

# WELCOME TO YOUR PROGRAM

Use this guide to review important features that make *California myWorld Interactive* the best choice for your classroom.

CALIFORNIA History-Social Science



CALIFORNIA Historia-Ciencias Sociales



## Look for These Features in Your Student Text:

The screenshot shows a page titled "Quest Document-Based Writing Inquiry". The main heading is "Become a Pharaoh-in-Training". Below it is a "Quest KICK OFF" section with a yellow background containing text and a small image of a pharaoh's head. To the right is a large image of an Egyptian obelisk. A numbered list of four steps (1-4) is on the left, each with a small icon and a brief description. Step 1: "Ask Questions". Step 2: "Investigate". Step 3: "Examine Primary Sources". Step 4: "Write Your Monumental Inscription". At the bottom, there is a note about the year being 1000 BCE and a reference to page 104.

1

### Inquiry

Start each topic with an **Active, Project-Based Inquiry Learning** experience that develops skills for active and responsible citizenship.

For examples, see:

**Gr. 6 - TE pg 104**

**Gr. 7 - TE pg 266**

**Gr. 8 - TE pg 246**

## Active Classroom

**Active Classroom Strategies** offer suggestions to actively engage students in lesson content.

For examples, see:

**Gr. 6 - TE pg 118**

**Gr. 7 - TE pg 292**

**Gr. 8 - TE pg 252**

2



### ACTIVE CLASSROOM

Use the Audio Tour strategy. Pair students. Have the first student give the second a verbal "tour" of the Pantheon. Have the second student explain its importance.

The screenshot shows a page titled "Analysis Skills" under "Identify Sources of Continuity". It includes a "Follow these steps to learn to identify sources of continuity in American society." section, a "Gather information about the society" section, a "Identify possible sources of continuity in the society" section, a "Choose the important sources of continuity" section, and a "Summarize what you discover" section. At the bottom, there is a "Secondary Sources" section with a detailed description of the Magna Carta and the English Bill of Rights.

3

### Content

Connect the mastery of **skills** and **content** to ensure students are able to engage in higher level cognitive demand and prepare for college and their careers.

For examples, see:

**Gr. 6 - TE pg 147 Detect Historical Points of View**

**Gr. 7 - TE pg 113 Compare Different Points of View**

**Gr. 8 - TE pg 156 Identify Sources of Continuity**

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## Look for These Additional Features:

**3 Examine Primary Sources**  
Examine the primary and secondary sources provided online or from your teacher. Fill in the chart to show how these sources provide further information about how to become a great pharaoh. The first one is completed for you.

Source	I am a great pharaoh because...
Hymn to the Nile	I fulfill all of my duties to worship the gods and keep them sending the flood waters to nourish the crops and feed the people.
Tomb of Tutankhamun	
Edwin Smith Surgical Papyrus	
Judgment of the Dead	
Luxury Products Imported by Ancient Egypt	

**INTERACTIVE**  
For extra help with Step 3, explore the 21st Century Skills section: Analyze Primary and Secondary Sources and Analyze Images.

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TOPIC 3

63

Ancient Egypt and Kush

**Quick Activity Explore Free Speech**  
With a partner or small group, examine this cartoon related to the Bill of Rights. It was created when George W. Bush was president.

To which amendment from the Bill of Rights does this cartoon relate? What point is the artist making with the signs in people's yards? Why does the man walking down the street say "America the Beautiful?"

**Did you know?**  
Not all countries allow free speech. In North Korea, Cuba, Libya, and others restrict the use of speech, the press, and allow citizens to criticize their government.

**Lesson 2 A Two-Party System Develops**

**Quick Activity Take Sides**  
Look at the political cartoon. Clearly, despite President Washington's warning against political parties, Americans were deeply divided over how the nation should be run.

**Team Challenge!** Are there ever times when speech should not be protected? Consider the situations below and discuss with your group whether or not each should be allowed. Put a check mark beside the examples of speech you think should be protected.

\_\_\_\_\_ Hamilton criticizes a member of Congress  
\_\_\_\_\_ book that gives information about endangering national security  
\_\_\_\_\_ ad that falsely claims a product will make you smarter  
\_\_\_\_\_ person that urges protesters to attack the police

\_\_\_\_\_ person who accuses a governor of stealing money  
\_\_\_\_\_ burning a cross in someone's front yard  
\_\_\_\_\_ protesters chanting in front of the White House  
\_\_\_\_\_ network or story exposing wrongdoing by the president

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TOPIC 2

61

A Constitution for

With a partner or small group, discuss the issues over which Democratic Republicans and Federalists disagreed. Decide whether you would support Hamilton's or Jefferson's views on the role of government.

**Team Challenge!** Still working with a partner or small group, list what you consider to be the strengths and weaknesses of having political parties in a nation. Use this list to write a three or four sentence paragraph explaining why you favor or oppose having political parties.

**Strengths**      **Weaknesses**

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TOPIC 3

80

The Early Republic



## Inquiry

**Quest Support** in the **Active Journal** guides students to ask questions and examine sources to synthesize information and demonstrate their learning.



## Active Classroom

**Active Classroom Strategies** in the **Active Journal** allow students to analyze information and discuss their interpretations in small and large groups.

**Quest Source 1: "The Borderlands on the Eve of War"**

**Quest**  
Discussion Inquiry

**The Borderlands on the Eve of War**

In this excerpt, historian David Weber describes the disorder in parts of Mexico before the war.

... this Republic of Mexico, which had no king nor none of the power that the Spanish majority had to demand loyalty and orthodoxy, was an **abstraction** (1). Mexico was a country in the process of inventing itself, and it was a place where different ideas about the nature of the state and society somehow **coexisted** (2). I think at this time the center seemed more of a threat to those parts than a force to bring those parts together. **Revolts** (3) were breaking out in Mexico as the government moved more and more toward the center, and the center was becoming stronger out in Sonora, which included a lot of what is Arizona today. Revolts in California, revolts in New Mexico, revolts in Texas. The Texas revolt happened to be the most successful, because Texas won on the very edge of the US, and got its independence from Mexico, and then joined the US. Other distant places like Yucatan broke away at the same time too, and stayed away several years before it was brought back into the Mexican fold.

It seems to me that Mexicans were **ambivalent** (4) in their loyalty toward Mexico to the extent that Mexico could not deliver the goods. Mexico could not defend them with troops. The Mexican economy was not able to produce enough wealth to pay for imports, so they had to import at reasonable prices and link the country to it economically. Mexican politics were in chaos, and the frontiersmen felt that they were neglected

**Close Reading and Vocabulary Support**

(1) An "abstraction" means a general idea or concept rather than a particular person, object, or event.  
(2) To "coexist" means to come together.  
(3) A "revolt" is an attempt to overthrow a government or break away from a government.  
(4) Governments of large areas can give power to local governments, known as "decentralization." This can "centralize" power in the national government. "Centralization" means keeping power in the national government.



## Content

Additional **Primary Sources** on **SavvasRealize.com** embedded throughout the lesson provide students opportunities to close read, use textual evidence, and develop writing skills.

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