



National Geographic California Middle School Social Studies Program

GRADE 6: World History Ancient Civilizations

GRADE 7: World History Medieval and Early
Modern Times

GRADE 8: U.S. History American Stories
Beginnings to World War I

Authentic National Geographic Content Empathy and Empowerment

National Geographic Learning's California middle school History-Social Science program encourages empathy for the world's peoples and cultures. Through the stories of individuals, students in grades 6, 7, and 8 view history as an exploration of identity. They are empowered to experience their unique place in history and apply their strengths as global citizens.

National Geographic content brings history to life.

See the world's people and their cultures.



Grade 6, World History Ancient Civilizations

Historical artifacts provide a window into bygone times.



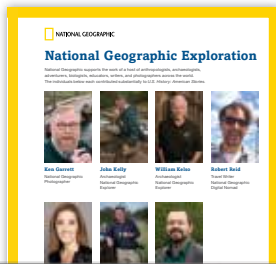
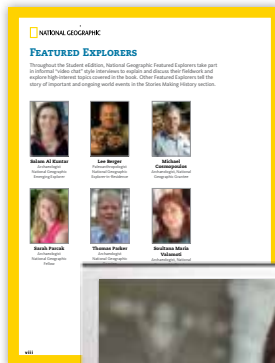
Grade 7, World History Medieval and Early Modern Times

Historical landmarks are captured as they exist today.



Grade 8, U.S. History American Stories Beginnings to World War I

Students learn about the work of National Geographic Explorers and their contributions to the scientific and historical record. These explorers serve as role models for students and inspire them to consider these concepts in their own lives.



Explorer videos enhance students' understanding of content and provide a visual representation of history today.

National Geographic has endorsed the selection of maps in our California middle school History-Social Science program. Connections to the California standards are provided at point of use.

National Geographic Features

Maps

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Westward Expansion, 1783–1851

Grade 8, U.S. History American Stories Beginnings to World War I

STANDARDS

HSS CONTENT STANDARDS:

7.9.4 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.

HSS ANALYSIS SKILLS:

CST 3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

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UNIT 5 GEOGRAPHY IN HISTORY

Europe c. 1600

By the 1600s, Europe was divided into many states. One of these, the Holy Roman Empire, began in the 800s when a Germanic king named Charlemagne united many other kingdoms under his rule. Charlemagne was a Christian and a strong supporter of the pope in Rome. He spread his faith throughout his empire.

However, over time, a revolution in thought led people to question the Roman Catholic Church. Some Europeans broke away from the Church and developed their own Christian religions, which soon spread over Europe.

What religions were practiced in the Holy Roman Empire?

Renaissance Gallery

In the 1500s, an explosion in art called the Renaissance began in Italy and spread through Europe. Some of the greatest Renaissance artists created the works shown here.




Grade 7, World History Medieval and Early Modern Times

National Geographic Learning's instructional materials examine the impact of humans on ecological systems.


Human Geography ADAPTING TO THE ENVIRONMENT

Human geography explores the relationship between people and their surroundings. An important aspect of this relationship is the way in which people adapt to their environment.

Throughout history, people have had to adapt to their surroundings. Early humans did this simply to survive. They learned how to build a fire to warm themselves in cold weather and find plants and animals when food was scarce. In modern times, people have developed sophisticated technologies, including heating and cooling systems, to help them live in environments with challenging weather.

THINK LIKE A GEOGRAPHER

Make Connections What kinds of adaptations do you make in different types of weather?



In the city of Norilsk in the Russian region of Siberia, people deal with the snow and ice that covers the ground throughout much of the city's long winter.

Grade 6, World History Ancient Civilizations

GEOGRAPHY & THE ENVIRONMENT HANDBOOK


Earth's "Tropic Squares"



These two lines represent the two most favorable of Earth's climates. What problems, if any, do you notice about the location of these squares?

Grade 8, U.S. History American Stories Beginnings to World War I

Curating History features invite students to engage with museums and learn through art and artifacts.



Mask carved by New Vancouver Tribe

Curating History

National Museum of the American Indian	32
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Museum of the American Revolution	192
The Henry Ford Museum	336
San Jacinto Museum of History	406
Confederate Memorial Hall	482
Tenement Museum	632

2.4 Museum of the American Revolution, Philadelphia

The Museum of the American Revolution is located in the heart of historic Philadelphia. It is dedicated to the revolutionary spirit of the nation. The museum's collection includes the original Constitution, the original Declaration of Independence, and the original Bill of Rights.

Includes many powerful historical objects, documents, and fragments of other items that date to the American Revolution. These items help tell the current stories of American independence from Britain. How would each of the artifacts above have been used during the war?

Required Reading Item: *Revolution and the Making of the Nation* by David Mervin. This book tells the story of the American Revolution and the role of the museum in preserving its legacy.

Required Reading Item: *The Road to Revolution* by David Mervin. This book tells the story of the American Revolution and the role of the museum in preserving its legacy.

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Grade 8, U.S. History American Stories Beginnings to World War I

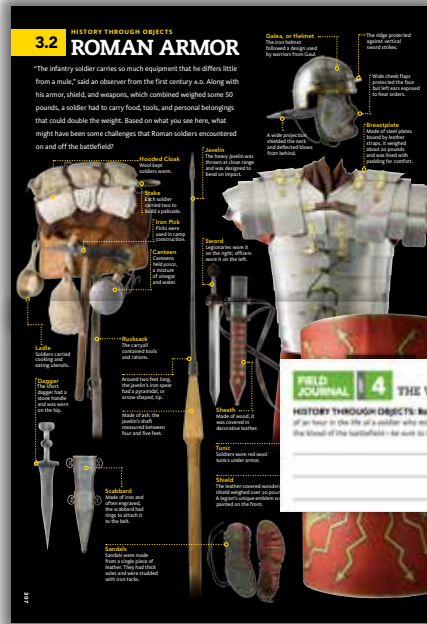
Student-Centered Learning through Inquiry

Putting students at the center of their own learning empowers them to approach a task, create a plan, collaborate with others, and emerge with a solution that can be articulated and shared.

Inquiry begins with an Essential Question, which activates curiosity and drives engagement.



Grade 6, World History Ancient Civilizations



Exercises in the Field Journals and History Notebook provide additional opportunities to engage in inquiry.

Grade 6, World History Ancient Civilizations
Field Journal

Providing Text Evidence

Critical Viewing, Review & Assess, and Historical Thinking features in each lesson focus on text evidence and build the skills necessary for discerning readers.

Unit Inquiry Projects

Unit Inquiry Projects at the end of each unit challenge students with open-ended questions and guide them to gather evidence from the text, synthesize a response, and present their results in a creative, engaging format.

Greek Statues Sparkle Once Again
BY A. R. WILLIAMS
Four marble maidens from ancient Greece have gotten a makeover. Using a specially designed laser, conservators have stripped away the black grime that covered the statues. Guided by the late fifth century A.C., the figures served as column for the Erechtheion, one of the temples that stood on the Acropolis. The maidens, known as the Caryatids, stand more than seven and a half feet tall and hold the roof of the Erechtheion's south porch on their heads.

UNIT INQUIRY: DEFINE GOOD CITIZENSHIP

In this unit, you learned about ancient Greek civilization and its influence on our modern world. Based on your understanding of the text, what new form of government was central to Greek civilization? What role did citizenship play in Greek civilization and government?

ASSIGNMENT Create your own definition for good citizenship. Your definition should include a clear statement of what constitutes good citizenship and why it is important today. Be prepared to present your definition to the class and explain your reasoning.

Plan As you write your definition, think about the active role citizens played in ancient Greek civilization and government. Also think about the rights and responsibilities ancient Greek citizens had and how those ideas have influenced our ideas about citizenship today. You might want to use a graphic organizer to help organize your thoughts.

Produce Use your notes to produce descriptions of the elements that make up your definition of good citizenship.

RAPID REVIEW UNIT 3

GREEK CIVILIZATION

TOP TEN

- The Minoans and the Mycenaeans were the first advanced Greek civilizations.
- Ancient Greek city-states established colonies and trade networks throughout the Mediterranean.
- The city-state of Athens developed the world's first democracy.
- Alexander the Great conquered Persia, Egypt, Afghanistan, and India, building a vast empire that spread Greek culture.
- The ancient Greeks influenced Western art, architecture, literature, philosophy, science, medicine, government, and law.

6-10. NOW IT'S YOUR TURN Complete the list with five more things to remember about Greek civilization.

UNIT INQUIRY PROJECT RUBRIC

ASSESS
Use the rubric to assess each student's participation and performance.

SCORE	ASSIGNMENT	PRODUCT	PRESENTATION
3 GREAT	<ul style="list-style-type: none"> Student thoroughly understands the assignment. Student participates fully in the project process. Student works well with team members. 	<ul style="list-style-type: none"> Empire is well thought out. Empire takes into account strengths and weaknesses of the Roman Empire. Empire contains all of the key elements listed in the assignment. 	<ul style="list-style-type: none"> Presentation is clear, concise, and logical. Presentation does a good job of creatively explaining the empire. Presentation engages the audience.
2 GOOD	<ul style="list-style-type: none"> Student mostly understands the assignment. Student participates fairly well in the project process. Student works fairly well with team members. 	<ul style="list-style-type: none"> Empire is fairly well thought out. Empire somewhat takes into account strengths and weaknesses of the Roman Empire. Empire contains some of the key elements listed in the assignment. 	<ul style="list-style-type: none"> Presentation is fairly clear, concise, and logical. Presentation does an adequate job of creatively explaining the empire. Presentation somewhat engages the audience.
1 NEEDS WORK	<ul style="list-style-type: none"> Student does not understand the assignment. Student minimally participates or does not participate in the project process. Student does not work well with team members. 	<ul style="list-style-type: none"> Empire is not well thought out. Empire does not take into account strengths and weaknesses of the Roman Empire. Empire contains few or none of the key elements listed in the assignment. 	<ul style="list-style-type: none"> Presentation is not clear, concise, or logical. Presentation does not creatively explain the empire. Presentation does not engage the audience.

Sample Unit Inquiry Rubric

Engaging & Motivating Activities that Meet the California History-Social Science Standards

National Geographic Learning's California middle school History-Social Science program meets the content standards and analysis skills outlined in the California History-Social Science Framework and Standards.

California standards are printed directly on the page at point of use, and a complete standards correlation appears in both the Student and Teacher's Editions. Teachers may also choose to search by standard using the digital Standards Correlation Tool.

3.4 NATIONAL GEOGRAPHIC EXPLORER PATRICK HUNT

Searching for Hannibal's Route

Patrick Hunt is a man on a mission to solve one of history's mysteries: where did Hannibal cross the Alps? One of the most daring military maneuvers of all time, Hannibal's invasion of Italy in 218 B.C. required marching about 40,000 men and 37 elephants across these rugged mountains in winter. Hannibal didn't leave a map behind though. "For the last decade-plus, we've been trying to pinpoint Hannibal's route," says Hunt. Because of his research, now he's close to an answer.

876 CHAPTER 11

MAIN IDEA
Geo-archaeologist Patrick Hunt is redetermining the route of Hannibal's army.

HANNIBAL'S FOOTSTEPS
Patrick Hunt is a National Geographic grantee and the director of the Hannibal Expedition. Since 2004, he has used everything from ancient literature to satellite imaging to find the mountain pass Hannibal traveled. "It's like looking for a needle in a haystack," Hunt says, "but it's not just for the sake of mystery." The Alps were considered impassable in winter.

Historians knew Hannibal crossed them, but they don't know how because if someone were to find the route, historians might begin to understand how Hannibal achieved this amazing military feat.

The Roman historians probably don't like him, but they don't know how because if someone were to find the route, historians might begin to understand how Hannibal achieved this amazing military feat.

HANNIBAL'S ROUTE

types to check how stable the geology is," he says. "The more stable it is, the less likely it is to have changed much." It's a scientific approach and a physically challenging one, too. Several team members have suffered broken bones because of the treacherous working conditions.

Through a process of elimination, Hunt is now confident to know most of Hannibal's route. The view from the summit of the Col du Clapier-Sainte Coche fits perfectly with the descriptions in the ancient texts. "Now we're looking for physical evidence, and we are focused on the campsites," he explains. Each has a chemical signature that lasts over 2,000 years. He thinks we've found the ash of Hannibal's camps and have pinpointed a major summit campsite. Now we're looking at stone deposits that may mark graves. An ancient burial would be fantastic!"

STANDARDS

HSS CONTENT STANDARDS:

6.7.3 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

HSS ANALYSIS SKILLS:

REP 1 Students frame questions that can be answered by historical study and research; **HI 1** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place; **MI 5** Students recognize that interpretations of history are subject to change as new information is uncovered.

Grade 6, World History Ancient Civilizations

2.3 DOCUMENT-BASED QUESTION

Charters of Freedom

By writing about the groundwork for the development of democracy, the Parliament members who passed the English Bill of Rights and the American Founders who wrote the U.S. Bill of Rights found inspiration in the Great Charter. So the next time you learn your civics or embrace a national holiday, you might remember the documents on the next page. They helped make our freedoms possible.

DOCUMENT ONE

From the Magna Carta
Most of the Magna Carta's 63 articles deal with the relationship among the king, nobles, and clergy and largely ignore the rights of the lower classes. However, the principles expressed in the following article are significant today for all free men—and women.

CONSTRUCTED RESPONSE What individual rights are protected in this article from the Magna Carta?

DOCUMENT TWO

From the English Bill of Rights
Concern over the increasing power of monarchs led Parliament to pass the English Bill of Rights in 1689. However, instead of focusing on the rights of nobles, the English Bill of Rights focuses on the rights of Parliament.

CONSTRUCTED RESPONSE Why do you think Parliament reached out to the free election and free speech of its members?

DOCUMENT THREE

From the U.S. Bill of Rights
The U.S. Bill of Rights took the documents above a step or two further. Adopted in 1791, the Bill of Rights—the first ten amendments to the Constitution—guarantees personal freedoms. But there, that had previously not been clearly stated.

CONSTRUCTED RESPONSE Why do you think the American Founders reached out to change these freedoms clearly stated in the Bill of Rights?

SYNTHESIZE & WRITE

- 1. KNOW** Review what you have learned about the Magna Carta and the development of democratic ideas in England.
- 2. RECALL** On your own paper, write down the main ideas expressed in each document.
- 3. ANALYZE** How do the rights of nobles in the Magna Carta compare to the rights of Parliament in the English Bill of Rights?
- 4. SYNTHESIZE** How do the rights of nobles in the Magna Carta compare to the rights of Parliament in the English Bill of Rights?

STANDARDS

HSS CONTENT STANDARDS:

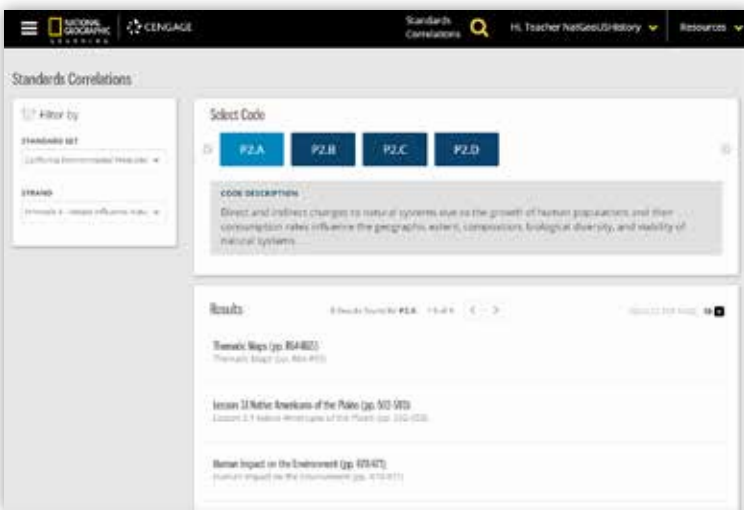
7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England); **7.11.6** Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

HSS ANALYSIS SKILLS:

REP 4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them; **HI 3** Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

Grade 7, World History Medieval and Early Modern Times

Standards Correlation Tool



Grade 8, U.S. History American Stories Beginnings to World War I (Digital)

- Common Core State Standards (CCSS) for ELA/ELD are reflected in the "Writing About History" sections of each chapter review.
- Complete correlations for National Geographic California middle school History-Social Science to the ELA/ELD standards are available upon request.
- Reading strategies are implemented throughout each chapter and assessed in the chapter reviews.
- Review questions in each lesson and activities in the Teacher's Edition provide ongoing practice with reading skills for the California ELA/ELD standards.
- Writing assignments are aligned with California ELA/ELD content standards.

Rich Instructional Resources

Digital and print resources provide the flexibility that California teachers need in today’s classroom.

Teacher’s Edition Features include:

- Universal Access pages to provide multiple learning options for all students
- Options for active learning and differentiation
- Additional content questions and background information
- Planning and pacing of student assessment

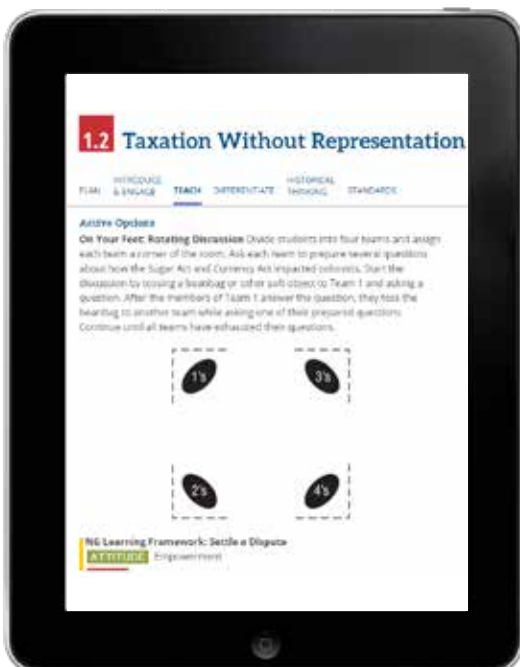
Digital Teacher’s Edition Features include:

- Premade lesson plans to guide teachers through the lessons
- A bank of summative and formative assessments at the lesson, chapter, and unit levels
- A selection of reading, writing, vocabulary, and note-taking ancillaries
- Graphic organizers
- Answer keys



Grade 8, U.S. History American Stories Beginning to World War I (Print)

Teaching strategies are found inside every chapter in both the print and digital California Teacher’s Editions.



Grade 8, U.S. History American Stories Beginning to World War I (Digital)

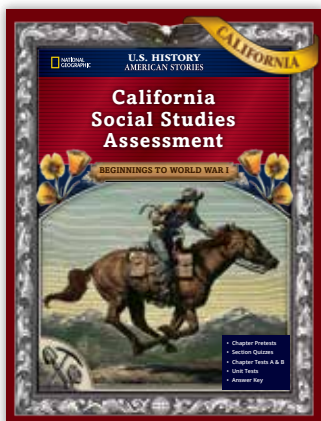


Assessments in a Variety of Formats

Formative and **Summative assessments**, along with **Pre-assessments**, are aligned with the California standards and measure what the students know and are able to produce.

- **Document-Based Questions** provide practice working with primary and secondary source materials.
- **End-of-Chapter Reviews** revisit the main ideas, key vocabulary, skills, concepts, and connections.
- **Formative Assessments** allow teachers to monitor students' progress, make accommodations, and tailor instruction to individual students.
- **eAssessment** is available online.

Assessment Purpose		Assessment Type	Print	Digital
Formative	Essential Questions		●	●
Formative	Critical Viewing Questions		●	●
Formative	Social Studies Skills Lessons		●	●
Formative	Vocabulary Practice		●	●
Formative	Guided Discussion Questions		●	●
Formative	Reading and Note-Taking Activities		●	●
Formative	On Your Feet Activities		●	●
Formative	Section Quizzes		●	●
Formative	Review and Assess Questions		●	●
Formative	Historical Thinking Questions		●	●
Formative	Write About History Activities		●	●
Formative	NGL Learning Framework Activities		●	●
Formative	Chapter Reviews		●	●
Summative	Chapter Tests at two levels		●	●
Formative	Field Journal		●	●
Formative	History Notebook		●	●
Formative	Document-Based Questions		●	●
Summative	Unit Tests		●	●
Formative	Geography in History Activities		●	●
Formative	Unit Inquiry Projects		●	●



California Social Studies Assessment

Available for grades 6, 7, and 8, this California Handbook includes:

- Chapter Pretests
- Section Quizzes
- Chapter Tests A & B
- Unit Tests

Grade 8, California Social Studies Assessment

Digital Resources

National Geographic Learning’s California digital platform, MindTap, provides a personalized learning experience for all California students and an array of resources for the teacher to better promote learning outcomes. It is fully accessible on all devices and has been specifically designed to meet the needs of California middle school teachers and their classrooms.



Teachers and students access the digital platform via a single sign-on from school or at home.



Digital resources are designed to enhance learning and to increase comprehension.

Digital Student Resources include:

- Digital versions of Student Edition and content handbooks
- Modified Text tool with audio playback
- Explorers, “Reid on the Road”, and “Why Study History?” videos
- Online assessments
- Image gallery of photographs
- Interactive maps
- Note-taking features

Digital Teacher Resources include:

- All of the student materials
- Digital Teacher’s Editions
- Lesson plans
- California Standards Correlation Tool (search by keyword or by standard)
- Assignment/Assessment feature
- Gradebook



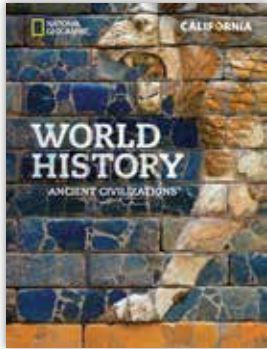
Grade 8, U.S. History American Stories Beginnings to World War I (Digital).

Student Program Components

The National Geographic California middle school History-Social Science program is available in both print and digital formats. All Student Editions and ancillaries are also available in Spanish.

All student materials are available in Spanish

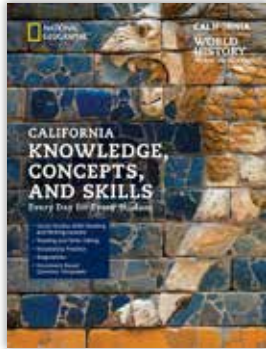
Grade 6, National Geographic World History Ancient Civilizations



Student Edition



Field Journal

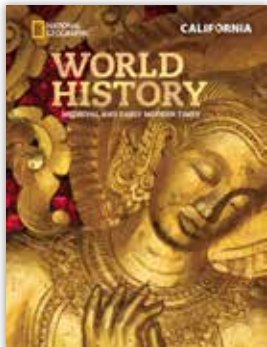


California Knowledge, Concepts, and Skills

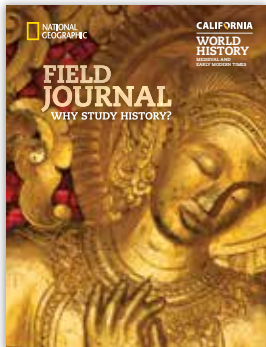


Digital Student Resources

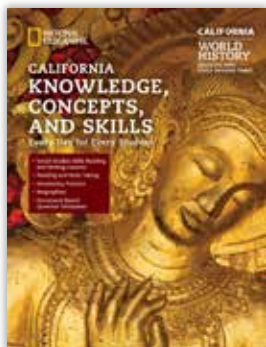
Grade 7, National Geographic World History Medieval and Early Modern Times



Student Edition



Field Journal

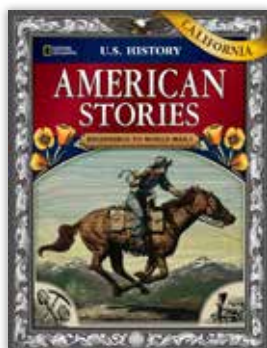


California Knowledge, Concepts, and Skills

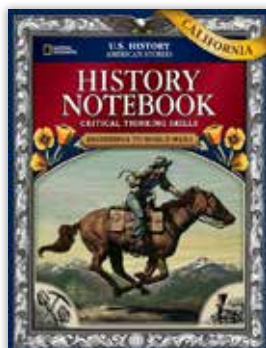


Digital Student Resources

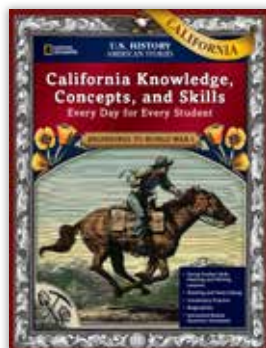
Grade 8, National Geographic U.S. History American Stories Beginnings to World War I



Student Edition



History Notebook



California Knowledge, Concepts, and Skills



Digital Student Resources

Now with Britannica LaunchPacks™ for U.S. History

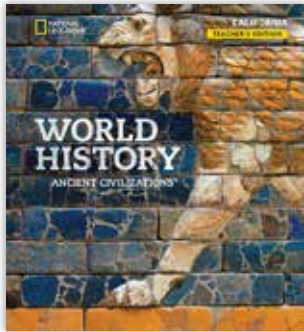


Teacher Program Components

Supplementary materials that support all programs are available online, saving teachers valuable time and resources. A complete Teacher’s Resource Package is also available in print for each grade 6, 7, and 8.



Grade 6, National Geographic World History Ancient Civilizations



Teacher’s Edition

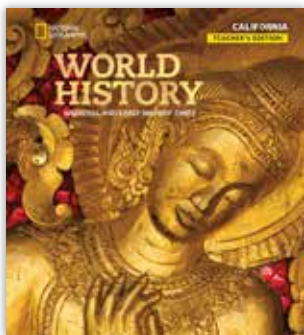


Digital Teacher Resources

Grade 6 World History Ancient Civilizations Teacher Resource Package includes:

- Teacher’s Edition (available in English and Spanish)
- Field Journal
- California Knowledge, Concepts & Skills Workbook
- California Knowledge, Concepts & Skills Workbook Answer Key
- Teacher Resources: Lesson Plans and Graphic Organizers
- California Social Studies Assessment contains
 - Chapter Pretests, Section Quizzes, Chapter Tests A & B, Unit Tests, and Answer Key
- California Social Studies ELA/ELD Connection: Developing Literacy in History contains
 - ELA/ELD Correlation Chart, Student Activities, Teacher Support, and Answer Key
- Teacher’s Edition Resource Pages

Grade 7, National Geographic World History Medieval and Early Modern Times



Teacher’s Edition

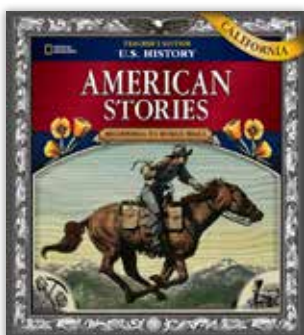


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Teacher’s Edition



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National Geographic Learning & You — Making History!

- Authentic National Geographic Content
- Student-Centered Learning through Inquiry
- Engaging & Motivating Activities that Meet the California History-Social Science Standards
- Universal Access
- Rich Instructional Resources
- Assessments in a Variety of Formats
- Digital Resources



YOUR NATIONAL GEOGRAPHIC LEARNING CALIFORNIA TEAM GRADES 6–8

NORTHERN CALIFORNIA/CARSON CITY & WASHOE CTY, NV Amador, Butte, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Napa, Nevada, Placer, Plumas, Sacramento, Shasta, Sierra, Siskiyou, Sonoma, Sutter, Tehama, Trinity, Yolo, and Yuba counties. Carson City and Washoe County, NV.	Rita Moen rita.moen@cengage.com	916-203-2511
SAN FRANCISCO BAY AREA Alameda, Contra Costa, Marin, Monterey, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano counties	April Estrada april.estrada@cengage.com	619-895-9029
CENTRAL CALIFORNIA Alpine, Calaveras, Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, San Benito, San Joaquin, San Luis Obispo, Stanislaus, Tulare, Tuolumne counties	Open	
LA METRO AREA Santa Barbara, Ventura, LA counties (excluding Compton, Inglewood, Los Angeles, Long Beach, Lynwood, and Santa Monica)	Patrick Morrison patrick.morrison@cengage.com	805-302-3865
LAUSD LAUSD, Compton USD, Inglewood USD, Long Beach USD, Lynwood USD, Santa Monica USD	Cynthia Bolden cynthia.bolden@cengage.com	562-508-0980
RIVERSIDE / SAN BERNARDINO COUNTY Riverside, San Bernardino counties	Vicki Rothwell vicki.rothwell@cengage.com	562-212-3554
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REGIONAL SALES MANAGER, CALIFORNIA Grades K–8	Pat Williams pat.williams@cengage.com	310-947-0978

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