p>When selecting contemporary nations and regions for study and/or topics for case studies, consider that the content understandings are related to these aspects of Eastern Hemisphere economies:</p> <ol style="list-style-type: none"> 1. Type of economic system. 2. The ways resources impact the economic, political, and historical aspects of life throughout the world. 3. How nations with limited natural resources interact with other nations to secure their resource needs. 4. How economic systems have become an interdependent network. 5. How economic decisions made in one nation/region have implications for all regions. 6. How some nations of the Eastern Hemisphere play leadership roles in the global economy. 7. How some nations have joined organizations that promote economic development and growth. 8. How improvement in life expectancy and health care contributes to rapid population growth. 9. Examples of the great diversity in the standard of living within the Eastern Hemisphere. <p>Students also learn and apply basic economic understandings to Eastern Hemisphere nations. These concepts include <i>needs and wants</i>, <i>environment</i>, <i>interdependence</i>, <i>change</i>, <i>science and technology</i>, <i>scarcity</i>, <i>supply and demand</i>, <i>markets</i>, <i>resources</i>, and <i>systems</i>.</p> <p>Consider these economic skills for intermediate-level students when planning lessons and activities:</p> <ol style="list-style-type: none"> 1. Organizing and classifying economic data: <ul style="list-style-type: none"> • Distinguish between relevant and irrelevant information. • Place ideas in chronological order. • Label data appropriately. 2. Evaluating economic data: <ul style="list-style-type: none"> • Differentiate fact from opinion. 3. Developing conclusions about economic issues and problems: <ul style="list-style-type: none"> • Create broad statements that summarize findings and solutions. 4. Presenting economic information through visuals such as tables, charts, and graphs.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students research the standard of living of children in various nations of the Eastern Hemisphere. Ask students to tally factors affecting the standard of living against a preestablished checklist. Students should compare and contrast data, and then write a letter to an international agency suggesting what might be done to improve the standard of living in a particular nation. Ask these questions:

- What factors can be used to measure the standard of living in a nation?
- Which nations of the hemisphere maintain higher standards of living?
- What conditions—political, economic, social—contribute to a nation's ability to support a higher standard of living?

Have students read factual and fictional books about the life of children in other countries. They should look for indications of the standard of living, and determine the accuracy of the information presented.

MATHEMATICS

Have students use data on life expectancy in selected nations of the Eastern Hemisphere to create graphs comparing life expectancy in the different nations.



Suggested Documents and Other Resources Selected by New York State Teachers

Maps, aerial and other photographs, satellite-produced images, computer models of the world and Eastern Hemisphere nations
Other geographic data about Eastern Hemisphere nations (charts, graphs, tables)
Photographs of places and regions of the Eastern Hemisphere
Artifacts and pictures of lifestyles or cultures in the Eastern Hemisphere
Examples of cultural diffusion
News articles
Similar materials about the Western Hemisphere for comparing and contrasting

Trade Books:

Resources for Students:

Australia and New Zealand by Elaine Landau

Silkworms by Sylvia A. Johnson, Isao Kishida (photographer).

Related Literature for Students:

Stories from the Silk Road by Cherry Gilchrist, Niles Mistry (illustrator)

Governments of Eastern Hemisphere Nations

- Family, clan, and tribal groups act to maintain law and order.
- Across time and from place to place, the people of the Eastern Hemisphere have held differing assumptions regarding *power, authority, governance, citizenship, and law*.
- Governments change over time and from place to place to meet changing needs and wants of their people.
- Present systems of government have their origins in the past.
- In modern political states, formalized government structures play a major role in maintaining social order and control.
- Political boundaries change over time.
- The values of Eastern Hemisphere nations affect the guarantee of human rights and the ways human needs are met.
- The extent to which human rights are protected becomes a key issue in totalitarian societies.
- The crime of genocide crosses cultures and eras: Jews and other groups experienced devastation at the hands of Nazi Germany.
- International organizations have been formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.
- Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.

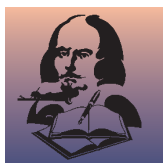
Standard	Concepts/ Themes	CONNECTIONS												
Civics, Citizenship, and Government	Change Citizenship Civic Values Government	<p>Classroom Activities</p> <p>Have students make a chart with three columns labeled FAMILIES, CLANS, and TRIBAL GROUPS. On the chart, they should list characteristics of each group. Ask students to determine the similarities and differences among the three groups.</p> <table border="1"> <thead> <tr> <th>FAMILIES</th><th>CLANS</th><th>TRIBAL GROUPS</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table> <ol style="list-style-type: none"> 1. How do families, clans, and tribal groups differ? 2. What is meant by the term <i>law and order</i>? 3. How does each group act to maintain law and order? 4. Within each category, what person or group holds the most power? 5. How is the power of each group exercised? 6. What are the benefits of each of these forms of order? 7. What are the drawbacks of each form of order? 8. Does the geography or environment of a place influence the type of grouping that develops there? 	FAMILIES	CLANS	TRIBAL GROUPS									
FAMILIES	CLANS	TRIBAL GROUPS												

Standard	Concepts/ Themes	CONNECTIONS
		<p>To help students study changes in government over time, have them select an Eastern Hemisphere nation and describe an event in its history that matches the following statements about governments:</p> <ul style="list-style-type: none"> • Across time and from place to place, people of the Eastern Hemisphere have held different assumptions regarding <i>power, authority, governance, citizenship, and law</i>. • New forms of political order have developed to meet the more complex needs of societies. • Governments change to meet changing needs and wants of their people. • Present systems of government have their origins in the past. • In modern political states, formalized government structures play a major role in maintaining social order and control. • Political boundaries change over time. <p>Have students compare the monuments, symbols, and political art of Eastern Hemisphere nations that have different assumptions regarding <i>power, authority, governance, citizenship, and law</i>. Do a nation's symbols reflect its political values? Ask students to look at a nation's political values over a period of time to determine if they have changed. Have that nation's monuments, symbols, and political art changed accordingly? For example, have China's symbols changed over time, reflecting a change in its political values?</p> <p>Case Study: The Nazi Holocaust</p> <p>Create literature circles in your class. Have students read books about the the Holocaust such as: ...I Never Saw Another Butterfly...Children's Drawing and Poems from Terezín Concentration Camp 1942-1944 by Hana Volavkova (editor), Rose Blanche by Roberto Innocenti, Sleeping Boy by Sonia Craddock, Terrible Things: An Allegory of the Holocaust by Eve Bunting. During circle time, have students discuss the values of a society that can perpetuate the crime of genocide, and consider the extent to which human rights were or were not protected in Nazi Germany.</p> <ul style="list-style-type: none"> • How did the values of Nazi Germany affect its view of human rights? • What is meant by the term <i>human rights</i>? • What was the Nazi Holocaust? • What is genocide? What are examples of the crime of genocide that have crossed cultures and eras? • What was the White Rose? <p>Case Study: Child Labor</p> <p>The following classroom activities focus on the understanding <i>The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met</i>. Have students work in small groups to analyze the text and photographs in Listen to Us: The World's Working Children by Jan Springer, Stolen Dreams: Portraits of Working Children by David Parker, Kids at Work: Lewis Hine and the Crusade Against Child Labor by Russell Freedman, Disposable People by Kevin Bales, and Children of Other Worlds: Exploitation in the Global Market by Jeremy Seabrook.</p> <p>Analyzing images is an important social studies skill. Teach students to decode photographs. Have students determine the subject of the image.</p> <ul style="list-style-type: none"> • What does the photograph say about its subject? • Whose story is being told? Whose story is not being told? • What is the photographer's point of view? • What details can be observed? • When do you think the photograph was taken?

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students develop graphic organizers that describe the working conditions that many children face at work, the types of work that children do, and the possible effects of this work on the children (see also Children at Work edited by JoAnne Weisman Deitch).</p> <ul style="list-style-type: none"> • What is bonded labor? • Why do children work? • Were the working conditions as bad as they are described? <p>Have students examine Convention on the Rights of the Child (see Appendix E). This activity should be tied to the understanding <i>Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.</i></p> <ul style="list-style-type: none"> • What are the rights of the child? <p>Have groups of students explore the actions that have been and are being taken to improve the working conditions of children. The following books should help students in their investigation: Iqbal Masih and the Crusaders Against Child Slavery by Susan Kuklin, Take Action! A Guide to Citizenship by Marc Kielburger and Craig Kielburger, and Free the Children: A Young Man Fights Against Child Labor and Proves That Children Can Change the World by Craig Kielburger and Kevin Major.</p> <ul style="list-style-type: none"> • How did Iqbal Masih's story affect Craig Kielburger? • What happened to Iqbal Masih? • What actions have children taken, and what actions are they taking to improve the working conditions of children? • What impact have globalization, consumerism, and attitudes toward girls and women had on child labor? <p>Teacher Notes</p> <p>When determining what regions and nations to select for study and/or what topics to focus on, keep in mind these central government questions from the grade 6 curriculum. They fall into three categories:</p> <p>Changes in government over time:</p> <ol style="list-style-type: none"> 1. How have family, clan, and tribal groups acted to maintain law and order? 2. What new forms of political order have developed to meet the more complex needs of societies? 3. How have governments changed to meet the changing needs and wants of their people? 4. What examples demonstrate that present systems of government have their origins in the past? 5. What are some examples showing that formalized government structures in modern political states play a major role in maintaining social order and control? 6. What evidence shows that political boundaries change over time? <p>Values, beliefs, principles of government:</p> <ol style="list-style-type: none"> 1. What are the different assumptions regarding <i>power, authority, governance, citizenship, and law</i> that people of the Eastern Hemisphere have held across time and from place to place? 2. What are examples of rights and responsibilities of citizens as defined by their constitutions and by other laws of their nations?

Standard	Concepts/ Themes	CONNECTIONS																		
		<p>International organizations:</p> <ol style="list-style-type: none"> 1. What international organizations were formed to promote peace, economic development, and cultural understanding? <ul style="list-style-type: none"> • The United Nations was created to prevent war and to fight hunger, disease, and ignorance. 2. How successful have these organizations been? 3. Why have international economic organizations been formed? <ul style="list-style-type: none"> • For example, the European Union was formed to promote free trade and a common economic policy among its members. 4. What effect have international economic organizations had on developments in the Eastern Hemisphere and the global community? <ul style="list-style-type: none"> • The African Union was formed to promote cooperation among the peoples of Africa. <table border="1"> <thead> <tr> <th>Name of Organization</th><th>Purpose</th><th>Achievement or Effects of Activities</th></tr> </thead> <tbody> <tr> <td>United Nations</td><td></td><td></td></tr> <tr> <td>European Union</td><td></td><td></td></tr> <tr> <td>African Union</td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table> <p>While working on the two case studies, it is not necessary for each student to read each book in its entirety. You will probably read passages from several of the books with your students.</p>	Name of Organization	Purpose	Achievement or Effects of Activities	United Nations			European Union			African Union								
Name of Organization	Purpose	Achievement or Effects of Activities																		
United Nations																				
European Union																				
African Union																				

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students read books or selections from them that involve the values of a nation. Ask them to apply those values to the rights and responsibilities of citizens in those nations. Have students read news articles to study current examples of values affecting human rights.

Suggested Documents and Other Resources Selected by New York State Teachers

Universal Declaration of Human Rights
Convention on the Rights of the Child
Photographs of children at work
Political action posters

Trade Books:

Resources for Students:

Australia and New Zealand by Elaine Landau

Made in China: Ideas and Inventions from Ancient China by Suzanne Williams, Andrea Fong (illustrator)

Talking Walls by Margy Burns Knight

Biographies/Autobiographies:

China's Son: Growing Up in the Cultural Revolution by Da Chen
Gandhi by Hitz Demi
A Little Tiger in the Chinese Night: An Autobiography in Art by Soong Nan Zhang
Mandela: From the Life of the South African Statesman by Floyd Cooper
The Oxford Children's Book of Famous People by Oxford University Press staff

Related Literature for Students:

Children at Work edited by JoAnne Weisman Deitch
Children of Other Worlds: Exploitation in the Global Market by Jeremy Seabrook
Free the Children: A Young Man Fights Against Child Labor and Proved That Children Can Change the World by Craig Kielburger
Goodbye, Vietnam by Gloria Whelan
Jacob's Rescue: A Holocaust Story by Malka Drucker
...I Never Saw Another Butterfly...Children's Drawing and Poems from Terezín Concentration Camp 1942-1944 by Hana Volavkova (editor)
Iqbal Masih and the Crusaders Against Child Slavery by Susan Kuklin
Kids at Work: Lewis Hine and the Crusade Against Child Labor by Russell Freedman
Kids on Strike by Susan Campbell Bartoletti
Listen to Us: The World's Working Children by Jane Springer
Number the Stars by Lois Lowry
Rose Blanche by Roberto Innocenti
Sleeping Boy by Sonia Craddock
Stolen Dreams: Portraits of Working Children by David L. Parker
Take Action! A Guide to Citizenship by Marc Kielburger and Craig Kielburger
Terrible Things: An Allegory of the Holocaust by Eve Bunting
We Have Marched Together: The Working Children's Crusade by Stephen Currie

Teacher Resources:

History of Italian Renaissance Art: Painting, Sculpture, Architecture by Frederick Hartt
We Remember the Holocaust by David Adler
Zlata's Diary: A Child's Life in Sarajevo by Zlata Filipovic

Using the Internet

http://link.janic.utexas.edu/menic/cmcs/Outreach/K_12/
Middle East Conflict
<http://www.jimmycarterlibrary.org/documents/campdavid/>
Camp David Accords

Key Terms

GRADE 6

A.D./B.C.	cultural understanding	governance	migration
absolute monarchy	culture	Greece	military dictatorship
Africa	cuneiform	Green Revolution	millennia
African Union	czar	grids	modernization
agriculture		guild	monarchy
alliance	debt		monotheism
apartheid	decades	health care	monsoons
archipelago	deforestation	hieroglyphics	Mughal Empire
architecture	desertification	Hinduism	Muslim
arts and sciences	delta	Adolf Hitler	myth
artifacts	desert	human development	
Asia	developing nation	human rights	NATO
astronomy	dictator	hunter-gatherer	nation
Athens	diversify	hydroelectric power	nationalism
Australia	divine right of kings		natural resources
authority	domestication	imperialism	Nazi Germany
	drought	independence	needs and wants
B.C./A.D.	dynasty	India	Neolithic Revolution
Bantu migration		industrialization	networks of trade
beliefs	Eastern Europe	industrialized nation	nomad
belief systems	Eastern Hemisphere	Industrial Revolution	nonrenewable resource
Buddhism	economic decision making	Indus Valley	nuclear energy
	economic growth	interdependence	
cash crop	economic interdependence	interdependent network	OPEC
capitalism	economic systems	international organizations	oligarchy
censorship	economies	inventions	one-party system
centuries	Egypt	irrigation system	opportunity costs
China	empire	Iron Curtain	organizations to promote
Christianity	eras	Islam	economic growth and
circumnavigate	erosion		development
city-state	ethnic group	Japan	overpopulation
civil war	Euro	Jews	
civilization	Europe		Parliament
clan	European Union	land use	parliamentary democracy
climatic conditions	export	law	patrician
Code of Hammurabi	exploration	law and order	Pax Romana
collective		life expectancy	peninsula
colonialism	famine		pharaoh
command economies	Fertile Crescent	Magna Carta	physical mobility
commerce	feudalism	Mandate of Heaven	plateau
common economic policy	Florence	manor	plebian
communist nations	free enterprise system	manorialism	political boundaries
Computer Revolution	free trade	market economies	political order
constitutional monarchy		markets	polytheism
consumer goods	genocide	means of production	pollution
consumption	geographic diversity	medieval	population
Crusades	Germany	Meiji Restoration	population density
cultivation	global community	Mesopotamia	population distribution
cultural diffusion	global economy	Middle Ages	population growth
cultural diversity	goods and services	middle class	poverty

power	satellite-produced images	strait	tribal groups
prime minister	satellite nation	subsistence farming	tributary
production	savanna	subcontinent	
productivity	scale	sub-Saharan Africa	U.S.S.R.
propaganda	scarcity	Sumeria	United Nations
pyramid	Scientific Revolution	supply and demand	urbanization
	scribe		
regions	sculpture	technological revolution	values
renewable resource	serf	terrorism	vassal
resources—capital, natural, human	the Silk Road	territory	
relief (physical) map	slavery	theocracy	Warsaw Pact
religion	social/cultural	time periods	Western Hemisphere
Renaissance	social order and control	time and place	westernization
resources	sovereignty	totalitarian societies	world history
revolution	Sparta	trade	World War I
river civilizations	specialization	trade deficit	World War II
Rome	Josef Stalin	trade routes	
ruler	standard of living	traditions	ziggurat
Russia	statutes	traditional	
	steppe	traditional economies	

Place Names

GRADE 6

Aegean Sea	Ganges River	Mali	South Korea
Afghanistan	Germany	Mediterranean Sea	Southeast Asia
Africa	Ghana	Mesopotamia	Southwest Asia
Asia	Gobi Desert		Spain
Athens	Great Britain	Nigeria	Sparta
Australia	Great European Plain	Nile River	Suez Canal
	Great Rift Valley	North Africa	Sumeria
Balkan Peninsula	Greece	North Korea	Syria
Beijing			
Berlin	Himalayas	Pakistan	Tanzania
	Huang He River (Yellow River)	Palestine	Tigris River
Cairo		Persian Gulf	Tokyo
China	India	Poland	Turkey
Constantinople	Indonesia	Portugal	
	Indus River Valley		United Kingdom
Deccan Plateau	Iran	Red Sea	Ural Mountains
	Iraq	Rome	
East Asia	Israel	Ruhr Valley	Vietnam
Egypt	Italy	Russia	
England			Yangzi River
Euphrates River	Japan	Sahara Desert	
Europe	Jerusalem	Saudi Arabia	Zimbabwe
		Scandinavia	
Fertile Crescent	Kenya	Singapore	
Florence		South Africa	
France	London	South Asia	

This list of key terms and place names is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms and names that you want to add to your own grade-level list, and there may be terms and names you want to delete.

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