

# 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.

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## 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	<p><b>Classroom Activities</b></p> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• What is a turning point in history?</li> <li>• Why is the Neolithic Revolution considered a turning point in history?</li> <li>• Did it radically change society? If so, how?</li> <li>• Are all turning points in history <b>technological developments</b>?</li> </ul>

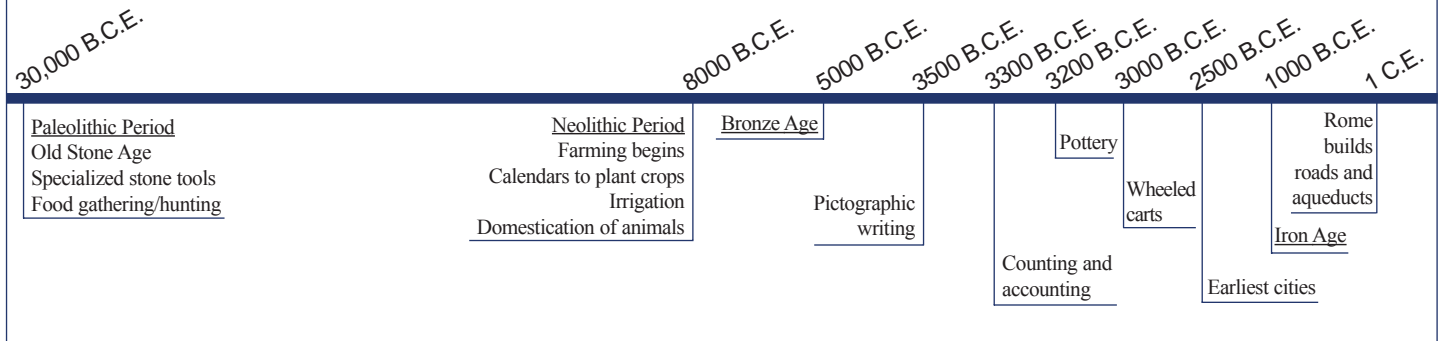
Standard □

Concepts/  
Themes □

CONNECTIONS □

- 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.)

**Major Technological Steps in Human History: Prehistory to the Roman Empire**



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: *B.C.E.* stands for *Before the Common Era* and *C.E.* stands for the *Common Era*, which starts with the birth of Christ.

- 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.
  - 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?

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.

- What are the key characteristics of these river civilizations?
- In what ways were the four river civilizations alike? How were they different?

**Case Study: Classical Civilizations**

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.

- 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

- 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?

Ask students to compare their civilization with a great Western Hemisphere civilization like the Mayan.

Have students use the list of characteristics of great civilizations to rate the United States as a civilization.

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.

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.

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.)

### Case Study: The Movement of People, Goods, and Ideas

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:

- 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

## MOVEMENT OF PEOPLE, GOODS, AND IDEAS

What/Who				
Where				
When				
Why				
How				
Effects of the Move				

## Networks of Trade:

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.

- 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 *Renaissance person*? What are the characteristics of such a person? How do those characteristics also describe the age of the Renaissance?

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.

Ask students to locate at least one Golden Age in each region/continent of the Eastern Hemisphere. Then ask the following questions:

- 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?

Create literature circles in your class. Let students select such tradebooks as **Leonardo's Horse; Hatshepsut: His Majesty, Himself;** 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.



Standard □

Concepts/  
Themes □

## CONNECTIONS

### Teacher Notes

In grade 6 the emphasis is on:

- 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.

When planning the grade 6 units of study, also consider that:

- 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:
  - 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.

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:

- 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

The teacher is to integrate and connect the history, geography, economics, and governments of the regions and nations studied.

### Optional Organizational Plans

Organizational Pattern One:

1. 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.
2. 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

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.

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.

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

Organizational Pattern Two:

1. This pattern is the same as the first pattern except for the period after the Renaissance.

2. The last units specify continents/regions of the hemisphere and selected nations today from geographic/economic perspectives with some emphasis on political perspectives.

3. This approach might result in more of a region-by-region study, as opposed to a hemispheric approach.

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.

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

Organizational Pattern Three:

1. Rather than combining the chronological and regional organizations, this pattern is a regional study of the Eastern Hemisphere.

2. A series of case studies may be taught within this framework, guided by the content understandings.

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.

Unit I: Introduction to Cultures and Geography of the Eastern Hemisphere

Unit II: Southwest Asia and North Africa

A. Mesopotamia and Egypt: Early Civilizations

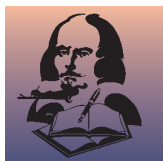
B. Trade and the Region

C. Southwest Asia and North Africa Today (selected nations)

Standard □	Concepts/ Themes □	CONNECTIONS
		<p>Unit III: Asia</p> <ul style="list-style-type: none"> <li>A. Early Civilizations: the Huang He and Yangzi River Valleys of China, and the Indus Valley in India</li> <li>B. Great Civilizations of India and China</li> <li>C. Trade, Migration, Cultural Diffusion</li> <li>D. Asia Today <ul style="list-style-type: none"> <li>1. India</li> <li>2. China</li> <li>3. Japan (or other nations)</li> </ul> </li> </ul> <p>Unit IV: Europe</p> <ul style="list-style-type: none"> <li>A. Great Civilizations of Greece and Rome</li> <li>B. Late Middle Ages and the Renaissance</li> <li>C. Trade and other regions</li> <li>D. Technology and its effects</li> <li>E. Culture of the Renaissance</li> <li>F. Cultural diffusion</li> <li>G. The Holocaust</li> <li>H. Europe Today (selected nations)</li> </ul> <p>Unit V: Africa South of the Sahara</p> <ul style="list-style-type: none"> <li>A. Early Civilizations</li> <li>B. Trade and other regions</li> <li>C. Imperialism and independence</li> <li>D. Africa South of the Sahara (selected nations)</li> </ul> <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"> <li>1. The Global Heritage of the American People Prior to 1500</li> <li>2. European Exploration and Colonization of the Americas</li> <li>3. A Nation is Created</li> </ol> <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"> <li>1. What were the long-term effects of the technological development known as the Neolithic Revolution?</li> <li>2. Civilizations <ol style="list-style-type: none"> <li>a. River civilizations of the Eastern Hemisphere (Mesopotamia; Egypt; the Huang He and Yangzi River Valleys of China; and the Indus Valley in India)</li> <li>b. Classical civilizations in China, India, Greece, and Rome</li> </ol> </li> </ol>

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

## 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**

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**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

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**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	<p><b>Classroom Activities</b></p> <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"> <li>• Where are places located?</li> <li>• Why are they located where they are?</li> <li>• What is important about their locations?</li> <li>• How are their locations related to the location of other people and places?</li> </ul> <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> </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

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:

- 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?

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.

Have the class make a travel brochure or public announcement for radio or television that features a community in the Eastern Hemisphere.

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.

### Teacher Notes

Geographic topics/questions in the grade 6 core curriculum:

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:

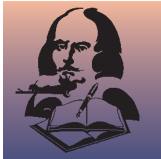
1. What is the importance of the cultural, geographic, economic, and political regions (e.g., the EU and the Islamic nations) that make up the hemisphere?
2. How are geographic and climatic conditions related to land use and to the development of Eastern Hemisphere civilizations?
3. Why is urbanization 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?



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## 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 Inserra 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, Nilesh 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	Economic Systems Interdependence Needs and Wants Scarcity	<p><b>Classroom Activities</b></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 border="1"> <thead> <tr> <th></th> <th>Governments</th> <th>Economic Systems</th> </tr> </thead> <tbody> <tr> <th>Early Japan</th> <td></td> <td></td> </tr> <tr> <th>Medieval Europe</th> <td></td> <td></td> </tr> </tbody> </table>		Governments	Economic Systems	Early Japan			Medieval Europe		
	Governments	Economic Systems									
Early Japan											
Medieval Europe											

Standard □

Concepts/  
Themes □

## CONNECTIONS □

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 *A, B, C*, etc. Ask students to explain and support the classifications given and set aside cases for which more information is needed. Ask these questions:

- 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?

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:

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.

Note: This problem-solving method is the foundation of Participation in Government, the grade 12 required course.

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:

- What is meant by *life expectancy*?
- 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?

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.

Organization	Membership	Goals/Objectives	Structure/Function	Site of Headquarters
OPEC				
EU				

Standard □

Concepts/  
Themes □

## CONNECTIONS

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.

**Teacher Notes**

When selecting regions and nations for study and planning lessons and activities related to economics, consider that:

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.

Students are introduced to the different types of economic systems.

- 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.

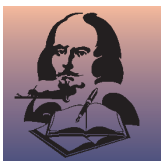
	TRADITIONAL	MARKET	COMMAND
WHAT TO PRODUCE	Based on what was produced in the past; continuation of the economic status quo.	Consumer preference as demonstrated through their purchasing.	Societies' needs as determined by government economic planners.
HOW TO PRODUCE	Usually by hand, using animals as a 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.

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.

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?

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"> <li>1. Type of economic system.</li> <li>2. The ways resources impact the economic, political, and historical aspects of life throughout the world.</li> <li>3. How nations with limited natural resources interact with other nations to secure their resource needs.</li> <li>4. How economic systems have become an interdependent network.</li> <li>5. How economic decisions made in one nation/region have implications for all regions.</li> <li>6. How some nations of the Eastern Hemisphere play leadership roles in the global economy.</li> <li>7. How some nations have joined organizations that promote economic development and growth.</li> <li>8. How improvement in life expectancy and health care contributes to rapid population growth.</li> <li>9. Examples of the great diversity in the standard of living within the Eastern Hemisphere.</li> </ol> <p>Students also learn and apply basic economic understandings to Eastern Hemisphere nations. These concepts include <i>needs and wants, environment, interdependence, change, science and technology, scarcity, supply and demand, markets, resources, and systems.</i></p> <p>Consider these economic skills for intermediate-level students when planning lessons and activities:</p> <ol style="list-style-type: none"> <li>1. Organizing and classifying economic data: <ul style="list-style-type: none"> <li>• Distinguish between relevant and irrelevant information.</li> <li>• Place ideas in chronological order.</li> <li>• Label data appropriately.</li> </ul> </li> <li>2. Evaluating economic data: <ul style="list-style-type: none"> <li>• Differentiate fact from opinion.</li> </ul> </li> <li>3. Developing conclusions about economic issues and problems: <ul style="list-style-type: none"> <li>• Create broad statements that summarize findings and solutions.</li> </ul> </li> <li>4. Presenting economic information through visuals such as tables, charts, and graphs.</li> </ol>

## 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.



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## 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><b>Classroom Activities</b></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" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 33.33%;">FAMILIES</th> <th style="width: 33.33%;">CLANS</th> <th style="width: 33.33%;">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"> <li>1. How do families, clans, and tribal groups differ?</li> <li>2. What is meant by the term <i>law and order</i>?</li> <li>3. How does each group act to maintain law and order?</li> <li>4. Within each category, what person or group holds the most power?</li> <li>5. How is the power of each group exercised?</li> <li>6. What are the benefits of each of these forms of order?</li> <li>7. What are the drawbacks of each form of order?</li> <li>8. Does the geography or environment of a place influence the type of grouping that develops there?</li> </ol>	FAMILIES	CLANS	TRIBAL GROUPS									
FAMILIES	CLANS	TRIBAL GROUPS												



Standard □

Concepts/  
Themes □

## CONNECTIONS

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:

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

Have students compare the monuments, symbols, and political art of Eastern Hemisphere nations that have different assumptions regarding *power, authority, governance, citizenship, and law*. 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?

### Case Study: The Nazi Holocaust

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.

- How did the values of Nazi Germany affect its view of human rights?
- What is meant by the term *human rights*?
- 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?

### Case Study: Child Labor

The following classroom activities focus on the understanding *The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met*. 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.

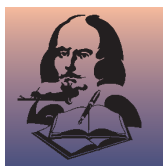
Analyzing images is an important social studies skill. Teach students to decode photographs. Have students determine the subject of the image.

- 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 <b>Children at Work</b> edited by JoAnne Weisman Deitch).</p> <ul style="list-style-type: none"> <li>• What is bonded labor?</li> <li>• Why do children work?</li> <li>• Were the working conditions as bad as they are described?</li> </ul> <p>Have students examine <b>Convention on the Rights of the Child</b> (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"> <li>• What are the rights of the child?</li> </ul> <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: <b>Iqbal Masih and the Crusaders Against Child Slavery</b> by Susan Kuklin, <b>Take Action! A Guide to Citizenship</b> by Marc Kielburger and Craig Kielburger, and <b>Free the Children: A Young Man Fights Against Child Labor and Proves That Children Can Change the World</b> by Craig Kielburger and Kevin Major.</p> <ul style="list-style-type: none"> <li>• How did Iqbal Masih’s story affect Craig Kielburger?</li> <li>• What happened to Iqbal Masih?</li> <li>• What actions have children taken, and what actions are they taking to improve the working conditions of children?</li> <li>• What impact have globalization, consumerism, and attitudes toward girls and women had on child labor?</li> </ul> <p><b>Teacher Notes</b></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"> <li>1. How have family, clan, and tribal groups acted to maintain law and order?</li> <li>2. What new forms of political order have developed to meet the more complex needs of societies?</li> <li>3. How have governments changed to meet the changing needs and wants of their people?</li> <li>4. What examples demonstrate that present systems of government have their origins in the past?</li> <li>5. What are some examples showing that formalized government structures in modern political states play a major role in maintaining social order and control?</li> <li>6. What evidence shows that political boundaries change over time?</li> </ol> <p>Values, beliefs, principles of government:</p> <ol style="list-style-type: none"> <li>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?</li> <li>2. What are examples of rights and responsibilities of citizens as defined by their constitutions and by other laws of their nations?</li> </ol>

Standard □	Concepts/ Themes □	CONNECTIONS □																		
		<p>International organizations:</p> <ol style="list-style-type: none"> <li>1. What international organizations were formed to promote peace, economic development, and cultural understanding? <ul style="list-style-type: none"> <li>• The United Nations was created to prevent war and to fight hunger, disease, and ignorance.</li> </ul> </li> <li>2. How successful have these organizations been?</li> <li>3. Why have international economic organizations been formed? <ul style="list-style-type: none"> <li>• For example, the European Union was formed to promote free trade and a common economic policy among its members.</li> </ul> </li> <li>4. What effect have international economic organizations had on developments in the Eastern Hemisphere and the global community? <ul style="list-style-type: none"> <li>• The African Union was formed to promote cooperation among the peoples of Africa.</li> </ul> </li> </ol> <table border="1" data-bbox="477 644 1502 1056"> <thead> <tr> <th data-bbox="477 644 695 747">Name of Organization</th> <th data-bbox="695 644 976 747">Purpose</th> <th data-bbox="976 644 1502 747">Achievement or Effects of Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 747 695 810">United Nations</td> <td data-bbox="695 747 976 810"></td> <td data-bbox="976 747 1502 810"></td> </tr> <tr> <td data-bbox="477 810 695 873">European Union</td> <td data-bbox="695 810 976 873"></td> <td data-bbox="976 810 1502 873"></td> </tr> <tr> <td data-bbox="477 873 695 936">African Union</td> <td data-bbox="695 873 976 936"></td> <td data-bbox="976 873 1502 936"></td> </tr> <tr> <td data-bbox="477 936 695 999"></td> <td data-bbox="695 936 976 999"></td> <td data-bbox="976 936 1502 999"></td> </tr> <tr> <td data-bbox="477 999 695 1056"></td> <td data-bbox="695 999 976 1056"></td> <td data-bbox="976 999 1502 1056"></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

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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.lanica.utexas.edu/menic/cmcs/Outreach/K\\_12/](http://link.lanica.utexas.edu/menic/cmcs/Outreach/K_12/)

Middle East Conflict

<http://www.jimmycarterlibrary.org/documents/campdavid/>

Camp David Accords

# Key Terms

## GRADE 6

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A.D./B.C.	cultural understanding	governance	migration
absolute monarchy	culture	Greece	military dictatorship
Africa	cuneiform	Green Revolution	millennia
African Union	czar	guilds	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
ensorship	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

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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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