

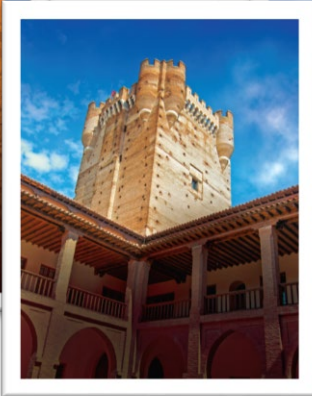
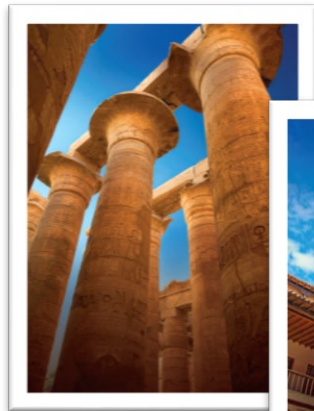
CALIFORNIA

myWorld

INTERACTIVE

Middle Grades

The Active Social Studies Classroom



Active Classroom

ACTIVE CLASSROOM strategies are just one of the ways California myWorld Interactive supports active learning. These strategies provide a ton of **cooperative learning** activities to get your students **actively involved** with the content. Students get to build their own arguments, collect evidence, and collaborate with others through a variety of strategies in every lesson.

Use the **Rank It** strategy to have students rank the most significant advantages of the American Revolution.



How does **myWorld Interactive** support active learning?

ACTIVE CLASSROOM

Use the **Take a Stand** strategy. Ask students whether they would have preferred to live in the Assyrian or Persian empire. Have them move to different sides of the room based on their answers. Groups should discuss reasons for their choice and appoint a representative to share them with the class.

ACTIVE CLASSROOM

After completing the Interactive Chart, have students use the **Rank** strategy to **rank** the advantages and disadvantages from most to least significant in the eventual outcome of the American Revolution, providing justification for their decisions. Poll the class to see if they agree.



Use the **Take a Stand** strategy to have students decide what empire they would have preferred to live in.

ACTIVE CLASSROOM strategies provide teachers with quick and effective activities to engage students as they explore a variety of concepts. They are embedded within lessons at point of use and are also located in the Front Matter section of the Teacher’s Edition as a bank of strategies.

Topic 4 LESSON 1

ACTIVE CLASSROOM

Have students use the Make Headlines strategy for the Interactive Timeline: Changing Voting Rights in Early America. Ask: If you were an investigative reporter writing about voting rights in the Jacksonian era, what would the headline be? Compose it as a Twitter post with a creative hashtag. Pass your headline to a partner for revision suggestions.

1824 Leads

How did the change in white men compared man? How did this African Americans Americans? (Even had won suffrage, free let the right to vote in African Americans were ge because they had did not vote in any

candidates held use, they all belonged ly. Help students relate which TV debates tly what a political each candidate from

decide to cross Adams, however, was unacceptable campaigning among the common people. In fact, to meet people he seemed hard and cold.

Lesson 4.1 • Jackson Wins the Presidency 249

ELD P.L.B.S

Bridging Combine challenging and unfamiliar vocabulary and language structures to speak to students about social groups in America. Ask students to summarize to a partner what was said in a few sentences.

WORKSHEET **TEACHER RESOURCES**

For additional ELD support addressing this standard, have students complete the Lesson ELD activity from the Teacher Resources found on the course.

ANSWERS

Summarize More Americans gained the right to vote so, including many white males who did not own land.

Infer Possible response: They may not have wanted to give up any of their own power.

Lesson 4.1 • Jackson Wins the Presidency 249



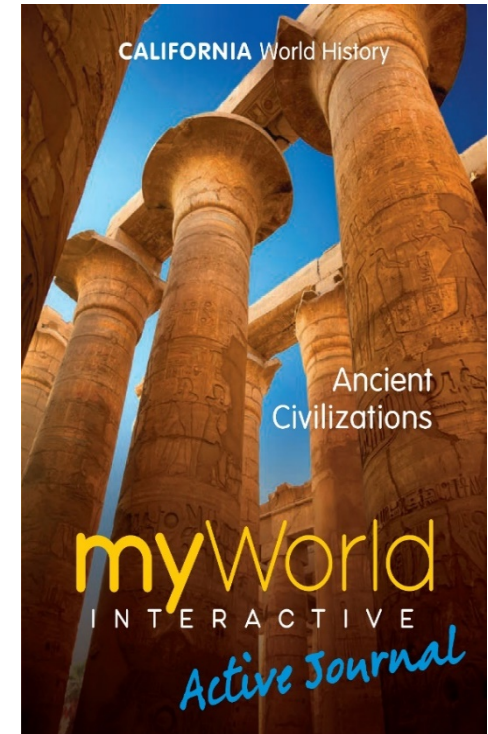
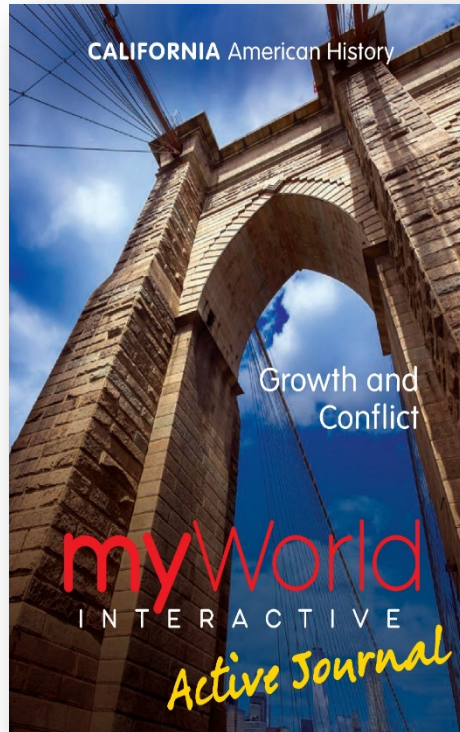
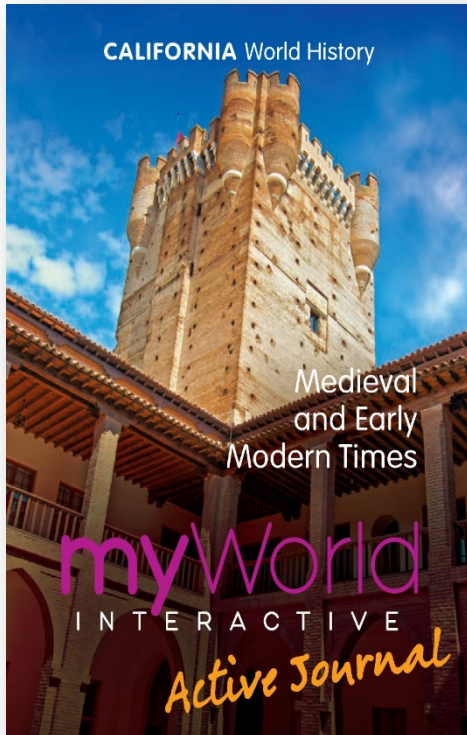
Active Classroom Strategies	
Activity Name	How to Activate
Quick Write	<ul style="list-style-type: none"> Ask students to write what they know about a key idea or term in 30 seconds.
Make Headlines	<ul style="list-style-type: none"> Have students write a headline that captures the key idea in a map, photo, timeline, or reading. Ask students to share their headline with a partner.
Circle Write	<ul style="list-style-type: none"> Break into groups and provide a writing prompt or key question. Have students write as much as they can in response to the question or prompt for one minute. Next have students give their response to the person on their right. That person should improve or elaborate on the response where the other person left off. Continue to pass each response to the right until the original response comes back to the first person. Each group then reviews all the responses and decides which is the best.
Write 1-G (or Write 5)	
Active Classroom Strategies	
Activity Name	How to Activate
Walking Tour	<ul style="list-style-type: none"> Post passages from a reading around the room. Ask small groups to tour the room and discuss each passage. Summarize each passage as a class. Alternatively, assign each small group to a passage and have them summarize that passage for the rest of the class.
Audio Tour	<ul style="list-style-type: none"> Ask students to work in pairs. Have the first student give the second a verbal "tour" of a map, graph, or infographic. Have the second student give the first an explanation of what the graphic shows.
My Metaphor	<ul style="list-style-type: none"> Post the following metaphor on the board: This (map, timeline, image, primary source) shows that _____ is like _____ because _____. Ask students to fill in the metaphor prompt based on their understanding of the source.
Act It Out	<ul style="list-style-type: none"> Choose an image in the lesson and ask students to think about one of the following questions as appropriate to the image: <ul style="list-style-type: none"> What may have happened next in this image? What may have happened just before this image? What do you think the people in this image are thinking? What do you think the people in this image are saying to each other?
If Photos/Images/ Art Could Talk	<ul style="list-style-type: none"> Ask the following questions about an image in the course: What do you think the person in this photo would say if they could talk? What's your evidence?

Embedded within lessons

Bank of strategies in Front Matter of TE

Active Journals

Active Journals provide students with consumable notebooks that include investigations and action-oriented **Quest** inquiry activities, **Essential Question** activities, **Writing Workshops**, **Quick Activities**, comprehensive note-taking and vocabulary support, as well as the creation of maps and timelines.



Quest activities provide an opportunity for students to develop questions, investigate a topic, synthesize information from different sources, and communicate their findings. There are several types of Quests: Project-Based Inquiry, Discussion Inquiry, and Document-Based Writing Inquiry.

Quest

Quest
Civic Discussion Inquiry

The Mexican-American War

On this Quest, you will explore sources and gather information about the Mexican-American War in the role of a modern historian. Then, you will participate in a civic discussion with other historians about the Guiding Question.

1 Ask Questions

As you begin your Quest, keep in mind the Guiding Question: Was the Mexican-American War justified? and the Essential Question: Why do people move?

What other questions do you need to ask in order to answer these questions? Consider that the dispute between the United States and Mexico over the boundary of the southern border of Texas remained hostile. Two questions are filled in for you. Add at least two questions for each category.


Theme Troubles with Mexico

Sample questions:

What were the hostilities about?

What was President Polk's view?

Theme Manifest Destiny and Westward Expansion



TOPIC 6 132 The Age of Jackson and Westward Expansion

Quest CONNECTIONS

2 Investigate


As you read about the Mexican-American War, collect five connections to help you answer the Guiding Question. Three connections are already chosen for you.

Connect to Colonies in Texas

Lesson 6 Americans Colonize Mexican Texas

Here's a connection! Read this section in your text. What does this event tell you about the significance of Texas and Mexico to the United States?

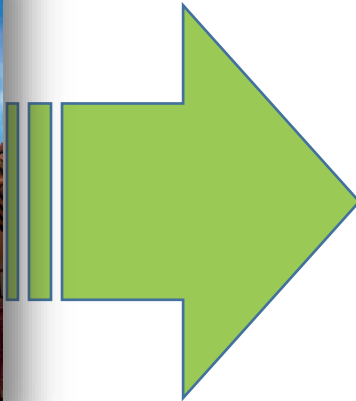
How did the United States' relationship with Mexico develop after Mexican independence from Spain?



TOPIC 6 134 The Age of Jackson and Westward Expansion

Active Journal

The Essential Question starts the inquiry process that continues throughout each topic. It helps students make connections. These questions address social studies standards that call for compelling questions at the heart of inquiry.



The Essential Question

TOPIC

3

Ancient Egypt and Kush Preview

Essential Question What makes a great leader?

Before you begin this topic, think about the Essential Question by completing the following activity.

1. List three qualities of a great leader. Then, circle the one leadership quality that you think is the most important.



2. Preview the topic by skimming lesson titles, headings, and graphics. Then, place a check mark next to the qualities that you predict will be true about the leaders of ancient Egypt and Kush.

powerful weak concerned about the afterlife
 wealthy respected uninterested in the arts
 religious monument builders

Writing Workshop and **Take Notes** features within students' Active Journals provide opportunities for students to practice literacy skills as they complete various activities.

Quick Activities within students' Active Journals encourage students to work collaboratively on short team challenges that dig deeper to explore program content.

Writing Workshop

Writing Workshop Narrative Essay

What was life like for people in ancient Mesopotamia? How did the environment affect the ways people lived? What technologies did they use to overcome challenges and solve problems?

Lessons 1 groups of group about them. Consider sex, and s with whom

With which character they would

Lesson 3 in Akkade Ur, or out time—on two to th

Writing Workshop Narrative Essay

As you read, build a response to this prompt: It is 1844 and your family has decided to move to Oregon. Write a journal entry describing the trip. The prompts below will help walk you through the process.

Lesson 1 Writing Task: Introduce Characters List the characters who will play important roles in your journal entry and explain why your family has decided to move west.

Lesson 2 Writing Task: Establish a Setting Describe the trail from your point of view. How does the setting affect your experiences?

Lesson 3 Writing Task: Organize Sequence of Events Anecdotes are short, amusing or interesting stories about an incident or person. Create an outline for your journal entry. Start with the planning of your trip. Then identify three anecdotes you could tell about your family's trip.

Planning for Trip

Anecdotes

TOPIC 6 156 The Age of Jackson and Westward Expansion

Take Notes

Lesson 3 Conflict with American Indians

Take Notes

Literary Skills: Cite Evidence Use what you have read in Lesson 3 to respond to the following statement: The lives of American Indians were radically changed when settlers arrived. Fill in the concept web below

Lesson 4 Westward Movement

Take Notes

Literary Skills: Classify and Categorize Use what you have read to complete the table below about the westward movement. The first entry has been completed for you.

Moving Westward		
New territories	Why people moved there	Life in the West
Oregon country	Northwest Ordinance opens up opportunities to buy and settle land	farming
Missouri territory		
Texas		
Land from Mexican cession		

INTERACTIVE

For extra help, review the 21st Century Tutorial: **Categorize**.

TOPIC 4 109 The Age of Jackson and Westward Expansion

Quick Activities

Lesson 4 The Byzantine Empire

Quick Activity Prepare a Statement

Every major event throughout history has had many causes and many effects. Select one of the four pictures below and write a brief statement that explains what it illustrates and its causes and effects.

Quick Activity Workers Needed!

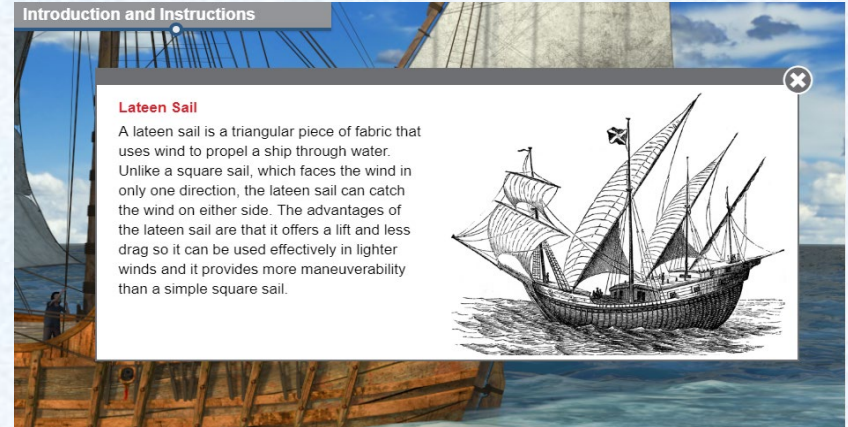
Examine the map showing the land use and major resources of South America.

South America: Land Use, Major Resources

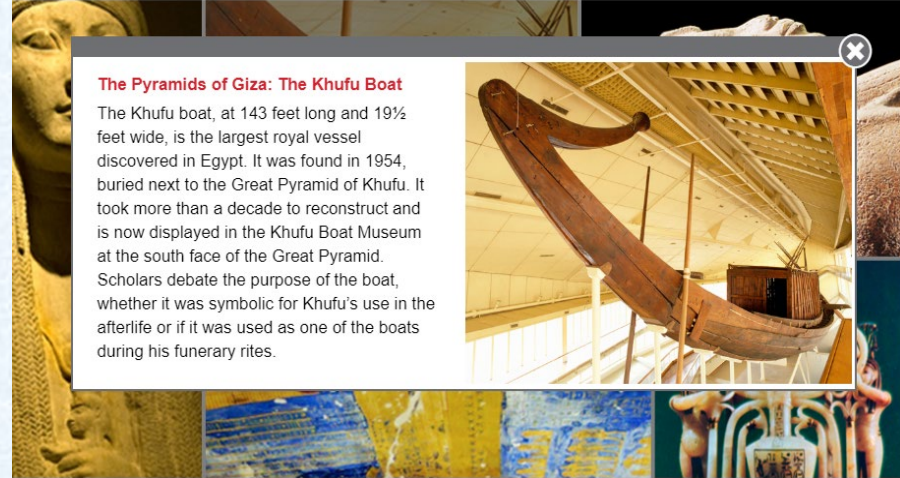
Team Challenge! With a partner, look at this map and think of a business you could start by taking advantage of one of South America's resources. Write a short ad to post on a business website to attract investors to invest money in your business. Mention where your business will be located and the resource it will use.

TOPIC 4 109 The Age of Jackson and Westward Expansion

Interactive 3-D Model

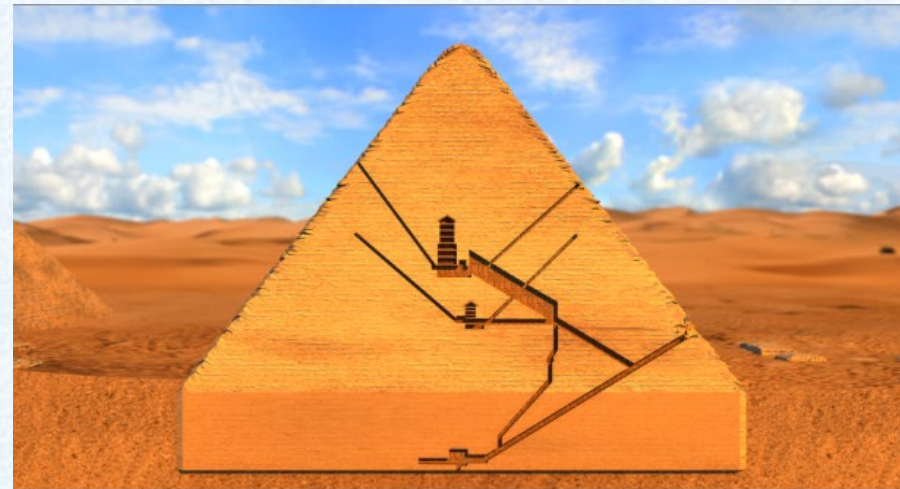


Interactive 3-D Models allow students to manipulate virtual objects and explore them from different perspectives, such as a seafaring ship.



The Pyramids of Giza: The Khufu Boat

The Khufu boat, at 143 feet long and 19½ feet wide, is the largest royal vessel discovered in Egypt. It was found in 1954, buried next to the Great Pyramid of Khufu. It took more than a decade to reconstruct and is now displayed in the Khufu Boat Museum at the south face of the Great Pyramid. Scholars debate the purpose of the boat, whether it was symbolic for Khufu's use in the afterlife or if it was used as one of the boats during his funerary rites.



Interactive 3-D Models provide students with opportunities to actively experience history. Want to see the Egyptian Pyramids...no problem!

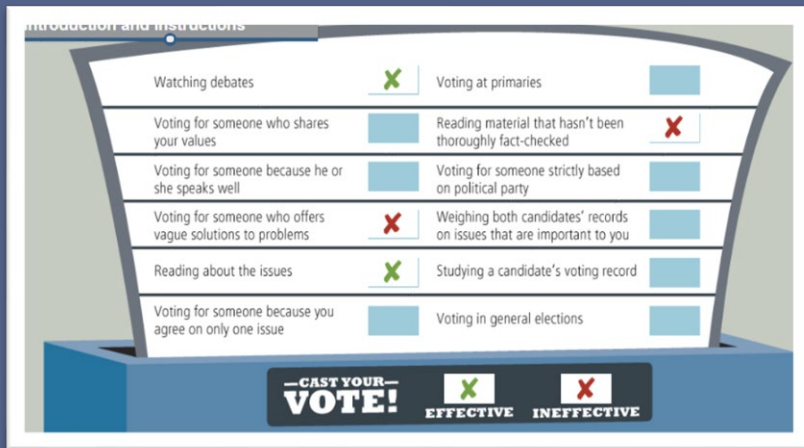
Interactive Charts

Engaging

Fun

Formative Feedback

Dynamic



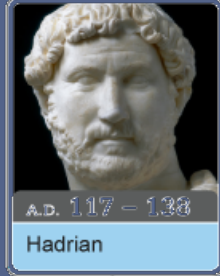
Interactive Chart: Voting Responsibility

What should I consider when I vote?
Should I watch the debates?
Students learn what is effective and ineffective in this engaging activity.

Interactive Chart: Confucianism and Daoism

Want to read a quote from Confucius? Well, it's only a click away!

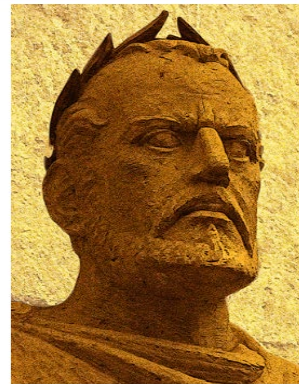
Interactive Timelines



Diocletian

Diocletian reinstated order to the empire after the prior century's near destruction. He divided the empire to rule efficiently, managing the east while Maximian governed the west. He centralized the government into a type of absolute monarchy and took the army out of politics. He created an administrative branch of the government, known today as the bureaucracy. In addition:

- Diocletian fixed prices to control inflation.



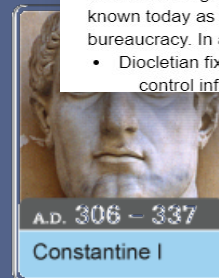
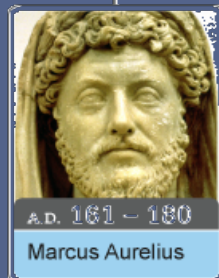
27 BC

AD 98

AD 117

AD 161

AD 284



Interactive Timelines organize content into meaningful displays. In this example, students actively explore Roman rulers by clicking the various pictures along the timeline to gather more information.

Interactive Maps

Introduction and Instructions

Pampas
 The Pampas is a vast grassland in Argentina, much like the Great Plains of the United States. While the land looks flat, it is actually tilted slightly from higher elevations near the Andes in the west to very low

ELEVATION

More than 13,000 feet	More than 3,960 meters
6,500-13,000 feet	1,980-3,960 meters
1,600-6,500 feet	480-1,980 meters
650-1,600 feet	200-480 meters
0-650 feet	0-200 meters
Below sea level	Below sea level

Country border
 ▲ Highest point in the region

0 1,000 mi
 0 1,000 km
 Lambert Azimuthal Equal Area Projection

Interactive Maps offer opportunities for students to learn how location, climate, resources, and politics shape a region.

So what are the major features of South America that make it special? Students simply click a spot on the map to learn more.

WORD BANK

- Altiplano
- Amazon River
- Andes Mountains
- Lake Maracaibo
- Pampas
- Río de la Plata

ELEVATION

More than 13,000 feet	More than 3,960 meters
6,500-13,000 feet	1,980-3,960 meters
1,600-6,500 feet	480-1,980 meters
650-1,600 feet	200-480 meters
0-650 feet	0-200 meters
Below sea level	Below sea level

Country border
 ▲ Highest point in the region

0 1,000 mi
 0 1,000 km
 Lambert Azimuthal Equal Area Projection

The best part is students can check their understanding and get **instant feedback!**

WORKSHEET **TEACHER RESOURCES**

Have students who need additional support use the following worksheets from the Teacher Resources.

- Reading Resources
- English Language Learners
- Lesson Plans



Mansa Musa's Hajj A hajj, or religious journey to the holy city of Mecca, is one of the duties of a faithful Muslim. In 1324 Mansa Musa made a great hajj. He set off from Mali with a caravan of twelve thousand attendants and more than 80 camels loaded with bags of gold dust. Arab writers of the time were amazed by Mansa Musa's great wealth. It was reported that he spent so much gold in Cairo that he upset the economy of Egypt for years. His great hajj brought world attention to the empire. North Africans, Asians, and Europeans began to understand just how wealthy and advanced the

READING CHECK Draw Conclusions Why do people in Mali still revere Sundiata?

Did you know?

"Timbuktu" has long been used in the English language as a term to refer to faraway and mysterious places.

INVESTIGATE

Rise of Mali

Discuss the rise of Mali. Why was Sundiata such a significant figure? How did cultural exchange affect Mali?

Explain Historical Continuity Why was the information that "the Malinke tired of Sumanguru's cruel rule" communicated through oral history? (History was recorded and passed down via griots, with no widespread written language at this time.)

Synthesize How would you describe Sundiata as a leader? (Sample response: He was smart, fair, and cared about his people and his nation.) Why do you think so? (Sample response: He ruled with an assembly of kings instead of by himself; he created laws that brought order to his kingdom; he allowed women to serve in government.)

Check Understanding Because it was the center of trans-Saharan trade, Mali became a site of cultural exchange. What would be exchanged in such a place? (ideas, religions, customs, languages, foods, natural resources, agricultural products, gold.) What type of place is an example of cultural exchange in today's world? (a large city such as New York or London)

ANSWERS

Categorize Islamic scholarship and ideas
Draw Conclusions Sundiata's conquests and wise rule made him a folk hero whose legend was kept alive by griots.

INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

Connecting Review Exchanges at Mali with students.

Emerging Display, then read, these two sentences for students: Sundiata proved to be a wise ruler. He called himself mansa, or emperor. Help students combine these two sentences into a condensed, precise statement, such as: Sundiata proved to be a wise ruler who called himself mansa, or emperor.

Expanding Instruct partners to read the text and identify short simple statements. Then have them combine these statements. After they finish, have partners share their sentences with another pair.

Bridging Instruct students to identify statements from the text that they can combine. Have students share their new sentences with the class.

5 BIOGRAPHY Things to Know About MANSA MUSA
 Ruler of Mali (re. 1290s–c.1335)



- Records are unclear, but Mansa Musa may have been related to Mali's great ruler, Sundiata.
- At the time of his reign, his empire was one of the largest and richest in the world.
- During his pilgrimage to Mecca, he spent so much gold that the economy of Cairo still had not recovered 12 years later.
- By building centers of learning, including universities, he helped foster Islamic education.
- He changed Mali's system of government to conform to Islamic law.

Critical Thinking How did Mansa Musa have a lasting legacy?

ELD.P.I.C.7

WORKSHEET **TEACHER RESOURCES**

For additional IELD support addressing these standards, have students complete the Lesson ELD activity from the Teacher Resources found on the course.

What Was Mali Like at Its Peak?

Discuss the continued rise of Mali and Mansa Musa's role in making the empire respected and prosperous. What impact did Muslim culture have on Mali?

Describe How did Mansa Musa change Mali? (He made the empire bigger; he made Mali a center of Muslim learning and art.)

Interpret Economic Indicators Why did Mansa Musa's time in Cairo change Egypt's economy so much? (He made gold more plentiful. This lowered the value of all the gold in Egypt. By devaluing gold, Mansa Musa inadvertently reduced the buying power of Egyptians who already possessed gold.)

Sequence Events How did Mansa Musa change Mali when he returned from his hajj? (He brought Muslim scholars, artists, and teachers with him and made the cities of Gao and Timbuktu centers of Muslim scholarship.)

Draw Conclusions Have students read the Five Things to Know about Mansa Musa. Ask: How would you describe Mansa Musa as a ruler? (He was a very capable ruler who greatly improved his nation.) Why did you come to this conclusion? (He expanded the Mali empire and made it a center of culture and learning.)

ANSWERS

Critical Thinking Mansa Musa introduced Islam to Mali and established centers of learning.

Reading Checks are positioned strategically throughout each lesson to check comprehension and ensure students interact with the text as they read. You can also use them as a whole-class discussion point to encourage collaboration and connections to the content.



realizereader™

▼ Explore

The Essential Question

What should governments do?

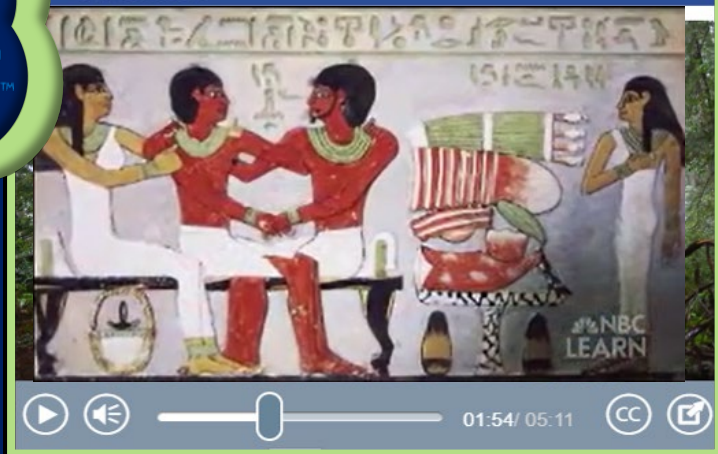
South America's thriving native cultures were conquered by Europeans in the 1500s. Since then, countries have formed and won independence. But governments on the continent sometimes face difficult challenges. How should they use their resources? What is best for all their people?



Online Notebooks

on **Savvas Realize**® provide opportunities for students to respond to the content throughout a lesson.

Watch



Videos

The Essential Question and topic videos encourage excitement, curiosity, and active involvement at the start of every topic.

Discussion Board prompts provide opportunities to encourage **classroom conversations** and **engagement**. These prompts are located at the end of every lesson on the side panel of the Teacher's Edition.



Topic 7 LESSON 2

HSS.7.4.1, 7.4.3, 7.4.4; ELD.P1.A.2; ELD.P1.C.10.a

Legacy of Empires

Discuss the legacy of the empires of Ghana, Mali, and Songhai.

Identify Supporting Details What are some ways the **legacy** of the Ghana, Mali, and Songhai remains present in West Africa today? (Millions still speak the languages of Mali and Songhai. Markets and farming are important to the economy. Many practice Islam as well as traditional religions.)

SYNTHESIZE

Assess and Reteach Have students use a Think-Pair-Share strategy to complete Lesson Check questions 1–6. Review the answers with the class. If any answers are incorrect, use the Guiding Questions to discuss the lesson's main ideas.

ACTIVE JOURNAL

Writing Workshop Have students complete the Lesson 2 Writing Task in their Active Journals by adding details from this lesson to support the thesis statement they wrote in the previous lesson.

DEMONSTRATE

ASSESSMENT ONLINE LESSON QUIZ

Assign the Online Lesson Quiz for this lesson if you haven't already done so. Students will be offered automatic remediation or enrichment based on their score.

DISCUSSION DISCUSSION BOARD

Post this question to the class on the Discussion Board:

Analyze How did trade play a vital role in the development of Mali? *(Its location on the trade routes brought new ideas and knowledge to Mali; eventually cities like Timbuktu became centers of scholarship.)*

ANSWERS

Identify Supporting Details Arabic was the official language of the government.



A historian from Timbuktu described the effects of the invasion on Songhai:

Primary Source

"From that moment on, everything changed. Danger took the place of security; poverty of wealth. Peace gave way to distress, disasters, and violence."

—Abd al-Rahman al-Sadi

▲ Many valuable Islamic manuscripts are stored in Timbuktu.

The invasion caused the Songhai empire to collapse. Its once-thriving cities fell into ruin.

READING CHECK Identify Supporting Details Why were Songhai's laws written in Arabic?

Legacy of Empires

ASSESSMENT ONLINE LESSON QUIZ

Assign the Online Lesson Quiz for this lesson if you haven't already done so. Students will be offered automatic remediation or enrichment based on their score.

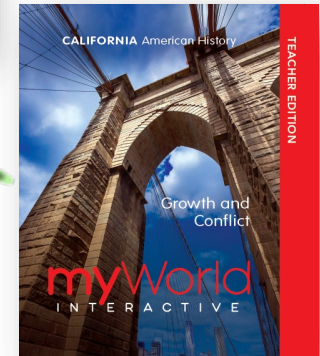
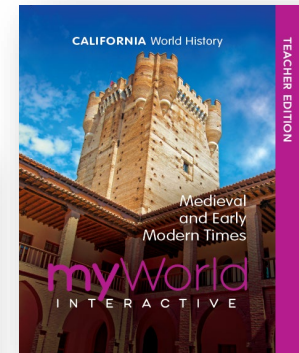
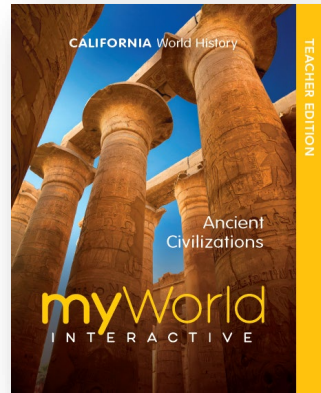
DISCUSSION DISCUSSION BOARD

Post this question to the class on the Discussion Board:

Analyze How did trade play a vital role in the development of Mali? *(Its location on the trade routes brought new ideas and knowledge to Mali; eventually cities like Timbuktu became centers of scholarship.)*

statements. DOK3

Need additional tips?



Look no further than the **Front Matter** of your **Teacher's Edition**.

Thank you!

