

Grade 8 PATHWAYS & CROSSROADS

Big Ideas	Curricular Competencies / Content		
	Pathways (The Medieval World)	Pathways (Civilization, Contact, and Change)	Crossroads (Colonialism and Conflict)
Big Ideas	Student Resource	Teacher eGuide Notes	Weblinks
Contact and conflict between peoples stimulated significant cultural, social, and political change.	Chapter 5- King John and the Magna Carta p. 164-165; Chapter 5- Crusades p. 168-171; Chapter 6- Europe and Trade p. 176; Chapter 7- Ainu p. 215; Chapter 7- China and Japan p. 217-222; Chapter 7- Japan and European Contact p. 234-236; Chapter 8- Trade in Africa p. 254-269	Interactive Timeline Chapters 5-8; p. 217 Reading Anchor, p. 219 Infospot; p. 234 Reading Anchor	Chapter 5, p. 146, William the Conqueror, The Domesday Book Online; Chapter 5, p. 146, William the Conqueror, The Battle of Hastings-1066; Chapter 6, p. 191, Hundred Years' War, Major Battles; Chapter 6, p. 192, Battle of Agincourt, BBC-Agincourt; Chapter 6, p. 192, Battle of Agincourt, Eyewitness to History; Chapter 7, p. 215, The Ainu, Ainu Museum
	Chapters 10-12	Chapter 10 Interactive Timeline p. 310-11; p. 321 Comparing Viewpoints Feature Notes; p. 373 Reading Anchor	Chapter 11, p. 367, Atlantic Slave Trade, BBC News: Focus on Slave Trade; Chapter 11, p. 367, Atlantic Slave Trade, PBS: The African Slave Trade and the Middle Passage
	Chapters 1-3 (main coverage)	p. 4 Chapter 1 Overview; p. 6 Chapter 1 Interactive Timeline; p. 12 Reading Anchor; p. 25 Worksheet; p. 41 Critical Inquiry; p. 43 Critical Inquiry; p. 51 Infospot; p. 71 Reading Anchor; p. 77 Critical Inquiry; p. 78 Chapter 3 Overview; p. 80 Chapter 3 Interactive Timeline; p. 94 Critical Inquiry; p. 108 Fast Forward Feature Note; p. 108 Critical Inquiry; p. 114 Critical Inquiry	Chapters 1-2 (Main Coverage)
Human and environmental factors shape changes in population and living standards.	Introduction- Exploring Civilisations p. viii-ix; Chapter 6; Chapter 7- Japan's Geography p. 208-213; Chapter 8- African Geography p. 240-249	p. 216 Web 2.0, p. 217 Differentiated Learning, p. 216 Critical Inquiry; Chapter 8 Overview Chapter Hook; p. 239 Reading Anchor; p. 240 Reading Anchor; Chapter 8 Interactive Timeline pp. 240-1, p. 270 Web 2.0	Chapter 6, p. 195, The Black Death, History.com; Chapter 6, p. 195, The Black Death, BBC: Jury Out on Black Death culprit; Chapter 6, p. 196, Pandemics Today, CBC Digital Archives; Chapter 8, p. 245, Desertification in Africa Today, FAO of the UN; Chapter 8, p. 265, Great Zimbabwe, BBC-The Story of Africa
	Chapter 10 pp. 324-325; Chapter 12 pp. 364-383	p. 276 Reading Anchor; p. 281 Exploring Sources Feature Notes, Reading Anchor; p. 285 Critical Inquiry; p. 373 Critical Inquiry	
	Chapter 1 pp. 6-7, 10-11, 40; Chapter 2, Figure 2-3 p. 46, p. 50; Chapter 3 pp. 80-88, 94, 98-99	p. 36 Building Your Skills Feature Notes; p. 40 Critical Inquiry; p. 44 Chapter 2 Interactive Timeline University of Toronto; p. 46 Figure 2-3 Answers; p. 79 Critical Inquiry; p. 80 Chapter 3 Interactive Timeline; p. 114 Critical Inquiry	
Exploration, expansion, and colonization had varying consequences for different groups.	Chapter 5- The Crusades p. 168-171; Chapter 6- Trade, p. 176; Chapter 7- The Ainu and Yayoi p. 215; Chapter 8 -Africa p. 254-269	Interactive Timeline Chapter 6 p. 176-7; Interactive Timeline Chapter 7 pp. 208-9, Chapter 8 p. 240-1;	
	Chapters 10, 11	Chapter 10 Overview p. 308; p. 308 Critical Inquiry; Chapter 10 Interactive Timeline p. 310-11; Chapter 12 Overview	
	Chapters 1-3 (main coverage)	p. 4 Chapter 1 Overview; p. 6 Chapter 1 Interactive Timeline; p. 12 Reading Anchor; p. 41 Critical Inquiry; p. 43 Critical Inquiry; p. 51 Infospot; p. 71 Reading Anchor; p. 77 Critical Inquiry; p. 78 Chapter 3 Overview; p. 80 Chapter 3 Interactive Timeline; p. 94 Critical Inquiry; p. 108 Fast Forward Feature Note; p. 108 Critical Inquiry; p. 114 Critical Inquiry	Chapters 1-3 (Main Coverage)
Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.	Chapter 6- Peasant's Revolt p. 200-201; Chapter 7- Japan Cuts off Contact p. 236	Interactive Timeline Chapter 5, Thomas Becket; Interactive Timeline Chapter 7 p. 209 1603 CE, 1635 CE	Chapter 5, p. 162, Thomas Becket, Eye Witness to History; Chapter 5, p. 164, The Magna Carta; Chapter 6, p. 200, The Death of Wat Tyler, The History Guide
	Chapter 9 pp. 292, 304, 307; Chapter 11 pp. 343-347, 352-353	Chapter 9 Interactive Timeline p. 277 1609 CE; p. 292 Religion and Civilization Feature Note; p. 304 Figure 9-26 Answers; p. 304 Web resources; p. 305 Critical Inquiry; Chapter 11 Interactive timeline p. 340-1	Chapter 11, p. 344, Martin Luther, PBS-Martin Luther; Chapter 11, p. 357, King Henry VIII's Quote, The Tudor's Website
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Thinking it Through, Exploring Sources Boxes, Fast Forward, Building Your Skills question boxes, as well as Looking Back Chapter Summary pages provide students with the opportunity to use inquiry processes throughout their reading of the textbook	Feature Notes, Critical Inquiry Questions, Reading Anchors, and Differentiated Learning examples provide students with opportunities to further their inquiry skills	
	Thinking it Through, Exploring Sources Boxes, Fast Forward, Building Your Skills question boxes, as well as Looking Back Chapter Summary pages provide students with the opportunity to use inquiry processes throughout their reading of the textbook	Feature Notes, Critical Inquiry Questions, Reading Anchors, and Differentiated Learning examples provide students with opportunities to further their inquiry skills	
	Thinking it Through, Exploring Sources Boxes, Fast Forward, Building Your Skills question boxes, as well as Looking Back Chapter Summary pages provide students with the opportunity to use inquiry processes throughout their reading of the textbook	Feature Notes, Critical Inquiry Questions, Reading Anchors, and Differentiated Learning examples provide students with opportunities to further their inquiry skills	
Key Skills			
Select a relevant problem or issue for inquiry.	Thinking it Through p. 154; Looking Back p. 205; Thinking it Through p. 246; Looking Back p.270		
	Looking Back pp. 337, 402	p. 275 Web 2.0; p. 401 Critical Inquiry	
	Fast Forward p. 25; Skills Tool Kit p. 348		
Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.	Thinking it Through pp. 154, 159, 165, 204, 213, 211, 233, 269; Looking Back p. 173; Comparing Viewpoints p. 184; Fast Forward pp. 190, 196, 256; Exploring Sources pp. 211, 235	Chapter 5 Overview - Chapter Hook, Using the Image, Using the Story; Fast Forward p. 149, Feature Note; Critical Inquiry p. 149; Chapter 6 Overview- Chapter Hook, Using the Spread, Using the Story; Chapter 6 Critical Inquiry p. 175; p. 193 Critical Inquiry; p.194 Critical Inquiry; p. 201 Critical Inquiry; p. 203 Reading Anchor; p. 203 Critical Inquiry; Chapter 7 Reading Anchor; Chapter 7 Overview Using the Image, Using the Story; Chapter 7 . 207 Critical Inquiry; p. 208 Reading anchors; p. 216 Critical Inquiry; p. 221 Exploring Sources Feature Note; p. 221 Exploring Sources Feature Note; p. 22 Critical Inquiry; p. 227 Fast Forward Feature Note; p. 228 Critical Inquiry; p. 234 Reading Anchor; p. 236 Critical Inquiry; p. 247 Critical Inquiry; p. 253 Critical Inquiry; p. 257 Critical Inquiry; p. 261 Reading Anchor; p. 268 Critical Inquiry	
	Thinking it Through pp. 285, 306, 322, 329, 358, 366, 370, 379, 383, 386, 394; Source Box p. 289; Fast Forward pp. 319, 335; Exploring Sources pp. 33, 368, 378, 382, 388 ; Figure 11-21 p. 364; Looking back p. 371; Figure 12-26 p. 397; Building Your Skills p. 399; Comparing Viewpoints p. 400	Chapter 9 Overview p. 275 Chapter Hook, p. 275 Critical Inquiry; p. 282 Zoom In Feature Note; p. 284 Critical Inquiry; p. 296 Critical Inquiry; p. 305 Critical Inquiry; p. 309 Reading Anchor; p. 309 Critical Inquiry; p. 321 Critical Inquiry; p. 329 Critical Inquiry; p. 339 Critical Inquiry; p. 345 Critical Inquiry; p. 360 Exploring Sources Feature Note; p. 364 Critical Inquiry; p. 367 Reading Anchor; Chapter 12 Overview; p. 373 Critical Inquiry, Reading Anchor; p. 374 Reading Anchor; p. 377 Critical Inquiry; p. 379 Critical Inquiry; p. 382 Exploring Sources Feature Note; p. 390 Zoom In Feature Notes; p. 392 Fast Forward Feature Notes; p. 394 Critical Inquiry; p. 402 Critical Inquiry	
	Fast Forward pp. 9, 25, 70, 85, 91, 101; Thinking it Through pp. 11, 19, 40, 50, 54, 59, 70, 76, 85, 94, 101, 107, 113; Exploring Sources pp. 17, 22, 74, 100; Comparing Viewpoints pp. 31, 76; Looking Back pp. 41, 77, 114; Building Your Skills p. 99; Unit 1 Activity p. 115	p. 5 Critical Inquiry, Reading Anchor; p. 11 Reading Anchor; p. 17 Reading Anchor; p. 20 Reading Anchor; p. 25 Critical Inquiry; p. 31 Critical Inquiry; p. 34 Zoom In Feature Notes; p. 43 Web 2.0, Reading Anchor; p. 54 Critical Inquiry; p. 55 Reading Anchor; p. 74 Differentiated Learning; p. 76 Comparing Viewpoints Feature Notes; p. 78 Chapter 3 Overview; p. 79 Reading Anchor; p. 80 Reading Anchor; p. 91 Fast Forward Feature Note, Worksheet, Critical Inquiry; p. 97 Critical Challenge; p. 100 Critical Inquiry; p. 102 Reading Anchor; p. 104 Revolutions Feature Note; p. 107 Differentiated Learning, Assessment; p. 109 Critical Challenge; p. 114 Critical Inquiry; p. 114 Critical Inquiry	

Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).		p. 376 Connecting Feature Notes; p. 378 Exploring Sources Feature Notes	
	Building Your Skills pp. 68-69	p. 68 Building Your Skills Feature Notes, Critical Inquiry	
Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).	Exploring Sources pp. 151, 167, 235, 246; Building Your Skills pp. 213, 247; Comparing Viewpoints p. 260		
	Chapter 9 p. 301; Chapter 10 p. 313; Chapter 11 pp. 350-351, 370; Chapter 12 p. 396	p. 376 Connecting Feature Notes; p. 378 Exploring Sources Feature Notes; p. 396 Exploring Sources Feature Notes	
	Introduction p. xv; Chapter 1 p. 24; Chapter 2 pp. 45, 46, 48, 63; Chapter 3 p. 109; Building Your Skills p. 36-7, 98-99; Unit 1 Activity p. 115; Map Appendix pp. 327-345	p. 45 Figure 2-2 Answers; p. 95 Reading Anchor; p. 109 Critical Challenge; p. 109 Reading Anchor	
Compare maps of early civilizations with modern maps of the same area.	Exploring Sources p. 246	p. 246 Exploring Sources Feature Note	
	Chapter 10 p. 310; Chapter 11 p. 341; Chapter 12 p. 387		
		p. 2 Unit 1 Overview Using the Spread	
Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).	Thinking it Through pp. 154, 159, 165, 172, 184, 222, 233, 236, 246, 260, 269; Looking Back pp. 205, 270		
	Thinking it Through pp. 280, 285, 293, 299, 306, 322, 329, 336, 346, 353, 366, 370, 379, 394, 401; Looking Back p. 307		
	Thinking it Through p. 25		
Represent information fairly and cite sources consistently.	Building Your Skills p. 155	p. 256 Web 2.0	
	Thinking it Through pp. 299, 306, 358, 392; Looking Back 337, 371, 402; Building Your Skills p. 351		
	Fast Forward p. 25; Looking Back pp. 41, 114; Skills Tool Box p. 349		
Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation)	Looking Back pp. 173, 205, 237, 270	p. 194 Web 2.0; p. 256 Web 2.0	
	Looking Back pp. 307, 337, 371, 402; Building Your Skills p. 317; Thinking it Through p. 336	p. 275 Web 2.0; p. 383 Web 2.0; p. 394 Critical Inquiry	
	Thinking it Through p. 25, 70; Looking Back p. 41		
Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.	Fast Forward pp. 149, 154, 245; Thinking it Through pp. 165, 172, 184, 194, 201, 204, 216, 222, 233, 236, 253, 260; Looking Back pp. 205, 237; Exploring Sources p. 211	Chapter 5 Overview - Using the Story; p. 149 Web 2.0; p. 159 Web 2.0; p. 193 Critical Inquiry; p. 222 Critical Inquiry; p. 228 Critical Inquiry; p. 237 Web 2.0; p. 247 Critical Inquiry; p. 268 Critical Inquiry	
	Thinking it Through pp. 280, 206, 322, 329, 346, 352, 358, 379, 386, 388, 392, 401, 402; Looking Back pp. 307, 337, 371; Fastforward pp. 319, 335; Company viewpoints p. 321; Figure 11-3 p. 342; Exploring Sources p. 368; Figure 12-26 p. 397	p. 284 Critical Inquiry; p. 305 Critical Inquiry; p. 321 Critical Inquiry; Chapter 11 Overview Using the Image; p. 339 Critical Inquiry; p. 346 Web 2.0; p. 367 Reading Anchor; p. 373 Critical Inquiry, Reading Anchor; p. 377 Critical Inquiry; p. 394 Critical Inquiry; p. 401 Critical Inquiry	
	Thinking it Through pp. 19, 32, 40, 59, 70, 76, 94, 101, 113; Fast Forward pp. 25, 85, 91, 101; Looking Back pp. 41, 77, 114; Exploring Sources p. 74; Comparing Viewpoints pp. 76, 107; Building Your Skills p. 99; Unit 1 Activity p. 115; Skills Tool Box p. 350	p. 9 Web 2.0; p. 17 Reading Anchor; p. 19 Critical Inquiry; p. 20 Reading Anchor; p. 22 Exploring Sources Feature Notes; p. 25 Critical Inquiry; p. 26 Reading Anchor; p. 32 Reading Anchor; p. 55 Reading Anchor; p. 71 Reading Anchor; p. 91 Web 2.0, Fast Forward Feature Note, Worksheet; p. 97 Critical Challenge; p. 108 Critical Inquiry; p. 114 Critical Inquiry	
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Assess the significance of people, places, events, or developments at particular times and places (significance)			
Key Questions			

Which explorer had the greatest impact on the colonization of North America?	Chapter 10 p. 318-322	p. 311 Web resources; Chapter 10 Interactive timeline p. 310-11; p. 364 Infospot	Chapter 9, p. 289, Humanism and the Renaissance, Early Modern Europe
	Chapter 1 pp. 12-25; Chapter 3 pp. 109-113	p. 6 Chapter 1 Interactive Timeline Technology; p. 109 Reading Anchor	Chapter 1, p. 18, Jacques Cartier, Canadian Museum of Civilization; Chapter 1, p. 21, Canadian Museum of Civilization; Chapter 1, p. 34, Life on a Seigneurie, Canadian Museum of Civilization
Should the printing press be considered a more important turning point in human history than the Internet? Explain why or why not.	Chapter 9 pp. 300-301; Thinking it Through p. 306	Unit 3 Overview, Examining the Images, Chapter 9; p. 302 Fast Forward Feature Note; p. 350 Critical Inquiry	
	Introduction p. xvii		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)			
Sample Activity			
Create a timeline of key events during this period and rank which are the most significant.	Thinking it Through p. 236	Differentiated Learning p. 146; Differentiated Learning p. 176; Differentiated learning p. 204; Differentiated Learning p. 208	
		p. 276 Differentiated Learning; p. 301 Differentiated Learning; p. 305 Differentiated Learning; p. 323 Differentiated Learning; p. 340 Differentiated Learning; p. 351 Web 2.0; p. 374 Differentiated Learning	
		p. 4 Chapter 1 Overview; p. 6 Differentiated Learning; p. 44 Differentiated Learning; p. 78 Chapter 3 Overview; p. 80 Differentiated Learning	
Key Question			
Which had more impact on the world: Indian Ocean trade or the Italian Renaissance?	Chapter 9 (Renaissance)	Chapter 9 Interactive Timeline p. 276-7; p. 276 Web Resources, Reading Anchor, p. 281 Exploring Sources Feature Note, Reading Anchor; p. 297 Critical Inquiry; p. 300 Web Resources	
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)			
Sample Activity			
Distinguish between primary and secondary sources.		p. 320 Exploring Sources Feature Note; p. 348 Zoom In Feature Note; p. 353 Exploring Sources Feature Note; p. 361 Zoom In Feature Note; p. 380 Exploring Sources Feature notes; p. 388 Exploring Sources Feature Notes; p. 396 Exploring Sources Feature Notes	
	Chapter 2, Figure 2-20, p. 73; Building Your Skills p. 69; Skills Tool Box p. 352	p. 2 Unit 1 Overview Using the Spread; p. 17 Critical Inquiry, Exploring Sources Feature Notes; p. 100 Exploring Sources Feature Note, Critical Inquiry	
Assess the accuracy of sources (e.g., consider when they were created, recognize ambiguity and vagueness, distinguish conclusions from supporting statements, analyze logic or consistency of conclusions in terms of evidence provided)	Building Your Skills pp. 155, 180-181; Thinking it Through p. 153		
	Comparing Viewpoints p. 291; Thinking it Through p. 306; Building Your Skills pp. 317, 351; Exploring Sources pp. 320, 378; Competing Viewpoints 321, 356; Figure 12-16 p. 385; Unit Activity p. 403	Chapter 11 Overview Using the Image; p. 346 Web 2.0; p. 320 Exploring Sources Feature Note; p. 348 Zoom In Feature Note; p. 353 Exploring Sources Feature Note; p. 361 Zoom In Feature Note; p. 380 Exploring Sources Feature notes; p. 388 Exploring Sources Feature Notes; p. 396 Exploring Sources Feature Notes	

evidence provided).	Looking Back pp. 41, 114; Figure 2-20 p. 73; Exploring Sources p. 100; Skills Tool Kit pp. 347, 354	p. 17 Exploring Sources Feature Notes; p. 22 Differentiated Learning; p. 68 Building Your Skills Feature Notes, Critical Inquiry; p. 78 Chapter 3 Overview; p. 100 Exploring Sources Feature Notes	
Identify biases that influence documents (e.g., articulate different points of view, such as a landholder's or tenant's, on topics or issues; identify authors' motives and describe how that could affect their reliability as a source; determine whether sources reflect single or multiple points of view).	Thinking it Through p. 153; Source Box p. 169; Building Your Skills p. 180-1; Exploring Sources pp. 193, 201	p. 235 Exploring Sources Feature Notes; p. 260 Comparing Viewpoints Feature Notes	Chapter 5, p. 170, The Crusader Queen, Fordham University
	Exploring Sources pp. 320, 368, 382; Comparing Viewpoints pp. 321, 356, 400	p. 308 Figure 10-1 Answers; p. 356 Comparing Viewpoints Feature Note; p. 320 Exploring Sources Feature Note; p. 348 Zoom In Feature Note; p. 353 Exploring Sources Feature Note; p. 361 Zoom In Feature Note; p. 380 Exploring Sources Feature notes; p. 388 Exploring Sources Feature Notes; p. 396 Exploring Sources Feature Notes; p. 400 Comparing Viewpoints Feature Notes	
	Exploring Sources pp. 17, 100; Looking Back p. 41; Skills Tool Kit p. 347	p. 2 Unit 1 Overview Using the Spread; p. 17 Critical Inquiry, Exploring Sources Feature Notes; p. 22 Differentiated Learning; p. 31 Critical Inquiry; p. 68 Critical Inquiry; p. 100 Exploring Sources	
Locate and use relevant data			
	Skills Tool Kit p. 350	p. 284 Critical Inquiry; p. 378 Web 2.0	
Evaluate the value of literature from this period (e.g., <i>Canterbury Tales</i> , <i>The Tale of Genji</i>) as a historical record.	Thinking it Through p. 172, question 3	p. 202 Infospot	Chapter 5, p. 166, Medieval Travel Writing, Medieval Writing
	Comparing Viewpoints p. 291; Exploring Sources p. 362.; Source Box p. 386	p. 362 Exploring Sources Feature Note	
Key Questions			
How did the changing understanding of geography and astronomy affect how people perceived the world and their place in it?	Thinking it Through p. 172		
	Chapter 9 pp. 304-305; Chapter 10 p. 310; Thinking it Through p. 322	Chapter 9 Interactive Timeline p. 277 1543 CE, 1609 CE	
What do different systems of mapping and cartography indicate about the cultures from which they emerged?	Exploring Sources p. 167	p. 167 Critical Inquiry Feature Notes	
	Chapter 9 p. 310, Chapter 10 p. 316	Chapter 10 Interactive Timeline p. 310	
	Chapter 3 pp. 110-112		
Which sources of information from this period are the most reliable?		Critical Inquiry p. 145; Critical Inquiry p. 167; Chapter 7 Interactive Timeline NOVA Origins of the Ainu; p. 257 Infospot	
		p. 303 Figure 9-24 Answers; p. 361 Zoom In Feature Note; p. 378 Web Resources	
		p. 17 Critical Inquiry; p. 78 Chapter 3 Overview	
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change)			
		Chapter 9 Interactive Timeline p. 276-7; p. 340 Reading Anchor	
Key Questions			
In what ways did the Industrial Revolution transform societies?			
Did the First Industrial Revolution in Britain result in an improvement in living standards for most people?			
Which development produced greater change: the Second Industrial Revolution or the First Industrial Revolution?			
	Long term consequences p.171; Contact with Asia p.172; China's influence in Japan pp. 217-222; Japan's contact with Europe pp. 234-236; Trade in Africa pp. 254-269	Chapter 8 Interactive Timeline p. 240	Chapter 8, p. 265, Great Zimbabwe, BBC- The Story if Africa

How do the increasingly global networks of this period compare to present-day global networks?	Chapter 10 p. 313, Chapter 12 p. 390	Chapter 10 Interactive p. 309-310; Chapter 12 Interactive timeline p. 364-5	
	Chapter 1, Beginning of Fur Trade pp. 19-25; Chapter 2, Colonisation and Slavery pp. 44-54; Chapter 3, Trade		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)			
		p. 343 Web 2.0; p. 342 Critical Inquiry; p. 371 Critical Inquiry	
Sample Activity			
Analyze whether an event was caused by underlying systemic factors (e.g., social unrest, economic decline) or by an unpredictable event (e.g., disease, natural disaster)		Exploring Sources Feature Notes p. 153; Chapter 6 Interactive Timeline p. 176 1347 CE; p. 199 Critical Inquiry	
	Chapter 11, Figure 11-3, p. 342; Reformation pp. 340-357	p. 371 Critical Inquiry	
	Thinking it Through p. 59	p. 59 Web 2.0	
Key Questions			
How did the Black Death cause the end of feudalism and the Middle Ages in Europe?	Chapter 6 pp. 195-197		
What would have been the impacts if the indigenous peoples of the Americas had been immune to smallpox and other diseases?	Chapter 10 pp. 331, 334	p. 337 Critical Inquiry	
	Chapter 2 p. 45		
What kinds of negative consequences can result from a positive event, and what kinds of positive consequences can result from a negative event (e.g., the role of the Black Death in breaking down the feudal system; ethnic violence resulting from colonial independence)?	Effects of Black Death p. 197; Effects of Crusades p. 171	Critical Inquiry p. 157; Chapter 6 Interactive Timeline p. 176 1347 CE BBC History: The Black Death; Chapter 6 Interactive Timeline p. 176 1358 CE Plague and Economics; p. 199 Critical Inquiry	
	Chapter 10 p. 334-335; Chapter 11 pp. 367-368	p. 335 Fast Forward Feature Notes	
	Chapter 3 p. 102-106, Consequences of Fur Trade	p. 107 Critical Inquiry; p. 114 Critical Inquiry	
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	The Exploring Sources, Thinking it Through, Fast Forward, and Comparing Viewpoints boxes allow students to explore and evaluate different perspectives and compare them to the present.		
		p. 70 Critical Inquiry; p. 114 Critical Inquiry	
Sample Activities			
Gather and evaluate sources that provide information about perspectives on past or present people, places, issues, or events during a particular period of history.	Building Your Skills p. 155; Source Box p. 166; Building Your Skills pp.180-181; Thinking it Through p. 194, 216, 233, 246, 260, 270		
	Thinking it Through pp. 299, 306, 358; Comparing Viewpoints p. 291 350-351; Looking Back p. 402	p. 345 Critical Inquiry; p. 346 Web 2.0; p. 383 Web 2.0; p. 394 Critical Inquiry; p. 401 Critical Inquiry; p. 402 Web 2.0	
	Fast Forward p. 25, 392; Looking Back p. 41, 114; Building Your Skills pp. 68-69,	p. 17 Critical Inquiry; p. 22 Differentiated Learning; p. 54 Reading Anchor; p. 91 Web 2.0; p. 91 Critical Inquiry	
Compare the level of respect for the natural environment in different societies.		Chapter 7 Web Resources Ise Grand Shrine; Chapter 7 Interactive Timeline p. 208 10 000 BCE; p. 216 Comparing Viewpoints Feature Notes; p. 252 Religion and Civilization Feature Note	
	Thinking it Through p. 85; Revolutions p. 105	p. 105 Revolutions Figure 3-27 Answers, Did You Know? Answers	

Compare the factors that influenced the spread of two different global religions			
			Chapter 1, p. 27, Sainte-Marie among the Hurons, SMAH Weblinks
Key Questions			
How did religious institutions respond to scientific, technological, philosophical, and cultural shifts?	Responses to Religious Unrest p. 204;		
	Chapter 9 p. 292-293, 304-305; Chapter 11 pp. 340-357	Chapter 9 Interactive Timeline p. 277 1609 CE; p. 292 Religion and Civilization Feature Note; p. 304 Figure 9-26 Answers; p. 304 Web resources; p. 305 Critical Inquiry; Chapter 11 Interactive Timeline p. 340-1	Chapter 11, p. 344, Martin Luther, PBS-Martin Luther;
Who had more influence and power in Europe during the Middle Ages: the state (i.e., monarchs) or the church?	The Catholic Church pp. 157-160; Henry II and Thomas Becket p. 162; King John and the Magna Carta pp.154-165; Thinking it Through p. 165	Interactive Timeline Chapter 5 p. 146, 1170 CE - Thomas Becket is murdered; Web resources p. 156; Religion and Civilization Feature Notes p. 163; p. 163 Figure 5-15; Critical Inquiry p. 165; Chapter 6 Interactive p. 176 Timeline BBC History Overview High Middle Ages	Chapter 5, p. 162, Thomas Becket, Eye Witness to History
			Chapter 11, p. 357, King Henry VIII's Quote, The Tudor's Website
Was religion the primary cause of the Crusades and religious wars?	The Crusades pp. 168-171	p. 168 Religion and Civilization Feature Notes; p.169 Infospot	
	Chapter 11		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)			
		p. 22 Exploring Sources Feature Notes; p. 25 Critical Inquiry; p. 54 Reading Anchor; p. 97 Critical Challenge; p. 108 Critical Inquiry; p. 114 Critical Inquiry	
Key Questions			
How are different groups represented in various cultural narratives?	Exploring Sources p. 157; Source box p. 166, 169 Causes of Black Death p. 196; Joan of Arc p. 193; The Ainu and the Yayoi p. 215; Contact Japan and Europe p. 234	Exploring Sources Feature Notes p. 157 ; Critical Inquiry p. 157	Chapter 5, p. 166, Medieval Travel Writing
	Exploring Sources p. 320; Comparing Viewpoints p. 321, 400	Chapter 12 Interactive timeline p. 374 1219 CE; p. 400 Comparing Viewpoints Feature Notes	
What lessons can we learn from the loss of languages due to imperialism?	Chapter 2, Slavery, p. 51-53; Fast Forward p. 85 First Peoples Stereotypes, p. 108 Assimilation; Source Box, Life of a Voyageur, p. 96	p. 17 Worksheet; p. 51 Reading Anchor; p. 54 Critical Inquiry; p. 85 Fast Forward Feature Notes	

Content	Student Resource	Teacher eGuide Notes	Weblinks
social, political, and economic systems and structures, including those of at least one indigenous civilization			
Sample Topics			
feudal societal structures and rights (e.g., in Europe versus Japan)	Chapter 5- Europe's High Middle ages 146-153, Powers of Medieval Monarch p. 163-5, Changes to Society p. 171; Chapter 6; Chapter 7- Feudalism p. 223-228, Thinking it Through p. 233	Chapter 5 Overview- Guiding Questions; LM 5-2 Feudalism; Chapter 6 Interactive Timeline p. 176 1347 CE BBC History: The Black Death; Chapter 6 Interactive Timeline p. 177 1381 CE; Chapter 7 p. 207 Critical Inquiry; p. 223 Reading Anchor; p. 226, Figure 7-19 Answer; p. 232 Zoom In Feature Note	Chapter 5, p. 150, Medieval Manors; Chapter 5, p. 164, The Magna Carta, Treasures in Full; Chapter 6, p. 192, Battle of Agincourt, BBC - Agincourt; Chapter 6, p. 200, The Death of Wat Tyler, The History Guide
	Chapter 10 p. 327; Chapter 11 p. 367	p. 354 Web resources	
	Chapter 1 p. 28		

Reformation and Counter-Reformation in Europe	Chapter 11 pp. 340-357	p. 292 Religion and Civilization Feature Note; p. 340 Reading Anchor; Chapter 11 Interactive Timeline p. 340-1; p. 343 Infospot; p. 343 Web Resources; p. 345 Exploring Sources Feature Note; p. 347 Web Resources, Reading Anchor; p. 354 Reading anchor	Chapter 11, p. 357, King Henry VIII's Quote, The Tudor's Website
	Introduction p. xii	p. 26 Infospot	
diffusion of religions throughout the world	Intro- Religions and Civilizations pp xii-xvii; Chapters 5 pp. 156-159, 168-171; Chapter 7 p. 220, 235; Chapter 8 pp. 252-253, 266	Chapter 7 Interactive Timeline p. 208 538 CE; Chapter 7 Interactive Timeline p. 209 1543 CE Japan Memoirs; p. 217 Reading Anchor; Chapter 8 Interactive Timeline p. 240 Trans-Saharan Gold trade, Ancient Ghana	
	Introduction pp. xii-xvii; Chapter 10 p. 333; Chapter 11 p. 347	Chapter 10 Interactive Timeline p. 310 1453 CE; Chapter 11 Interactive Timeline p. 340-1; Chapter 12 Interactive timeline p. 374	
	Chapter 1 pp. 24-27	p. 26 Infospot; p. 88 Infospot	
collapse of empires	Chapter 6 pp.190-194	Chapter 8 Interactive Timeline p. 240	Chapter 6, p. 192, Battle of Agincourt, BBC-Agincourt
	Chapter 10 p. 330-336; Chapter 12 p. 386		
	Chapter 2		
labour management	Chapters 5 pp.149-153; Chapter 6 pp. 176-183; Chapter 7 pp.226-228; Chapter 8 pp.248-249, 256	Chapter 6 Interactive Timeline p. 176 1347 CE BBC History: The Black Death; Chapter 6 Interactive Timeline p. 177 1381 CE; p. 178 Infospot; p. 184 Comparing Viewpoints Feature Notes; p. 257 Critical Inquiry	
	Chapter 12 p. 327-329		
gender relations	Chapter 5 pp.152-154, 170; Chapter 6 p. 193; Chapter 7 p. 219, 224,226,229	Chapter 5 Interactive Timeline, p. 147 1204 CE; Web Resources Chapter 5 p. 148; Zoom In Feature Notes p. 170; Chapter 6 Interactive Timeline p. 176 1337 CE Kidipede; p. 193 Critical Inquiry; Chapter 7 Interactive Timeline p. 208 400 BCE Heritage of Japan; p. 223 Infospot; p.224 Exploring Sources Feature Note ; p. 224 Critical Inquiry; Chapter 8 Overview Using the Image, Using the Story	Chapter 5, p. 154, Women and Property Rights, ESCR-Net; Chapter 5, p. 170, The Crusader Queen, Fordham University
	Chapter 9 pp. 282, 289; Chapter 10 pp. 327, 330; Chapter 11 pp. 352, 357-366; Chapter 12 pp. 379, 394	p. 282 Zoom In Feature Note; p. 299 Web Resources; Chapter 11 Interactive Timeline p. 341; p. 367 Reading Anchor; Chapter 12 Interactive Timeline p. 374	Chapter 12, p. 374, The Song Dynasty, The Song Dynasty in China
	Chapter 1 pp. 7, 12, 29, 39; Chapter 3 pp. 88, 101	p. 97 Infospot	
Key Questions			
What was the status of women in various societies during this period of history?	Chapter 5 pp.152-154, 170; Chapter 6 p. 193; Chapter 7 p. 219, 224,226,229	Chapter 5 Interactive Timeline, p. 147 1204 CE; Interactive Timeline, Chapter 5 p. 146 - 1137 CE - Eleanor of Aquitaine; Web Resources Chapter 5 p. 148; Web resources Chapter 5 p. 152; Fast Forward Feature Notes p. 154; Zoom In Feature Notes p. 170; Chapter 6 p.176 Interactive Timeline BBC History Overview High Middle Ages; Chapter 6 Interactive timeline p. 177 1429 CE; p. 193 Critical Inquiry; Chapter 7 Interactive Timeline p. 208 400 BCE Heritage of Japan; p. 223 Infospot; p. 224 Exploring Sources Feature Notes; p. 224 Critical Inquiry; Chapter 8 Overview Using the Image, Using the Story; Chapter 8 Interactive Timeline p. 240 Meroe and Aksum	Chapter 5, p. 170, The Crusader Queen, Fordham University
	Chapter 9 pp. 282, 289; Chapter 10 pp. 327, 330; Chapter 11 pp. 352, 357-366; Chapter 12 pp. 379, 394	Chapter 9 Interactive Timeline p. 276, Catherine de Medici; p. 281 Zoom In Feature Note; Chapter 11 Interactive Timeline p. 341; p. 367 Reading Anchor; Chapter 12 Interactive Timeline p. 374	Chapter 12, p. 374, The Song Dynasty, The Song Dynasty in China
	Chapter 1 pp. 7, 12, 29, 39; Chapter 3 pp. 88, 101	p. 97 Infospot	

How were political decisions made during this period of history?	Chapter 5 p. 160-165; Chapter 7 p. 224, 227; Chapter 8 pp. 257-260	Chapter 5 Overview- Guiding Questions; Chapter 5, Interactive Timeline p. 147 King John and Magna Carta; Web Resources Chapter 5 p. 160; Infospot p. 164; Chapter 6 Interactive Timeline p.176 BBC History Overview High Middle Ages, 1347 CE BBC History: The Black Death, 1347 CE BBC History: Richard II; Chapter 6 Interactive Timeline p. 177 1381 CE; Chapter 7 Interactive Timeline p. 209 1603 CE, 1635 CE;	Chapter 6, p. 200, The Death of Wat Tyler, The History Guide
	Chapter 11 pp. 355-360; Chapter 12 pp. 379, 386-388	p. 291 Comparing Viewpoints Feature Notes; Chapter 11 Interactive Timeline p. 340 1485 CE; p. 367 Reading Anchor; Chapter 12 Interactive Timeline p. 374-5; p. 384 Infospot	Chapter 11, p. 357, King Henry VIII's Quote, The Tudor's Website
	Chapter 1 pp. 7-8, 11, 28-29, 35; Chapter 2 pp. 45, 50, 58, 71-76	p. 6 Chapter 1 Interactive Timeline Politics	Chapter 1, p. 33, New France, Champlain2004.org
How was wealth distributed in societies during this period?	Chapter 5 pp. 146-149; Chapter 6 pp. 176-179, 182, 194-197; Chapter 7 pp. 222-233; Chapter 8	Web Resources Chapter 5 p. 148; Web Resources Chapter 5 p. 160; Chapter 6 Interactive Timeline p. 176 BBC History Overview High Middle Ages; Chapter 6 Interactive Timeline p. 176 1347 CE BBC History: The Black Death; Chapter 7 Interactive Timeline p. 209 1603 CE; p. 228 Comparing Viewpoints Feature Notes; Chapter 8 Interactive Timeline p. 240 Great Zimbabwe; Chapter 8 Interactive Timeline p. 241	
	Chapter 9 p. 279; Chapter 10 pp. 327-329; Chapter 11 pp. 355, 367; Chapter 12 pp. 379, 389, 393	p. 285 Critical Inquiry; Chapter 10 Interactive Timeline p. 310 1325 CE; p. 367 Reading Anchor; Chapter 12 Interactive Timeline p. 374-5	
	Chapter 1 p. 28-29; Chapter 3 p. 81-82	p. 112 Reading Anchor	Chapter 1, p. 33, New France, Champlain2004.org
Content	Student Resource	Teacher eGuide Notes	Weblinks
scientific and technological innovations			
Sample Topics			
Arab world, Ibn Battuta, Islamic Golden Age (e.g., the diffusion of arts and mathematics)	Chapter 5 p. 171; Chapter 8 p. 268	p. 268 Exploring Sources Feature Note; Chapter 8 Interactive Timeline p. 241;	
		Chapter 10 Interactive Timeline p. 310 1325 - 1354 CE	
Zheng He and cartography	Chapter 12 p. 395-397	Chapter 10 Interactive Timeline p. 310 1405-1433 CE; Chapter 12 Interactive timeline p. 375 1404- 1433 CE; p. 395 Infospot, Web Resources; p. 402 Web 2.0	
European (Portuguese, Spanish, British) navigation tools and locations	Chapter 10	p. 311 Reading Anchor; Chapter 10 Interactive Timeline p. 310-11; p. 3114 Zoom In Feature Note	
		p. 6 Chapter 1 Interactive Timeline Technology	
cartography and navigation	Chapter 10 p. 316; Chapter 12 p. 395	Chapter 10 Interactive Timeline p. 310-11	Chapter 10, p. 316, The History of Navigation, Boat Safe Kids; Chapter 12, p. 374, The Song Dynasty, The Song Dynasty in China
	Chapter 3 pp. 98-99, 103	p. 6 Chapter 1 Interactive Timeline Technology; p. 109 Reading Anchor	Chapter 1, p. 33, New France, Champlain2004.org; Chapter 3, p. 88, HBC
agriculture	Chapter 5 p. 149-152; Chapter 6 p. 197; Chapter 7 pp. 211,217; Chapter 8 pp.248-249	Critical Inquiry p. 151; p. 218 Fast Forward Feature Notes; Chapter 8 Interactive Timeline p. 240 Meroe and Aksum; p. 244 Webresources; p. 248 Reading Anchor	
	Chapter 10 p. 325; Chapter 11 p. 367; Chapter 12 p. 389	Chapter 12 Interactive timeline p. 374 1012 CE; p. 378 Infospot	Chapter 12, p. 374, The Song Dynasty, The Song Dynasty in China
	Introduction pp. xiv; Chapter 1 p. 6, 10, 23, 34-37; Chapter 2 pp. 48-50	p. 36 Building Your Skills Feature Notes	Chapter 2 p. 49, Life in the Colony of Virginia, Digital History
Key Questions			
			Chapter 6, p. 188, Medieval Weaponry and Armour, NOVA;

How did technology benefit people during this period of history?	Chapter 9 p. 300; Chapter 10 p. 313-316, 331-332; Chapter 11 p. 346, 364; Chapter 12 p. 395	Chapter 9 Interactive Timeline p. 276, 1450 CE; p. 311 Reading anchor; Chapter 10 Interactive Timeline p. 310-11; Chapter 12 Interactive Timeline p. 375 1404-1433 CE NOVA	Chapter 9, p. 289, Humanism and the Renaissance, Early-Modern Europe; Chapter 10, p. 315, Ship Design, Columbus' Modern Ships; Chapter 12, p. 374, The Song Dynasty, The Song Dynasty in China
	Chapter 1 p. 21; Chapter 3 p. 103-107	p. 94 Critical Inquiry	Chapter 1, p. 33, New France, Champlain2004.org
Where did key scientific and technological discoveries occur?	Chapter 9 p. 301, 316; Chapter 12 p. 395	Chapter 9 Interactive Timeline p. 276, 1450 CE; Chapter 9 Interactive Timeline p. 277 1543 CE, 1609 CE; p. 284 Infospot; p. 304 Web Resources; p. 311 Reading Anchor; Chapter 10 Interactive Timeline p. 310-1; p. 314 Zoom In Feature Note	Chapter 12, p. 374, The Song Dynasty, The Song Dynasty in China
	Introduction pp. xvii-xviii		
Content	Student Resource	Teacher eGuide Notes	Weblinks
philosophical and cultural shifts			
Sample Topics			
printing press	Chapter 9 p. 300; Chapter 11 pp. 346, 348-349	Chapter 9 p. 276 Interactive Timeline, 1450 CE; p. 300 Figure 9-20; p. 301 Figure 9-21; p. 301 Infospot; p. 350 Critical Inquiry	Chapter 9, p. 289, Humanism and the Renaissance, Early-Modern Europe; Chapter 11, p. 344, Martin Luther, PBS- Martin Luther
	Introduction p. xvii		
Reformation and Counter-Reformation in Europe	Chapter 11 p. 340-357	p. 292 Religion and Civilization Feature Note; p. 340 Reading Anchor; Chapter 11 Interactive Timeline p. 340-1; p. 343 Infospot; p. 343 Web Resources; p. 345 Exploring Sources Feature Note; p. 347 Web Resources, Reading Anchor	Chapter 11, p. 344, Martin Luther, PBS-Martin Luther
	Introduction p. xii	p. 26 Infospot	
Enlightenment		Chapters 9, 11 (as humanism)	Chapter 9 Interactive Timeline p. 276-7; p. 288 reading Anchor; p. 295 Exploring Sources Feature Note
literary and artistic shifts	Chapter 7 p. 223 ; Chapter 8 p.251	p. 156 Web Resources Other Artworks by Giotto; p. 159 Web Resources St. Francis of Assisi; Chapter 7 Interactive Timeline p. 208 400 BCE Metropolitan Museum Yayoi; Chapter 7 Interactive Timeline p. 208; p. 217 Reading Anchor; Chapter 8 Interactive Timeline p. 241 1450 Ce;	Chapter 5, p. 166, Medieval Travel Writing, Medieval Writing; Chapter 8, p. 259, Tomb of Askia, UNESCO-Tomb of Askia
	Chapter 9; Chapter 11 p. 362; Chapter 12 p. 374-382	Chapter 9 p. 276-7 Interactive Timeline; p. 276 Web Resources; p. 294 Web resources; p. 295 Web resources; p. 295 Exploring Sources Feature Note; p. 300 Web Resources; p. 335 Infospot; Chapter 12 Interactive Timeline p. 374 960 CE Metropolitan Museum, 1127 CE Metropolitan Museum, 1271 CE, p. 375 1368 CE, 1644 CE; p. 380 Reading Anchor	Chapter 9, p. 289, Humanism and the Renaissance, Early-Modern Europe; Chapter 10, p. 336, Mexican Art, Diego Rivera; Chapter 10, p.336, Mexican Art, Frida Kahlo; Chapter 11, p. 348, 16th Century Messaging, Albrecht Durer
	Introduction p. xvii		
Content	Student Resource	Teacher eGuide Notes	Weblinks
interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations			
Sample Topics			
Silk Road, Indian Ocean trade (e.g., the flourishing of arts, architecture, math, and Islam)	Chapter 5 p. 172; Chapter 7 p. 217; Chapter 8 pp. 261-269		
	Chapter 12 p. 385	p. 310 Web Resources	
Crusades	Chapter 5 p. 168-171	p. 168 Religion and Civilization Feature Notes; p. 169 Infospot; p. 169 Web Resources, Crusades; Chapter 5 Interactive Timeline, p. 146 Crusades, p. 147 Saladin	Chapter 5, p. 170, Crusader Queen, Fordham University
		Chapter 10 Interactive Timeline p. 310 1453 CE	
	Chapter 7 pp. 217-222; Chapter 8 p. 252	Chapter 7 Interactive Timeline p. 208; p. 217 Reading Anchor	

cultural diffusion	Chapter 9 p. 300; Chapter 12 pp. 389-391	Chapter 9 p. 276-7 Interactive Timeline; p. 276 Web Resources; p.336 Exploring Sources Feature Notes; p. 336 Web 2.0	Chapter 9, p. 289, Humanism and the Renaissance, Early-Modern Europe
	Chapter 1 p. 33; Chapter 3 pp. 102-108	p. 43 Critical Inquiry; p. 59 Infospot; p. 102 Reading Anchor	Chapter 2, p. 58, Acadia Timeline, CBC.ca
linguistic changes	Chapter 8 pp. 244, 246	Chapter 7 Interactive Timeline p. 208	
		p. 102 Reading Anchor	
environmental effects	Chapter 3 pp. 86, 94, 98-99, 108	p. 6 Chapter 1 Interactive Timeline; p. 44 Chapter 2 Interactive Timeline University of Toronto; p. 78 Chapter 3 Overview; p. 80 Chapter 3 Interactive Timeline; p. 94 Critical Inquiry; p. 102 Reading Anchor; p. 102 Reading Anchor; p. 104 Revolutions Feature Note; p. 112 Infospot	
Columbian Exchange		p. 310 Web Resources; Chapter 10 Interactive Timeline p. 310 1325 CE BBC History of Conquistadors	
imperialism	Chapter 6 pp. 190-194	Chapter 6 Interactive Timeline pp. 176-7 Hundred Years' War, Battle of Agincourt	
	Chapter 11 pp. 362-367; Chapter 12 pp. 384-386	Chapter 11 Interactive Timeline p. 340-1; Chapter 12 Interactive timeline p. 374 1219 CE, 1271 CE	
	Introduction p. xv; Chapters 1-3 (main coverage)	p. 6 Chapter 1 Interactive Timeline Technology; p. 43 Critical Inquiry; p. 44 Chapter 2 Interactive Timeline Historica; p. 50 Critical Inquiry; p. 51 Reading Anchor; p. 55 Reading Anchor; p. 59 Web 2.0; p. 59 Critical Inquiry; p. 77 Critical Inquiry; p. 112 Reading Anchor	Chapters 1 - 3 (Main Coverage)
Renaissance	Chapter 9; Chapter 11 p. 362; Chapter 12 p. 374-382	Chapter 9 Interactive Timeline p. 276-7; p. 276 Web Resources, Reading Anchor, p. 281 Exploring Sources Feature Note, Reading Anchor; p. 297 Critical Inquiry; p. 300 Web Resources	Chapter 9, p. 289, Humanism and the Renaissance, Early-Modern Europe
Mesoamerica	Chapter 10 p. 323-336	Chapter 10 Interactive Timeline p. 310 1325 CE, 1519 CE, 1521 CE; p. 323 Web Resources; p. 327 Web resources; p. 328 Web resources; p. 331 Infospot, Reading Anchor	
Content	Student Resource	Teacher eGuide Notes	Weblinks
exploration, expansion, and colonization			
Sample Topics			
contact and conflict	Chapter 5 pp. 168-171, 172; Chapter 6 p. 190; Chapter 7 pp.215, 234-236; Chapter 8 pp. 257-269	Interactive Timeline Chapter 5 p. 146, 1066 CE - William the Conqueror; p. 168 Religion and Civilization Feature Notes; p. 169 Infospot; p. 169 Web Resources, Crusades; Chapter 6 Interactive Timeline p.176 BBC History Overview High Middle Ages, 1337 CE - the Hundred Years' War begins, 1347 CE BBC History: Richard II; Chapter 6 Interactive Timeline p. 177 1415 CE, 1453 CE; Chapter 7 Interactive timeline p. 209 1274 CE; p. 219 Infospot; Chapter 8 Interactive Timeline p. 240 Meroe and Aksum, BBC Story of Africa: Ancient Ghana; Chapter 8 Interactive Timeline p. 241 1331 CE	Chapter 5, p. 146, William the Conqueror, The Domesday Book Online; Chapter 5, p. 146, William the Conqueror, The Battle of Hastings-1066; Chapter 6, p. 191, Hundred Years' War, Major Battles; Chapter 6, p. 192, Battle of Agincourt, BBC-Agincourt; Chapter 6, p. 192, Battle of Agincourt, Eyewitness to History; Chapter 7, p. 215, The Ainu, Ainu Museum
	Chapter 10; Chapter 11 pp. 362-365; Chapter 12 pp. 383, 395-401	p. 309 Worksheet; Chapter 10 Interactive Timeline p. 310-11; p. 321 Comparing Viewpoints Feature Notes; Chapter 12 Overview; p. 373 Reading Anchor; Chapter 12 Interactive Timeline p. 374-5; p. 402 Web 2.0	Chapter 12, p. 385, The Mongols, National Geographic

	Chapters 1-3 (main coverage)	p. 6 Chapter 1 Interactive Timeline; p. 41 Critical Inquiry; p. 44 Chapter 2 Interactive Timeline Historica; p. 50 Critical Inquiry; p. 51 Reading Anchor; p. 55 Reading Anchor; p. 56 Infospot; p. 59 Web 2.0, Critical Inquiry; p. 78 Chapter 3 Overview; p. 88 Infospot; p. 112 Infospot	Chapters 1 - 2 (Main Coverage)
the Americas	Chapters 10 pp. 318-337; Chapter 11 p. 365	Chapter 10 Interactive Timeline p. 310-11; p. 321 Comparing Viewpoints Feature Notes; Chapter 11 Interactive Timeline 340-1; p. 365 Infospot	
	Chapters 1-3 (main coverage)	Chapters 1 -3 (Main Coverage)	Chapters 1 - 3 (Main Coverage)
state formation and collapse	Chapters 5, 6, 7, 8	Chapter 6 Interactive Timeline p. 176; Chapter 8 Interactive Timeline p. 241; p. 257 Infospot	
	Chapters 9 p. 281; Chapter 11; Chapter 12 pp. 374-383, 386-401	Chapter 10 Interactive Timeline p. 310-311; Chapter 12 Interactive Timeline p. 374-5; p. 380 Reading Anchor	
	Chapter 2 pp. 55-71	p. 43 Critical Inquiry; p. 44 Chapter 2 Interactive Timeline Historica; p. 55 Reading Anchor; p. 59 Critical Inquiry	Chapter 1 -2 (Main Coverage)
Content	Student Resource	Teacher eGuide Notes	Weblinks
changes in population and living standards			
Sample Topics			
forced and unforced migration and movement of people	Chapter 5 pp. 168-172; Chapter 6 pp. 190-197, 202; Chapter 7 pp. 215, 219, 234-236; Chapter 8	Interactive Timeline Chapter 5 p. 146, 1096 CE - The First Crusades Begin; Chapter 5 Interactive Timeline, p. 147 1271 CE; p. 169 Web Resources, Crusades; Chapter 6 Interactive Timeline p. 176 1271 CE - Marco Polo; Chapter 8 Interactive Timeline p. 240 The Sahara, Kidipede African Environment, Kidipede West Africa, Bantu History, Ancient Ghana; Chapter 8 Interactive Timeline p. 241 1324 CE; p. 244 Web resources; p. 246 Exploring Sources Feature Note; p. 255 Web Resources; p. 266 Fast Forward Feature Notes	Chapter 5, p. 146, William the Conqueror, The Domesday Book Online; Chapter 5, p. 146, William the Conqueror, The Battle of Hastings-1066; Chapter 5, p. 166, Medieval travel Writing, Medieval Writing; Chapter 6, p. 191, Hundred Years' War, Major Battles; Chapter 6, p. 192, Battle of Agincourt, BBC-Agincourt; Chapter 6, p. 192, Battle of Agincourt, Eyewitness to History; Chapter 8, p. 244, Bantu Migrations, Bantu Migrations, 1000 BCE-1100 BCE
	Chapter 10; Chapter 11 p. 362-365; Chapter 12 p. 389	p. 308 Critical Inquiry; Chapter 10 Interactive Timeline p. 310-11; p. 363 Web Resources; Chapter 12 Interactive timeline p. 374-5; p. 402 Web 2.0	Chapter 11, p. 367, Atlantic Slave Trade, BBC News: Focus on Slave Trade; Chapter 11, p. 367, Atlantic Slave Trade, PBS: The African Slave Trade and the Middle Passage
	Introduction p. xv; Chapters 1-3 (main coverage)	p. 5 Critical Inquiry; p. 6 Chapter 1 Interactive Timeline; p. 12 Infospot, Reading Anchor; p. 13 Infospot; p. 41 Critical Inquiry; p. 51 Infospot, Reading Anchor; p. 59 Infospot; p. 88 Infospot; p. 102 Reading Anchor; p. 109 Reading Anchor	Chapter 1 -3 (Main Coverage)
diseases and health	Chapter 6 pp. 195-199; Fast Forward p. 253	Chapter 6 Interactive Timeline p.176 BBC History Overview High Middle Ages; Chapter 6 Interactive Timeline p. 176 1347 CE The Black Death; Chapter 6 Interactive Timeline p. 176 1358 CE Plague and Economics; p. 194 Web Resources; Fast Forward Feature Notes p. 196; p.198 Connecting Feature Notes; p. 253 Fast Forward Feature Note	Chapter 6, p. 195, The Black Death, History.com; Chapter 6, p. 195, The Black Death, BBC: Jury Out on Black Death culprit; Chapter 6, p. 196, Pandemics Today, CBC Digital Archives
	Chapter 10 p. 331, 334	Chapter 10 Interactive Timeline p. 310 1325 CE; p. 321 Comparing Viewpoints Feature Notes; p. 337 Critical Inquiry	
	Chapter 1 pp. 21, 27; Chapter 2 p. 45, 73	p. 6 Chapter 1 Interactive Timeline Technology; p. 97 Infospot	Chapter 1, p. 33, New France, Champlain2004.org; Chapter 2 p. 49, Life in the Colony of Virginia, Digital History
urbanization and the effect of expanding communities	Chapters 5 pp. 149-153; Chapter 6 pp. 177-178, 182-183; Chapter 8 pp. 257-269	Interactive Timeline Chapter 8 pp. 240-1; p. 264 Zoom In Feature Note	
	Chapter 9 p. 280-287; Chapter 11 pp. 362-365; Chapter 12 p. 376	p. 281 Exploring Sources Feature Notes; Chapter 12 Interactive Timeline p. 374 960 CE Asia for Educators; p. 379 Critical Inquiry	Chapter 12, p. 374, The Song Dynasty, The Song Dynasty in China
	Chapter 1 pp. 29, 38-39; Chapter 2 p. 72	p. 43 Critical Inquiry; p. 102 Reading Anchor; p. 104 Revolutions Feature Note	
	Chapters 5, 6, 7, 8	p.240 Reading Anchor; p. 244 Web Resources; p. 245 Fast Forward Feature Note; p. 264 Zoom In Feature Note	Chapter 8, p. 245, Desertification in Africa Today, FAO of the UN; Chapter 8, p. 265, Great Zimbabwe, BBC-The Story of Africa

environmental impact (e.g., resource and land use)	Chapter 10 p. 324		
	Chapter 1 p. 19; Chapter 2 p. 72; Chapter 3 pp. 86-88, 94, 108	p. 6 Chapter 1 Interactive Timeline Technology; p. 23 Figure 1-20 Answers; p. 44 Chapter 2 Interactive Timeline University of Toronto; p. 80 Chapter 3 Interactive Timeline; p. 94 Critical Inquiry; p. 104 Revolutions Feature Note	