

Social Studies 6

The World

TEACHER'S EDITION

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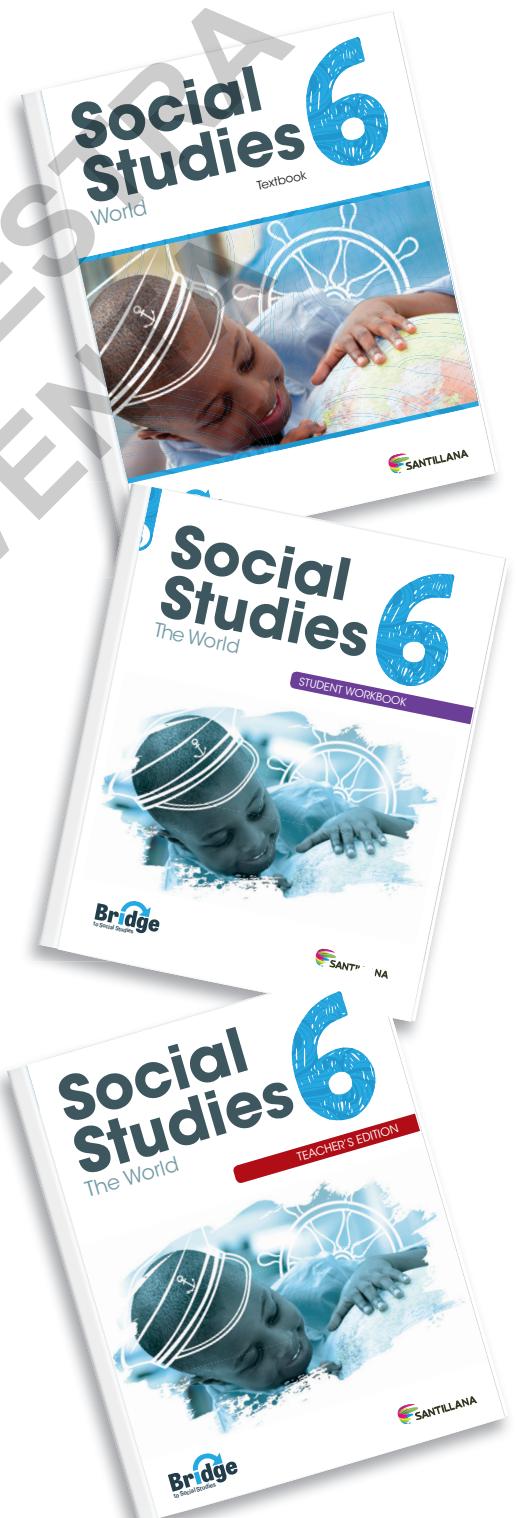
Bridge to Social Studies' Didactic Proposal

Society is constantly changing and, students change with it as well. To be successful, educational proposals must respond to new needs that emerge from contexts so different from those we knew as students or as teachers in training. Nowadays, thanks to theoretical, scientific and technological advances, teachers have new resources and tools that allow them to promote learning that is profound, of high caliber and, above all, necessary for the 21st century.

The **Bridge to Social Studies** series is a project whose purpose is to provide the educational community with a space for growth, with particular attention paid to the key ideas for 21st century education. One of the approaches in this series is for students to build their knowledge. This way, students will be able to put into practice the four pillars of education: learning to know, learning to do, learning to live together and learning to be.

To achieve these pedagogical objectives, the series was designed in a way that includes a **greater amount of activities** that allow for the practice and application of knowledge. Thus, we manage the development of skills that seek lifelong learning. On the other hand, we also emphasize **civic education**, the development of **entrepreneurship skills** and **education in values via problem solving**.

The contents that are presented in each chapter favor the incorporation of students into social, economic and productive life, and prepare them to face society's challenges. We aim to ensure that students are exposed to educational experiences that best enable them to act in a rational and critical way. This new project promotes strategies that help create citizens with the knowledge, skills and attitudes that are capable of **contributing to the social processes** they are meant to experience. Finally, the **Bridge to Social Studies series** aims to awaken in students an interest in knowing and analyzing the changes that have occurred in their family, community, Puerto Rico and the world, as well as recognizing the importance of these as part of their historical heritage.



An Initiative for Entrepreneurial Development

Entrepreneurship involves the development of skills and attitudes that promote the integral formation of students. "Entrepreneurship is defined as the competition that results from the mobilization of skills and attitudes that jointly enable the creation of initiatives, the implementation and development of a project or the achievement of a personal and/or social goal." (Rodríguez Osés, et al., 2014)

The entrepreneurship concept has two aspects: the generic and the specific. The generic aspect refers to that which serves for different purposes and to all individuals. Whereas, the specific aspect only relates to everything that is connected to the business world. The **Bridge to Social Studies series'** proposal emphasizes the generic aspect, but also includes activities that promote the business aspect as well.

The training of students for entrepreneurship is one of this project's key objectives. This training promotes in students the preparation for a working and professional world that is constantly changing. **The activities and workshops that are included in Bridge to Social Studies focus on the presentation of a problem, the search for solutions and the execution of these.** Through these activities students develop the following skills and attitudes:

Abilities:

- Decision making
- Communication
- Persuasion
- Teamwork
- Leadership
- Planning
- Organization
- Work with mistakes, among others.

Attitudes:

- Creativity
- Commitment
- Patience
- Confidence
- Leadership
- Initiative
- Innovation
- Improvement, among others.

These skills and attitudes favor the development of empathetic and assertive leaders who can communicate effectively with the ability to relate to their environment and to work as a team. This way, we seek to contribute to the formation of our children with the objective of developing a society composed of capable, creative, innovative and autonomous individuals.

Information taken and translated from Rodríguez Osés, J.E., Dalmau Torres, J.M., Pérez-Aradros Muro, B., Gargallo Ibort, E. y Rodríguez Garnica, G. (2014). *Educar para emprender. Guía didáctica de educación emprendedora en Primaria*. Logroño: Universidad de la Rioja, 94 pp.

21st Century Skills: How Do We Achieve Their Teaching and Acquisition in the Classroom?

The 21st century skills are summarized in learning and innovation skills; information, media and technology skills; and life and professional skills. But how do we achieve their teaching and acquisition in the classroom? First of all, in order for our students to develop these competences it is imperative that the student has the opportunity to participate in a learning process that focuses on collaborative work and problem solving. The transmission of learning has proven to be an ineffective strategy, which is why it should be the student, with the direction of the teacher, who builds up and upon their learning. "[T]he studies have shown that students acquire new skills better when they develop great meta-cognitive skills, when they objectively reflect upon the new concepts learned and when they integrate that information with the knowledge and skills they already have." (Scott, 2015)

On the other hand, it is essential for students to know these skills, to know when they are putting them into practice and, above all, to understand why it is important to develop them. The 21st century skills go far beyond promoting and enhancing the use of technology in the classroom. The development of these competences requires that autonomy and creativity be promoted in students. These skills are geared towards working in new types of jobs and fostering critical analysis, technological learning, teamwork, appropriate communication through different means, problem solving in a creative way, and working effectively with the flow of information.

The integration of all the components that make up the Social Studies series provides the teacher with the material necessary to achieve the teaching and acquisition of 21st century skills in the classroom. Through the planning and teaching process, the Bridge to Social Studies series provides teachers with the tools that allow them to develop meaningful and relevant learning experiences for our children. The content, practice exercises, workshops, special sections, assessments, projects, worksheets, and activities suggested in the Teacher's Edition are aimed at encouraging the student to be the architect of their learning. This way, teachers find instruments in the series that will allow them to evaluate and follow up on students' academic achievement.

Information taken and translated from Scott, C.L. (2015). "El futuro del aprendizaje 3 ¿Qué tipo de pedagogías se necesitan para el siglo XXI?" *Investigación y Prospectiva en Educación*. UNESCO, París. [Documentos de Trabajo ERF, No. 15].

Teacher's Edition Structure

Components

Curricular Profile

Each chapter provides the teacher with the information needed for lesson planning. The curriculum profile includes the topics discussed in the chapter, the concepts, the skills that are worked on during the activities, and the learning objectives. It also includes alignment with Puerto Rico Core Standards.

Chapter 1: Studying the Past

Curricular Profile

Topics	Skills
1. We Begin to Study the Past 2. What Is History? 3. History and Its Relationship to Other Disciplines	4. Historical Research 5. Sources of Information 6. Memory and History

Concepts

• society • social sciences • anthropology • economy • politics • demography • history • geography • historians • chronology • archaeology • geology • numismatics	• paleography • paleontology • epigraphy • investigate • sources of information • primary sources • secondary sources • electronic sources • memory • collective memory • historical memory • periods
--	--

Skills

• Analyze • Organize • Relate • Research • Mention	• Collect and display • Identify • Determine • Make lists
--	--

Objectives

- Identify the importance of history for society.
- Identify what media historians use to explore the past.
- Describe what collective memory is.
- Describe what historical memory is.

Puerto Rico Core Standards

• CC.6.1 • CC.6.2 • CC.6.5 • CC.6.6 • CC.6.7	• CC.6.8 • DR.6.3 • IC.6.3 • IC.6.8 • CG.6.1
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Notes for lesson planning

Chapter 1: Studying the Past

Opening

1. Welcoming your students to their Social Studies class. Mention some of the topics you will be covering in class.
2. After presenting yourself to students, let them introduce themselves.
- Ask:
 - a. What do you expect to learn in their Social Studies class?
 - b. What is your favorite topic?
 - c. What do you think social studies are useful for?

Development

1. Read the opening paragraph aloud. Then, refer to the photo on the page. Ask your students to draw a magnifying glass over the class with the class.
2. Discuss why social studies are important for the history of mankind.
3. Encourage your students to write a paragraph in which they express why social studies are important for mankind. Then, explain to them that social studies study the role of human beings in society of the past, present, and future. They also help develop responsible human beings and citizens who are thoughtful and aware of their environment.
4. Together with your students' views, list on the board some of the topics that social studies includes.

Review

1. Why do we study the past? **Answers will vary.**
2. Why is it important to know about the past? **Answers will vary.**
3. What do you do when you want to know about the past? **Answers will vary.**

Think About It

1. What is the importance of history to society? **Answers will vary.**
2. What means can be used by historians to acquire the past? **Answers will vary.**
3. What is collective memory? **Answers will vary.**

Team Teaching

Work together with English teachers to prepare a specific activity in which students will write a creative essay about the social sciences, and where they can compare and contrast the social sciences with their favorite and why.

The English teacher should give specific instructions about the essay's parts and format. Students should read the definition that follows in the section and then look for additional information about the different social sciences. This way, they will be able to understand each one's purpose and choose their future profession based on their strengths and interests.

The purpose of this activity is to develop students' reading skills, foster creativity, and encourage them to learn more about the social sciences and their functions. To wrap up, let students read their essays aloud. This way, they can work on their oral communication skills.

Closure

1. Tell students to answer the questions in the *Review and Think About It* sections on pages 10 and 11 of their books.
2. Explain the differences between history and social sciences. Explain that history, just like the social sciences, lets humans acquire knowledge about the social environment. The social sciences study human activity and its byproducts, and they also study the past to gain a logical explanation. Meanwhile, history is the study of mankind's past actions; they are related to one another.
3. Let them choose between the words *past*, *history*, or *social studies* to create an acrostic on the subject.
4. Tell them to look for images related to the subjects of history and social studies. Encourage them to make a collage on a sheet of paper or on a piece of cardboard.

Activities and Workshops

The Teacher's Edition includes the answers to the activities found on textbook pages, as well as including suggested activities for the development of workshops.

Checking Understanding

1. Match with an X the Social Science that corresponds to each sentence.
a. _____ studies the relationship between human beings and their surroundings.
 Geography Anthropology Demography
- b. _____ is the study of the production, distribution and consumption of goods and services.
 History Politics Economy
- c. _____ studies the origin and evolution of human beings, and how they adapt to society.
 Anthropology Politics Demography
- d. _____ investigates how human processes occur, how they are organized and how they develop.
 Economy History Geography
- e. _____ is the social science that studies a place's government.
 Politics Economy History

Answer: **Answers will vary.**

- a. What is the oldest event that you know of in the history of your family?

- b. How do you benefit from learning more about your family's history?

Assessment

3. Work in a group with three classmates and do the following. **Answers will vary.**
 - a. Choose a historical event that was witnessed by your parents or grandparents. Consult your teacher if you have any questions.
 - b. Make a list of questions that will allow you to obtain the information you need. If possible, interview your parents. Make sure to get different perspectives about the same event. Each member of the group must conduct an interview.
 - c. Individually, carry out research using other sources of information and identify which type of source was used (primary or secondary). Then, have a group meeting to share the findings.
 - d. Decide if you want to present or tell about a collective memory of the selected event and write it down.
 - e. Finally, prepare a presentation to give in front of the class. Include photographs or illustrations.
4. Complete the sentences about the auxiliary sciences of history.
 - a. A scientist that studies fossils for a living works in **geology**.
 - b. To study the human remains of ancient cultures we refer to the studies of **archeology**.
 - c. If you want to investigate what our planet is made of or how it was formed, you should consult **geodogy**.

In addition to these activities, the guide also includes didactic suggestions to enrich teaching and student learning.

Team-teaching: Following an integrative perspective, this strategy encourages the development of a professional learning community through the union of two or more teachers for lesson development. This way, the teaching-learning process is strengthened.

Professional Development: With a focus on the professional development of teachers, this section includes information of a disciplinary or methodological nature. The objective is to offer recommendations, resources, and practical information to strengthen the training of 21st century students.

Additional Information: Includes additional content related to the topic currently being discussed so that teachers may share with students.

Curricular Connection: Provides suggestions for activities that promote the integration and coordination of Social Studies with other subjects such as Spanish, English, Mathematics, Science, Fine Arts, Health, and Physical Education, among others.

Attention to Diversity: Presents a reinforcement activity and an extension activity related to the chapter. This section is created so that the teacher adapts it to students according to their learning pace.



This symbol indicates digital resources that have been included to enrich student experience.

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Chapter 1: Studying the Past

Curricular Profile

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1. We Begin to Study the Past	4. Historical Research
2. What Is History?	5. Sources of Information
3. History and Its Relationship to Other Disciplines	6. Memory and History
Earth Science: Historical Periods	
Concepts	
• society	• paleography
• social sciences	• paleontology
• anthropology	• sigillography
• economy	• investigate
• politics	• sources of information
• demography	• primary sources
• history	• secondary sources
• geography	• electronic sources
• historians	• memory
• chronology	• collective memory
• archeology	• historical memory
• geology	• periods
• numismatics	
Skills	
• Analyze	• Collect and display
• Organize	• Identify
• Relate	• Determine
• Research	• Make lists
• Mention	

Objectives

- **Identify** the importance of history for society.
- **Identify** what media historians use to explore the past.
- **Describe** what collective memory is.
- **Describe** what historical memory is.

Puerto Rico Core Standards

- | | |
|--|--|
| <ul style="list-style-type: none">• CC 6.1• CC 6.2• CC 6.5• CC 6.6• CC 6.7 | <ul style="list-style-type: none">• CC 6.8• DP. 6.3• IC. 6.3• IC. 6.8• CG. 6.1 |
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Notes for lesson planning

Opening

1. Welcome your students to their Social Studies class. Mention some of the topics you will be covering in class.
2. After presenting yourself to students, let them introduce themselves.

Ask:

- a. What do you expect to learn in their Social Studies class?
- b. What is your favorite topic?
- c. What do you think social studies are useful for?

Development

1. Read the opening paragraph aloud. Then, refer to the photo on the page. Ask your students what a magnifying glass has to do with the class.
2. Discuss why social studies are important for the history of mankind.
3. Encourage your students to write a paragraph in which they explain why social studies are important for humankind. Then, explain to them that social studies study the role of human beings in societies of the past, present, and future. They also help develop responsible human beings and citizens who are thoughtful and aware of their social reality.
4. Together with your students' views, list on the board some of the topics that social studies includes.

3. Mention some of the topics you will be covering throughout the school year, such as anthropology, archeology, economy, or geography.
4. After welcoming your students, organize a brainstorming session on the words *Social Studies*. Let students suggest their ideas.

Studying the Past

In this chapter you will learn about how important it is to study the past. You will review some of the social sciences and learn about what history is, which disciplines complement it, and what historians do. You will also study about the importance of historical research and what the sources of information are. Finally, you will examine what is the collective and historical memory of society. Get ready to explore a new world of knowledge.

Review

1. What do you know about the Social Sciences?
2. Why is it important to know about the past?
3. What should you do when you want to learn more about the past?

Think About It

1. What is the importance of history to society?
2. Which means are used by historians to explore the past?
3. What are collective memory and historical memory?

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Team Teaching

Work together with the English teacher. Prepare a special activity in which students will write a creative essay about the social sciences, and where they can creatively show which of the social sciences is their favorite and why.

The English teacher should give specific instructions about the essay's parts and format. The students should read the definition that is shown in the chapter and also look for additional information about the different social sciences. This way, they will be able to

understand each one's purpose and choose their future profession based on their strengths and interests.

The purpose of this activity is to develop students' reading skills, foster creativity, and enable them to identify the different social sciences and their functions. To wrap up, let students read their essays aloud. This way, they will also be working on their oral communication skills.

Closure

1. Tell students to answer the questions in the *Review* and *Think About It* sections on page 10 of their books.
2. Examine the relationship between history and social sciences. Explain that history, just like the social sciences, lets humans acquire knowledge about their social environment. The social sciences study human activity and its byproducts, and try to give these activities a logical explanation. Meanwhile, history is the study of mankind's past activities. They are related to one another.
3. Let them choose between the words *past*, *history*, or *social studies* to create an acrostic on the subject.
4. Tell them to look for images related to the topics of history and social studies. Encourage them to make a collage on a sheet of paper or on a piece of cardboard.



1 We Begin to Study the Past

Opening

1. Tell students that you will be talking about the past in class today.

Ask:

- a. What is the past?
- b. What does studying the past entail?
- c. Why is it important to study the past?
- d. What tools are used to study the past?
- e. How do we know the past?

f. Ask them to mention an event from the past.

Explain that they will be able to answer these and other questions once they finish the first chapter

2. Say the word *past* out loud and ask your students what comes to mind when they hear that word.
3. Prepare a digital presentation with historical photographs. Encourage students to participate if they have seen one of the photos before.



Development

1. Read *The Social Sciences* subtopic aloud and let students participate as well. Tell several students to read about the different social sciences mentioned (anthropology, economy, politics, demography, geography, and history).

2. Thank the students that helped with the reading.

3. Read out loud the text in the *Activities* section.

Ask:

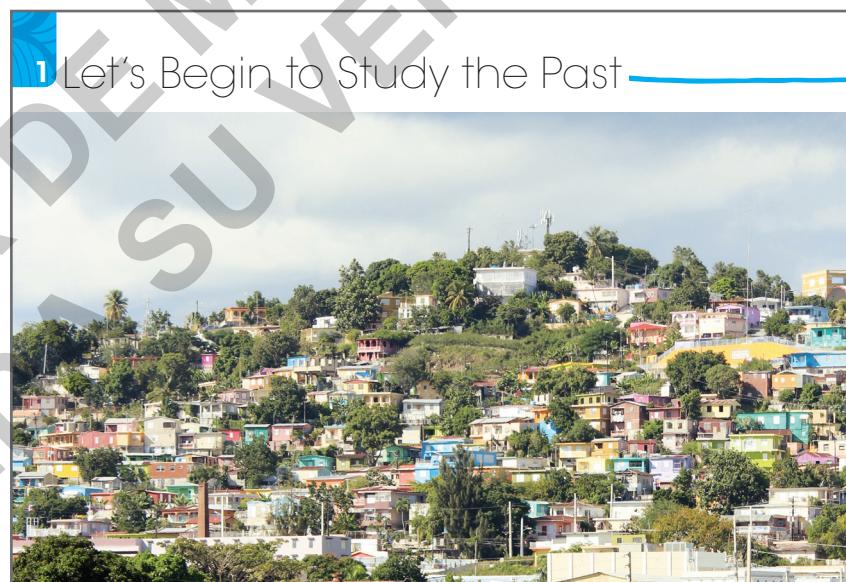
- a. What is the paragraph about?
- b. What do we use social sciences for?

4. Review the definitions of *anthropology, economy, politics, demography, geography, and history* with your students.

Ask questions such as:

- a. Which social science oversees the study of how the human population is distributed throughout the planet?
- b. Which social science oversees how society produces, distributes, and consumes goods and services?

1 Let's Begin to Study the Past



Human beings coexist.

Citizens of the World

The great cultural diversity of the world makes way for varied ways of thinking. Therefore, we must be tolerant towards others. We must respect people, no matter what their age, gender, economic status or social group. By being tolerant, we avoid conflicts and can reach peaceful agreements.

The Social Sciences

Humans have always been interested in knowing about their past in order to relate it to present times. Humans are social beings and usually live in communities. There is a set of disciplines that specialize in studying the origin and development of societies, these are the Social Sciences.

Society consists of groups of people living under a common order. The **social sciences** study human beings in relation to society and its environment. Some of these disciplines specialize in investigating human activities and beliefs.

Other disciplines study the social, political and economic relations of societies. Together, they help us to understand the relationships between different human groups and allow us to understand the changes

Professional Development

Adolfo Gilly, a history and political science professor, states that in the social sciences knowledge is multiple, which is to say it has several versions and is created by humans, unlike the natural sciences, where no attempt is made to include aspects related to the activities of human beings.

The existence of a wide variety of theories about history reflects ideological differences and positions assumed by historians. When it

comes down to writing history and establishing its theories, it is a challenge for historians to distance themselves from their ideologies or viewpoints.

We must advise our students to consider that, although it is ideal for historical accounts to be narrated in an objective way, sometimes the ideology of who writes it influences the outcome of the story. Therefore, we must promote the search of different sources when conducting an investigation.

Closure

1. Ask for a student volunteer to stand up and read the *Citizens of the World* section. Then, ask for another student to explain what he or she understood from the reading.
2. Tell students to take out their notebooks and write down the names of the different social sciences together with their description.
3. Tell students to do the activity on page 13.
4. Retake the topic from the *Citizens of the World* section and encourage them to be citizens respectful of cultural diversity. That way, we will live in a world full of peace and harmony.

Practice

1. Read the following text and then answer the questions.

The Social Science allows us to study the realities of societies so we can better understand the needs, phenomena and problems of human groups. One of its major objectives is to help solve these problems through an objective approach.



Anthropology allows us to learn about different groups of human beings.

- a. How can the social sciences help solve social problems?

- b. What do you think the text refers to when it states that it takes an objective approach to solve these problems?

Answers

1.
 - a. Answers will vary.
 - b. Answers will vary.

1 What Is History?

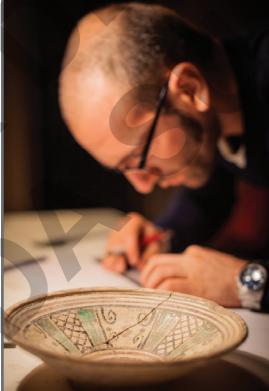
Opening

1. Write the word *History* on the blackboard and ask students to explain what history means to them. Let them share their opinions.
2. Write down a definition of the word *history* on a strip of poster board, and then cut it out into individual words. Give out a piece to each student and encourage them to build a grammatically correct sentence to discover the definition. Then, tape the pieces of poster board they used to make the definition on the board. Students should write it down in their notebooks.
3. Ask students what features an event must have to be considered historic. Write their answers on the board. Students should write the answers down in their notebooks.

Development

1. Ask your students to take out their books and look for page 14 to start reading.
2. Assign each student a sentence so that everyone, or at least most of them, can participate in the reading.
3. Once they have finished reading, ask for a student volunteer to repeat out loud the definition of the word *history*. Then, ask all your students to repeat it in unison.
4. Ask several of your students:
 - a. What does the word *history* mean in ancient Greek?
 - b. What do historians do?
 - c. If you were a historian, what topics or events would you like to investigate?
 - d. Why is history important?
 - e. What would happen if history didn't exist?

1 What Is History?



You can find valuable information in ancient texts.

History and the Historian

History is the science that studies the facts and processes by which societies go through as time goes by. It also studies the past to discover how the modern world came to be. The word *history* comes from the Ancient Greek and means *inquiry* or *investigation*. This discipline studies particular facts, as well as extensive processes of change in society. To understand a historical fact, it must be related to its context; in other words, it must be related to other historical events as well as the political, economic and social situations of the moment when it's taking place.



The statue of Roman senator and historian Tacitus.

All human beings are protagonists of history, and **historians** are those who interpret facts and make them understandable to the rest of society. They identify the causes that gave rise to these events as well as their consequences. Historians also investigate, gather information, organize it and determine whether the data is accurate and reliable. A very important task that historians perform is to sort events by date. To do this, they use **chronology**, which is a science used to determine the dates of historical events.

Curricular Integration

Work together with the art teacher. Students must choose an art technique (drawing, painting, or sculpting, among others) and use it to create a depiction of the topic *What Is History?* Consult the art teacher to see how many days should be set aside for this work.

Once students are done, ask them to make a brief report in which they explain their work; how did they make it and how did they represent the *What Is History?* topic? During their oral reports, you can sit students down cross-legged so that the only student standing is the one sharing their work.

Closure

1. Encourage students to complete the *Practice* section for the topic *What Is History?* Ask several students to share out loud with the class what they wrote in the timeline for activity 2 from the *What Is History?* topic.
2. Tell students to write down the words *historian* and *chronology* with their definitions in their notebooks.
3. Write the word *History* vertically on the board, and encourage students to suggest ideas so you can make an acrostic together with words or sentences related to the concept.
4. Read the definitions for the words *history*, *historian*, and *chronology* again. Ask a student to explain the relationship between them.

Answers

1.
 - a. Individual responses
 - b. All human beings are protagonists of history, and historians are those who interpret facts and make them understandable to the rest of society.
2. Individual work

To choose the most important historical events, historians take note of important changes in society. They also try to reconstruct history as closely as possible in regards to how events happened. One of their main objectives is to interpret the data in order for the rest of society to know more about the past and present. Their interpretation can be objective or subjective. An objective interpretation involves taking all factors into account, including testimonials and facts, even if these do not agree with each other. A subjective interpretation relates a particular viewpoint of the historian; that is, their own interpretation, and is subject to their own values and beliefs.

Chapter 1: Studying the Past



Studying the history of clothing in society allows us to learn about the historical period to which they belong, including customs, practices, social classes, and the general environment.

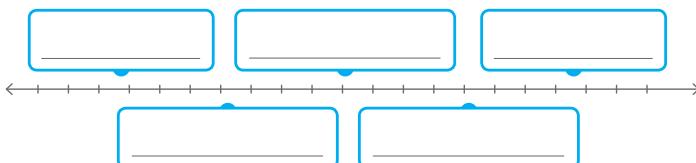
Practice

1. Answer:
 - a. Why is it important to study history?

- _____
- b. What is the relationship between history and historians?
- _____

2. Read the following paragraph, then complete the timeline.

A timeline is very important for chronology as a science tool. It serves to locate and order the events of a period or time. Create a timeline about your personal history. Include five important facts of your life thus far.



1 History and Its Relationship to Other Disciplines

Opening

1. Show your students an image where two or more professionals can be seen working together. For example, a doctor and a nurse, a plumber and an electrician, etc. Ask:

- a. What do you see in the image?
- b. What do the people in the image have in common?

Point out the similarities between history and its relationship to other fields, as well as the teamwork shown in the pictures.

Development

1. Choose several students and have each one of them read a sentence from the introductory paragraph to *History's Auxiliary Sciences*.

2. Read out each one's name and encourage students to read their definitions in unison. Repeat each one twice.

3. Tell students to do activity 1 on page 17.

4. Once they have finished, assign each student a premise from activity 1 and have them share their answers with their classmates. Make sure the answer is correct and ask for applause each time a student makes his or her contribution.

5. Tell students to take out their notebook and encourage them to do activity 2 in them. They can also make a drawing that depicts the auxiliary science they chose.

2. Encourage your students to look at the photo on page 16. Ask them to describe what they seen in the photo. Ask:

- a. What do you see in the photo?
- b. What is the profession that does this kind of work?
- c. How is this job related to the study of history?

1 History and Its Relationship to Other Disciplines



Archeologists study ancient remains.

I Am Part of History
Compare and Interpret

Compare the types of sources of information: primary and secondary. Explain the similarities and differences between one type of source and the other. Finally, imagine that you will investigate the birth of a family member and prepare two lists of possible sources for your research. One list should be of possible primary sources, and another should be comprised of potential secondary sources.

History's Auxiliary Sciences

History encompasses a very broad field of study. This is because you are trying to gather all aspects of human activity over time. Because of this, it relies on other sciences that complement it in order to reconstruct society's past. These fields of study provide much knowledge about various historical periods and to facilitate their study. Let's take a look at some of them:

- **Archeology** studies ancient human cultures through their remains.
- **Geology** studies the composition, structure, and origin of the Earth. It investigates how planet Earth was formed, what it's made of, and the changes it has experienced.
- **Numismatics** studies materials and inscriptions on coins and medals from different eras.

Additional Information

The adjective *auxiliary* means providing support or assistance. When we talk about the auxiliary disciplines of history, we are talking precisely about that: the sciences that help, collaborate, and assist history in its work of studying the events and processes societies go through over time. These other fields offer sources of information to historians.

Throughout history, auxiliary disciplines have helped facilitate the task of extracting, analyzing, and sorting the information found

belonging to a specific historical moment. Many times, this task presents challenges, as there are factors such as incomplete texts, broken objects, and natural disasters, among many others, that make it difficult to establish connections and reach a conclusion. Historians, as well as collaborators from auxiliary disciplines such as archeology, numismatics, paleography, sigilography, and others, perform a commendable work.

Closure

1. Choose 5 student volunteers to stand up and read what they wrote in their notebooks about the auxiliary science they chose.
2. Show a video for each of the auxiliary sciences and explain in depth what each one is based on.
3. Ask your students to write down all the auxiliary sciences (archeology, geology, numismatics, paleography, paleontology, and sigilography) with their definitions and, after each definition, draw a picture to represent each one.
4. Direct the students to the *I Am Part of History* section, and tell them to investigate what historiography is and then share what they found with their classmates.

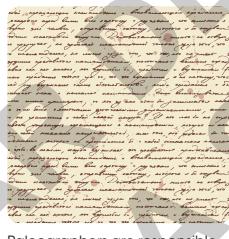
Answers

1.
 - a. archeology
 - b. paleography
 - c. sigilography
 - d. numismatics
2. Individual work

Practice

Chapter 1: Studying the Past

- **Paleography** decrypts scriptures and ancient signs to decipher the information contained therein.
- **Paleontology** studies fossils of plants, animals, and living creatures found on the layers of the Earth's crust.
- **Sigilography** analyzes the stamps used over time to validate and authenticate documents.



Paleographers are responsible for deciphering ancient writings.

1. Mark with an X the auxiliary science of history that relates to each sentence.

- a. Experts are studying the remains of an ancient civilization that were found recently.

paleography archeology paleontology

- b. Scientists are trying to decipher cuneiform writing found on clay tablets.

paleography archeology paleontology

- c. Experts are studying the remains of an ancient civilization that was found recently.

geology numismatic sigilography

- d. Experts are analyzing coins found during an excavation.

geology numismatic sigilography

2. Choose the auxiliary science of history that interests you the most and carry out further research about it. Then, explain why you find it interesting and how it complements history.

1 Historical Research

Opening

1. Bring research-related items (a magnifying glass, a hat, a coat, a notebook, flashlights) to the classroom. Put them in a box and let several students take out the items and say what each one is used for.
2. Show a video on historical research. Ask questions about the video.
3. Write the term *Historical Research* on the board and read it aloud. Brainstorm and allow all students who wish to express their ideas to do so.
4. Welcome your students to class disguised as a researcher. Introduce yourself to them enthusiastically and describe what you do as a historical researcher.

Development

1. Ask for two students to read (switching after finishing a sentence) the information under the topic *Historical Research* on pages 18 and 19.
2. Look at the photographs shown on pages 18 and 19. Then, together with students, make a list of some of the places where research can be carried out. Ask students if they have visited one of these places to conduct an investigation. If so, ask what their experience was.
3. Brainstorm with the word *research* in mind. Let students who want to participate go to the board and write words related to this topic.
4. Ask students what topics they would like to investigate. Listen carefully.
5. Tell students to create a diagram where they show the steps that need to be taken to carry out an investigation.

1 Historical Research

Investigating and Presenting Research Findings

You have learned that historians investigate the causes that determine changes in society. To **investigate** is to study and research a topic, fact or event to increase your knowledge about it. It is also discovering new knowledge from prior established knowledge.

In the different disciplines of history, experts investigate in places such as libraries, museums or archaeological sites. Research should follow steps that enable acquiring new knowledge. Historians use methods that allow them to propose, develop, and validate the findings of their investigations.

- First, the researcher defines the fact that he or she will research from a hypothesis or series of questions, such as: *why, how, when, and where*, among others.
- Then, he or she collects, sorts, and classifies all written information required to answer their questions. You will learn in detail how this is done in the upcoming pages.
- Finally, the researcher interprets and analyzes the findings to answer the questions that arose and reaches his or her own conclusions.

Generally, historians publish their findings on research reports, journal articles, and books, among other means. In these writings, they present data, sources consulted, and the results of their research. The text should be neat, clear and precise, and it should include an introduction, body and conclusion.

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Additional Information

Libraries, like museums, have played a transcendental role in the history of mankind. They have served as a shelter for the most important findings, works, inventions, and discoveries in history. Libraries are almost as old as writing. In the first libraries, clay tablets were kept instead of books, for it was in these tablets that the first civilizations, such as the

Sumer, initially wrote on. It was in the 19th century that the first libraries emerged in most American countries. These allowed the less privileged social classes to develop morally and professionally, and to have access to information previously reserved for a small group of people.

Closure

1. Tell students to look for information about an important discovery that has been made thanks to historical research.
2. Suggest to students that they visit places such as museums or libraries in Puerto Rico. Explain that these places have great historical, cultural and educational value because, if they did not exist, it would be very difficult to move research forward and there would be nowhere to preserve our knowledge and cultural heritage for the next generations.

Answers

Practice

Chapter 1: Studying the Past



Museum of Art in Ponce,
Puerto Rico

1. Imagine you need to do historical research about Puerto Rico.

- a. Which would be the topic of your investigation?

- b. Why did you choose that topic?

- c. What is your hypothesis?

- d. What resources are you going to use to gather information?

2. Name three characteristics that a historical researcher should have to use to present their findings effectively.

1 Sources of Information

Opening

1. Write the topic *Secondary Sources* on the board. Around it, stick images of different sources (books, letters, computers, old coins, something representing the oral tradition, among others).
2. Ask what they understand by the term *sources of information*. Brainstorm with their answers.
3. Bring images of different sources of

information. Place the sheets in different parts of the room. Ask what each of them is and what they could be used for in an investigation.

Development

1. Read aloud the content on pages 20 and 21. Tell students to write down the definition of: *primary sources*, *secondary sources*, and *electronic sources*.
2. Tell a student to read pages 20 and 21. Then, go over the difference between primary and secondary sources again.
Ask:
 - a. What is a research source?
 - b. What is the difference between a primary source and secondary source?
 - c. Give an example of a primary source and one of a secondary source.
3. Split the group up into pairs and tell them to do the activity on page 21. Then, give each pair a chance to share their answers with the rest of the group.

1 Sources of Information



Archeological findings help reconstruct the past.



Ancient remnants are sources of information.

Primary, Secondary and Electronic Sources

In order for historians to carry out their work, they need sources of information. **Sources of information** are the means by which researchers obtain necessary data for their studies. They can be classified as primary or secondary.

Primary sources provide direct information about the subject under investigation, and are the main sources that historians use. In addition, they include:

- oral tradition: information that is transmitted from generation to generation, such as testimonials, stories, legends, myths, songs, and sayings, among others.
- written sources or documents: written information is contained in ancient manuscripts, newspapers, reports, letters, diaries, official documents, and biographies, among others.
- material remains: these are considered primary sources of object information; for example, works of art, monuments, buildings, coins, stamps, tombs, maps and tools, among others.

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Curricular Connection

Ask your students to choose a topic they would like to investigate. Work with the technology teacher in the school library. There they must carry out the process of researching and collecting information using the different sources they have access to. They must identify the type of source they are using and what kind of information it provides. Urge them to use various sources; books, encyclopedias, magazines, essays, and the Internet.

The technology teacher can help you find information. It is important that when working with electronic sources such as the Internet, the student learns to identify which ones are reliable, because not all of them are. Let students visit the library two or three times so they can do their research well. Then, they can make an oral presentation of their research process with the various sources used. This can be done individually or in pairs.

Closure

1. Show a video on the subject of research sources.
2. Have students make a chart that lists three examples each of primary, secondary, and electronic sources.
3. Tell students to draw and color an example of a primary source, a secondary source, and an electronic source.
4. Write down the different sources of information on pieces of poster board and randomly share them with several students. Then divide the board into three parts and identify each one as *primary sources*, *secondary sources*, and *electronic sources*. Students should stick the words in the appropriate column according to their classification.

Answers

1. Individual work
2. Individual work

- information obtained from audiovisual media: music, films, photographs, recordings, computers and more. They can also be sources of primary information.

Secondary or indirect sources are comprised of information that has already been processed by other researchers. Although these sources are easier to find, in many cases they are based on the opinions or interpretations of their author. Some examples of these types of sources are the research of other historians, textbooks, encyclopedias, journals, reviews, and statistics, among others.

Finally, **electronic sources**, such as those found on the Internet, have emerged thanks to technological advances. However, we must be very careful with the data found on the Internet and verify that it is, in fact, trustworthy. Developing critical attitudes that allow choosing the best options are part of a responsible research process.

Practice

1. Get together with a classmate. Imagine that you are assigned research about emigration from Puerto Rico. Your teammate proposes the use of information from an unreliable website on the Internet. Answer:

- a. Do you think it is appropriate to write a report based on unreliable information?

- b. What are the positive and negative aspects of using only electronic sources in an investigation?

Chapter 1: Studying the Past



Audiovisual media is also a source of information.

1 Memory and History

Opening

1. Discuss with students what memory is and ask them to make a list of five events or recollections that they keep in their memory.
2. Develop a conversation around this question: *How are memory and history related to each other?* Let several students express their opinions.
3. Write the words *memory* and *history* on the board and brainstorm together with student input.
4. Look at the pictures on pages 22 and 23. Tell your students to distinguish what they are and to say what they have to do with history.

Development

1. Ask your students to write down in their notebooks the definitions for *memory*, *collective memory*, and *historical memory*. Then, ask for a volunteer to read their definitions out loud.
2. Have a student read aloud the content on pages 22 and 23 of the topic *Memory and History*.
3. Tell them to complete the activities on page 23. Then, discuss their answers.
4. Draw a table comparing *collective memory* and *historical memory*. Let the students provide the information for the table.

1 Memory and History

Historical memory presents the point of view of the leaders of the time.

Historical Memory and Collective Memory

In a historical context, the concept of **memory** can be defined as a narrative of events made in order to disclose part of history. It recounts the experiences of a person who has witnessed a particular moment in history. Memory can be seen as part of oral sources of information, but it can also be found in written memoirs. These are testimonials of people who lived through an event directly, and allow society to increase their knowledge about the past. In the late nineteenth century, researchers began to study collective memory and historical memory as part of history.

Attention to Diversity

Reinforce

Split the class in two groups. Assign the subjects of *collective memory* and *historical memory*; one theme for each group. Explain that they must creatively present the topic that was assigned to them. They can create drawings, plays, paintings, or dialogues, among others, through which they depict the meaning and purpose of each one.

Expand

The student must choose one of history's auxiliary sciences and decide on a topic they will investigate. In the process, they must point out what kind of sources they use and think about how they helped in their research. They must submit a written report and those who wish can share their findings with the rest of the group.

Closure

- Ask each student to write a memoir about a historical event in their life. Have several students voluntarily share their memories with the group.
- Encourage your students to create a diagram in their notebooks with the terms *historical memory* and *collective memory*.
- Ask a student to explain aloud and in their own words the difference between historical memory and collective memory, and how each one is important.
- Encourage your students to look for examples of *collective memory* and *historical memory*. Promote the use of different sources of information. Review and refer to the topic of research sources discussed in a previous class.

Practice

1. Write *T* if the sentence is true or *F* if it is false.

- In a historical context, memory refers to the ability to remember the past.
- Historical memory is a narrative that always has to be written to be reliable.
- Collective memory is the memory of a group of people who have the same political beliefs.
- Historical memory must have a political or legal approach.

2. Choose the appropriate word to complete each sentence.

memory collective memory historical memory

- _____ takes into account the point of view of various leaders of society.
- A _____ narrates the experiences of a person who has witnessed a particular moment in history are narrated.
- _____ can be transmitted from generation to generation and represents the point of view of a group of people.

Answers

1.

- a. F b. F c. F d. T

2.

- a. historical memory
b. memory
c. collective memory

1 Earth Science

Opening

1. Make a concept map on the board with the periods or ages of history: *Prehistory, Ancient History, the Middle Ages, the Modern Era, and the Contemporary Era.*
2. Create a timeline showing the different ages of history.
3. Divide the board into five columns and assign each column a period of history. Explain to students that during the class they will be filling in those columns with information corresponding to the periods of history.

Development

1. Choose three students to read the three paragraphs on page 24. Then, pick five more students to read the information for each age of history that appears in the pictures.
2. Read aloud the information on page 24. Highlight the five periods history is divided into: *Prehistory, Ancient History, the Middle Ages, the Modern Era, and the Contemporary Era.*
3. Have five students write the features of each time period on the board in the five columns you previously made.
4. Show images of events that occurred during the different ages of history and let students try to guess which ones they belong to. You can divide the classroom in two and make it a debate.

1 Earth Science

Modern Era
This period, which spans several centuries, culminated in the early 19th century. It was characterized by scientific development.

Contemporary Era
This historical period ranges from the French Revolution in 1789 to the present day.

The Middle Ages
Began with the fall of the Roman Empire in 476, until the encounter with America in 1492.

Antiquity
During this period, the first civilizations emerged, and long distance commerce arose.

Prehistory
It is characterized by the appearance of the first human beings up until the invention of writing.

To facilitate its study, history is divided into eras or periods.

Historical Periods

History is divided into eras or **periods** that are organized according to common characteristics. So far, there are five major periods: Prehistory, Antiquity, the Middle Ages, the Modern Era and the Contemporary Era. Each one has particular characteristics that differentiate it from the others. Eras can begin or end at different times depending on the region or place being studied. These periods are divided into others, which you will learn about later. It is impossible to place each in precise and absolute dates, but they are helpful in studying history.

It is essential for historians to study the events in the order that they happened. This order of events is called **chronology**. The events can be sorted and represented on timelines. A timeline is a diagram showing the events in a given period. The dates of events are measured in the same distance.

The benchmark event most commonly used as a reference point for measuring time is the birth of Christ. In a timeline, the birth of Christ is the year zero. This is why years are grouped into two periods: before Christ (BC) and Anno Domini (AD), the current period. The most distant events of the birth of Christ are placed to the left, BC, and the more recent events, to the right or "after the birth Christ".

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Closure

1. Tell students to do exercise 1 on page 25. Exercises 2 and 3 must be done as homework. Also, tell them to write down in their notebooks the definitions for the following words: *period*, *chronology*, and *timeline*. Choose three students to read the three paragraphs on page 24. Then pick five more students to read the information for each age of history that appears in the pictures.
2. Tell them to look for additional information about the ages history is divided into.

Ask:

- a. How are history's time periods ordered?
- b. What age do you find most interesting?
- c. In what age did the most dramatic changes take place?
3. Tell your students to draw a picture depicting each historical age. Then, stick the sheets of paper on the classroom walls.

Answers

Let's Do It!

Chapter 1: Studying the Past

1. Answer the following questions:
 - a. What is a *chronology*?

 - b. What is a reference point?

 - c. What is the reference event most commonly used as a starting point to measure time?

2. Carry out some research at the library for the dates spanning every historical period and write them down. Share your answers with your classmates, and discuss your findings.
 - a. Prehistory: _____
 - b. Antiquity: _____
 - c. The Middle Ages: _____
 - d. The Modern Era: _____
 - e. Contemporary Era: _____
3. Imagine you are a historian in the future. Compose a brief text that explains the next historical era. Determine which event marked the beginning and explain how society has changed since the twenty-first century to the future that you imagine.

1 Checking Understanding

1. Mark with an X the Social Science that corresponds to each sentence.

a. _____ studies the relationship between human beings and their surroundings.

 Geography Anthropology Demography

b. _____ is the study of the production, distribution and consumption of goods and services.

 History Politics Economy

c. _____ studies the origin and evolution of human beings, and how they adapt to society.

 Anthropology Politics Demography

d. _____ investigates how human processes occur, how they are organized and how they develop.

 Economy History Geography

e. _____ is the social science that studies a place's government.

 Politics Economy History

2. Answer: **Answers will vary.**

a. What is the oldest event that you know of in the history of your family?

b. How do you benefit from learning more about your family's history?

3. Work in a group with three classmates and do the following: **Answers will vary.**
 - a. Choose a historical event that was witnessed by your parents or grandparents. Consult your teacher if you have any questions.
 - b. Make a list of questions that will allow you to obtain the information you need, then carry out an interview. Make sure you gather different perspectives about the same event. Each member of the group must conduct an interview.
 - c. Individually, carry out research using other sources of information and identify which type of source was used (primary or secondary). Then, have a group meeting and organize your findings.
 - d. Decide if you will present a historical or a collective memory of the selected event and write it down.
 - e. Finally, prepare a presentation to give in front of the class. Include photographs or illustrations.
4. Complete the sentences about the auxiliary sciences of history.
 - a. A scientist that studies fossils for a living works in
paleontology.
 - b. To study the human remains of ancient cultures we refer to the studies of
archeology.
 - c. If you want to investigate what our planet is made of or how it was formed, you should consult a geology.

I Understand

1. Why is it important to study the past?
2. What role does history have in society?
3. What is the importance of consulting reliable sources of information?