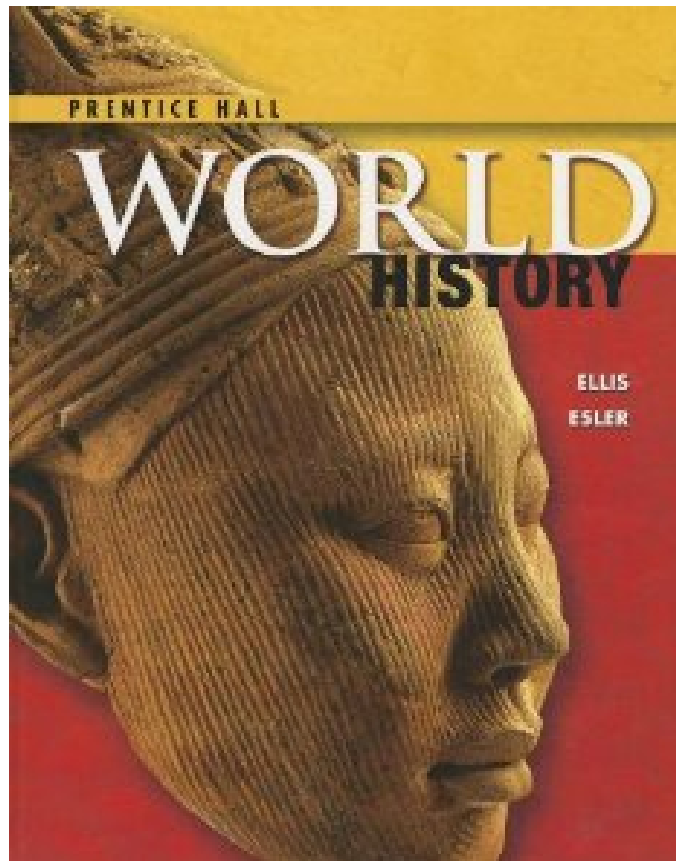


A Correlation of

Prentice Hall  
**World History**  
Survey Edition  
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To the

**New York State  
Social Studies Framework  
Grade 9**

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**Introduction**

This document demonstrates how ***Prentice Hall World History, Survey Edition, ©2014***, meets the New York State Social Studies Framework, Grade 9. Correlation page references are to the Student and Teacher's Editions.

***Prentice Hall World History*** brings history to life, shows how history matters and motivates students to succeed. This highly acclaimed program offers a highly visual, engaging current events update that provides a snapshot of significant events such as the 2012 national elections and events in the Middle East, that have the potential to shape the national and international landscapes.

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- Unit 7:** *The World Since 1945 (1945–Present)*

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Common Core Learning Standards for English Language Arts and Literacy	Prentice Hall World History Survey Edition, ©2014
<b>Common Core</b>	
<b>Reading Standards for Literacy in History/Social Studies</b>	
<b>Key Ideas and Details</b>	
<p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p><b>SE/TE:</b> Primary Sources, 61, 91, 129, 136, 172, 250, 309, 417, 456, 524, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Traveler's Tales, 104, 354, 378, 474, 740, 786, 1121; Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Critical Thinking: analyze primary sources, SH31, analyze cartoons, 26, 604, 718, 746, 780, 960, analyze literature, 172, 237, 509, 651, 761, 1081, compare points of view, 500, 535, 920, SH32</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>Prentice Hall World History Survey Edition, ©2014</b>
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p><b>SE/TE:</b> Primary Sources, 61, 91, 129, 136, 172, 250, 309, 417, 456, 524, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Humanities, 16, 35, 49, 75, 143, 237, 268, 323, 396, 422, 509, 556, 591, 685, 761, 828, 857, 890, 1081; Comparing Viewpoints, 176, 494, 586, 752, 789, 871; also see: Critical Thinking: analyze information, 64, 83, 110, 129, 136, 182, 300, 309, 336, 404, 442, 538, 568, 630, 654, 718, 780, 960, 975, 1040, 1128, identify central issues, 75, 91, 486, 514, 523, 535, 549, 584, 837, 868, 880, summarize, 136, 508, 523, 584, 685, 688, 740, 780, summarize information, 309, identify main ideas, 486, 713, 894, 1114; Reading Skills: identify main ideas, 30, 36, 114, 214, 219, 225, 231, 410, 418, 423, 428, 434, 504, 530, 592, 622, 634, 638, 645, 660, 722, 891, 898, 904, 912, 1072, 1076, 1082; summarize, 4, 11, 17, 397, 544, 816, 829, 834, 839, 966, 985, 992; In the News: End Questions, In the News 5, 7, 9, 10, 11, 16, 18, 21, 23, 24, 27, 29, 30, 32</p> <p><b>TE only:</b> Identify main ideas, 690d; Summarize, 28d, 542d</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>Prentice Hall World History Survey Edition, ©2014</b>
<p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><b>SE/TE:</b> Feature: Cause and Effect, 22, 334, 440, 602, 642, 670, 846, 918; Turning Point: The Neolithic Revolution, 11–16; Events That Changed the World, 178–179, 274–275, 496–497, 564–565, 672–673, 946–947, 998–999; Economic Recovery Sparks Change, 231–237; Reformation Ideas Spread, 428–433; Effects of Global Contact, 491–495; Britain Leads the Way, 612–615; New Ways of Thinking, 622–626; An Age of Ideologies, 634–637; Changing Attitudes and Values, 674–680; The Cold War Unfolds, 966–974; The Challenges of Development, 1066–1070; Globalization, 1100–1104; also see: Critical Thinking: analyze cause and effect, SH34, recognize cause and effect, 26, 64, 146, 182, 240, 300, 336, 442, 468, 519, 529, 604, 642, 654, 670, 746, 810, 880, 920, 960, 1010, 1040, 1062, 1089, 1092, 1128, understand cause and effect, 506, 538; Reading Skills: recognize sequence, 68, 76, 84, 92, 101, 282, 289, 304, 310, 376, 472, 477, 482, 487, 491, 557, 585, 692, 696, 700, 705, 710, 733, 924, 930, 939, 948, 952, 1044, 1048, 1054, identify causes and effects, 150, 255, 269, 340, 346, 446, 457, 612, 754, 767, 784, 791, 796, 852, 858, 865, 1014, 1024, 1032, recognize multiple causes, 155, 173, 262, 294, 357, 572, 608, 750, 773, 801, 869, understand effects, 161, 166, 251, 352, 461, 616, 762, 874, 1020, identify causes, 244, identify effects, 452</p>

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Common Core Learning Standards for English Language Arts and Literacy	Prentice Hall World History Survey Edition, ©2014
<b>Craft and Structure</b>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>SE/TE:</b> Skills Handbook: Use Context Clues, SH5; Analyze Word Parts, SH5; Recognize Word Origins, SH5; Section Assessment: Terms, People and Places, 10, 15, 23, 34, 43, 48, 56, 60, 74, 82, 90, 100, 107, 117, 123, 128, 135, 142, 154, 160, 165, 171, 177, 194, 199, 205, 218, 224, 230, 236, 249, 254, 260, 267, 273, 288, 293, 297, 308, 316, 322, 328, 333, 344, 351, 356, 361, 374, 382, 386, 395, 401, 416, 421, 427, 433, 437, 451, 455, 460, 465, 476, 481, 486, 490, 495, 508, 514, 523, 529, 535, 548, 555, 563, 577, 583, 590, 600, 611, 615, 620, 626, 637, 643, 650, 666, 671, 680, 684, 695, 699, 704, 708, 715, 725, 731, 738, 743, 753, 760, 766, 771, 777, 790, 795, 800, 807, 821, 827, 833, 838, 845, 856, 864, 867, 873, 877, 889, 897, 902, 911, 917, 929, 938, 945, 951, 956, 974, 984, 991, 997, 1006, 1019, 1023, 1030, 1037, 1047, 1052, 1059, 1070, 1075, 1080, 1088, 1099, 1104, 1113, 1119, 1125; Chapter Assessment: Terms, People and Places, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128</p> <p><b>TE only:</b> Vocabulary Builder (examples), 68, 150, 155, 161, 201, 231, 244, 251, 324, 397, 410, 434, 446, 452, 578, 667, 674, 681, 692, 696, 726, 733, 739, 822, 829, 891, 898, 904, 912, 924, 930, 939, 948, 952, 985, 992, 1000, 1014, 1020, 1024, 1096, 1100, 1106, 1115, 1120; Reading Skills: analyze word parts, 408d, 720d; interpret nonliteral meanings, 964d; recognize word origins, 502d, 748d; signal words, 444d, 470d; use context clues, 302d, 782d</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>Prentice Hall World History Survey Edition, ©2014</b>
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>SE/TE:</b> Concept Connector (In This Chapter & Transfer Activities), 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105; also see: Note Taking (Reading Skill & Graphic Organizers), 4, 11, 17, 30, 36, 44, 50, 57, 68, 76, 84, 92, 101, 114, 118, 124, 130, 137, 150, 155, 161, 166, 173, 186, 195, 201, 214, 219, 225, 231, 244, 251, 255, 262, 269, 282, 289, 294, 304, 310, 317, 324, 329, 340, 346, 352, 357, 368, 376, 383, 389, 397, 410, 418, 423, 428, 434, 446, 452, 457, 461, 472, 477, 482, 487, 491, 504, 510, 516, 525, 530, 544, 550, 557, 572, 578, 585, 592, 608, 612, 616, 622, 634, 638, 645, 660, 667, 674, 681, 692, 696, 700, 705, 710, 722, 726, 733, 739, 750, 754, 762, 767, 773, 784, 791, 796, 801, 816, 822, 829, 834, 839, 852, 858, 865, 869, 874, 884, 891, 898, 904, 912, 924, 930, 939, 948, 952, 966, 976, 985, 992, 1000, 1014, 1020, 1024, 1032, 1044, 1048, 1054, 1066, 1072, 1076, 1082, 1096, 1100, 1106, 1115, 1120



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<p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p><b>SE/TE:</b> Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Critical Thinking: compare points of view, 500, 535, 920; also see: Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Skills Handbook: Distinguish Between Facts and Opinion and Recognize Bias, SH6; Comparing Viewpoints, SH32; also see: Critical Thinking: identify points of view, 182, 237, 574, 589, 591, 688, 787, 800, 822, 920, 1007, 1031, recognize ideologies, 146, 514, 519, 591, 630, 649, 901, 920</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>Prentice Hall World History Survey Edition, ©2014</b>
<b>Integration of Knowledge and Ideas</b>	
<p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p><b>SE/TE:</b> Skills Handbook: Geography Skills Handbook, SH24–SH27; Critical Thinking About Texts, Visuals, and Media Sources, SH28–SH37; Timelines, SH30, 24–25, 62–63, 108–109, 144–145, 180–181, 206–207, 238–239, 276–277, 298–299, 298–299, 315, 332, 334–335, 362–363, 402–403, 430–431, 440–441, 466–467, 498–499, 536–537, 566–567, 602–603, 628–629, 652–653, 686–687, 716–717, 744–745, 778–779, 808–809, 842–843, 846–847, 878–879, 918–919, 943, 958–959, 1008–1009, 1038–1039, 1060–1061, 1090–1091, 1126–1127, 1148–1149; Charts and Graphs exist throughout the text, for representative examples, see the following: 95, 108, 315, 322, 326, 332, 334, 362, 362, 392, 402, 426, 436, 440, 466, 480, 493, 496, 497, 498, 522, 534, 536, 563, 566, 947, 953, 958, 959, 961, 968, 972, 1008, 1017, 1022, 1035, 1038, 1041, 1045, 1050, 1057, 1060; Cause and Effect Charts, 22, 334, 440, 602, 642, 670, 846, 918; Concept Connector, 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105; Infographics, 6, 12, 21, 33, 39, 52, 58, 79, 87, 99, 127, 132, 140, 152, 163, 174, 191, 220, 227, 259, 272, 284, 295, 307, 321, 349, 358, 373, 393, 414, 420, 430, 448, 462, 488, 506, 513, 518, 534, 552, 562, 574, 588, 624, 640, 649, 664, 675, 678, 703, 712, 724, 730, 734, 765, 768, 774, 794, 806, 824, 835, 842, 853, 860, 886, 894, 900, 932, 934, 941, 971, 994, 1022, 1034, 1056, 1074, 1084, 1102, 1111, 1122; Visuals, In the News, 5, 7, 9, 15, 23, 25, 28</p>

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8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	<b>SE/TE:</b> Skills Handbook: Fact and Opinion and Recognize Bias, SH6; also see: Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Critical Thinking: evaluate credibility, SH7
9. Compare and contrast treatments of the same topic in several primary and secondary sources.	<b>SE/TE:</b> Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Critical Thinking: identify points of view, 182, 237, 574, 589, 591, 688, 787, 800, 822, 920, 1007, 1031
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	<b>SE/TE:</b> This objective is met throughout <i>World History</i> , including: Skills Handbook: Research Writing, SH13–SH15; Section Assessment: Writing About History: Research Report, 10, 15, 23, 218, 224, 230, 236, 929, 938, 945, 951, 956, 1047, 1052, 1059, 1070, 1075, 1080, 1088; Chapter Assessment: Writing About History: Research Report, 26, 240, 960, 1062, 1092; Concept Connector, 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129 <b>TE only:</b> Bibliography, 2, 28, 66, 112, 148, 184, 212, 242, 280, 302, 338, 366, 408, 444, 470, 502, 542, 570, 606, 632, 658, 690, 720, 748, 782, 814, 850, 882, 922, 964, 1012, 1042, 1064, 1094; Differentiated Instruction: research, 22, 47, 87, 102, 204, 287, 606d, 679, 804, 934, 1045, 1056

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<b>Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects</b>	
<b>Text Types and Purposes</b>	
<p>1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form, and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>	<p><b>SE/TE:</b> Skills Handbook: Persuasive Essay, SH16–SH17; Section Assessment: Persuasive Essay, 117, 123, 128, 135, 142, 416, 421, 427, 433, 438, 508, 514, 523, 529, 535, 637, 643, 650, 695, 699, 704, 708, 715, 753, 760, 766, 771, 777, 856, 864, 867, 873, 877, 1099, 1104, 1113, 1119, 1125; Chapter Assessment: Persuasive Essay, 146, 442, 538, 654, 718, 780, 880, 1128; Document Based Assessment, 27, 65, 469, 569, 605, 631, 689, 961, 1093</p> <p><b>TE only:</b> Differentiated Instruction (examples): Write an Opinion, 204, Advertisement, 256; Independent Practice (examples): Argument, 120, Letter to the Editor, 560, 581, 1110, Opinion Posters, 588, Write an editorial, 703, 752, Persuasive speech, 729, Propaganda Pieces, 909; Extend: Opinion, 917, Speech, 1080</p>

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<p>2. Write informative/explanatory texts, including the narration of historical events or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>SE/TE:</b> Writing Handbook: Expository Writing, SH10–SH12; Research Writing, SH13–SH15; Biographical Writing, SH18–SH19; Writing for Assessment, SH20–SH21; Section Assessment: Biographical Essay, 34, 43, 48, 56, 60, 288, 293, 297, 308, 316, 322, 328, 333, 451, 455, 460, 465; Cause and Effect Essay, 249, 254, 260, 267, 273, 577, 583, 590, 600, 821, 827, 833, 838, 845; Compare and Contrast Essay, 154, 160, 165, 171, 177, 476, 481, 486, 490, 495, 725, 731, 738, 743, 889, 897, 902, 911, 197, 1019, 1023, 1030, 1037; Explanatory Essay, 611, 615, 620, 626; Expository Essay, 374, 382, 386, 395, 401; Problem-Solution Essay, 666, 671, 680, 684, 974, 984, 991, 997, 1006; Research Report, 10, 15, 23, 218, 224, 230, 236, 929, 938, 945, 951, 956, 1047, 1052, 1059, 1070, 1075, 1080, 1088; Writing for Assessment, 74, 82, 90, 100, 107, 548, 555, 563, 790, 795, 800, 807; Chapter Assessment: Biographical Essay, 64, 300, 468; Cause and Effect Essay, 278, 604, 848; Compare-and-Contrast Essay, 182, 336, 500, 746, 920, 1040; Explanatory Essay, 630; Expository Essay, 404; Problem-Solution Essay, 688, 1010; Research Report, 26, 240, 960, 1062, 1092; Writing for Assessment, 110, 568, 810; Document-Based Assessment: Writing Task, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129</p> <p><b>TE only:</b> Differentiated Instruction (examples): Essay, 287, 326, Summary, 174, Explanation, 237; Independent Practice (examples): Explanation, 33, 494, 506, 512, 609, 714, 727, 735, 819, 893, Compare and Contrast, 121, 133, 983, Essay, 528, 953, Write a letter of explanation, 693, 765, 768; Extend (examples): Write a Report, 74, 316, 455, 611, 725, Essay, 90, 107, 308, 386, 753, 951, 956, Explanation, 154, 160, 433, Write a news article, 827, 929</p>

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Common Core Learning Standards for English Language Arts and Literacy	Prentice Hall World History Survey Edition, ©2014
<b>Production and Distribution of Writing</b>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><b>SE/TE:</b> Section Assessment: Writing About History, 10, 15, 23, 34, 43, 48, 56, 60, 74, 82, 90, 100, 107, 117, 123, 128, 135, 142, 154, 160, 165, 171, 177, 194, 199, 205, 218, 224, 230, 236, 249, 254, 260, 267, 273, 288, 293, 297, 308, 316, 322, 328, 333, 344, 351, 356, 361, 374, 382, 386, 395, 401, 416, 421, 427, 433, 437, 451, 455, 460, 465, 476, 481, 486, 490, 495, 508, 514, 523, 529, 535, 548, 555, 563, 577, 583, 590, 600, 611, 615, 620, 626, 637, 643, 650, 666, 671, 680, 684, 695, 699, 704, 708, 715, 725, 731, 738, 743, 753, 760, 766, 771, 777, 790, 795, 800, 807, 821, 827, 833, 838, 845, 856, 864, 867, 873, 877, 889, 897, 902, 911, 917, 929, 938, 945, 951, 956, 974, 984, 991, 997, 1006, 1019, 1023, 1030, 1037, 1047, 1052, 1059, 1070, 1075, 1080, 1088, 1099, 1104, 1113, 1119, 1125; Chapter Assessment: Writing About History, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128; Document-Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Writing Handbook, SH8–SH23</p> <p><b>TE only:</b> Extend: Writing (examples), 74, 90, 107, 154, 160, 308, 316, 386, 433, 455, 611, 725, 753, 827, 917, 929, 951, 956, 1080; Independent Practice: Writing (examples), 22, 33, 58, 78, 120, 121, 133, 369, 370, 494, 506, 512, 528, 560, 581, 609, 668, 693, 703, 714, 727, 729, 735, 752, 765, 768, 819, 893, 909, 953, 983, 1021, 1110; Differentiated Instruction: Advanced Readers &amp; Gifted and Talented: Writing (examples), 55, 96, 287, 474, 554, 648, 763</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>Prentice Hall World History Survey Edition, ©2014</b>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Detailed writing process instruction is provided with the following activities:  <b>SE/TE:</b> Writing Handbook: Narrative Essay, SH8–SH9; Expository Writing, SH10–SH12; Research Writing, SH13–SH15; Persuasive Writing, SH16–SH17; Chapter Assessment: Writing About History, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128; also see: Concept Connector Transfer Activity, 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105; also see: Student Concept Connector Journal</p>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>SE/TE:</b> Chapter Assessment: Writing About History, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128; Concept Connector Transfer Activity: 21<sup>st</sup> Century Skills, 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105   <b>TE only:</b> Differentiated Instruction: Create a Web Page, 320; Extend: Media Presentation, 382, Design a Web Site, 523; also see: Extend Online, 2c, 28c, 66c, 112c, 148c, 184c, 212c, 242c, 280c, 302c, 338c, 366c, 408c, 444c, 470c, 502c, 542c, 570c, 606c, 632c, 658c, 690c, 720c, 748c, 782c, 814c, 850c, 884c, 922c, 964c, 1012c, 1042c, 1064c</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>Prentice Hall World History Survey Edition, ©2014</b>
<b>Research to Build and Present Knowledge</b>	
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>SE/TE:</b> Writing Handbook: Research Writing, SH13–SH15; Section Assessment: Writing About History: Research Report, 10, 15, 23, 218, 224, 230, 236, 929, 938, 945, 951, 956, 1047, 1052, 1059, 1070, 1075, 1080, 1088; Chapter Assessment: Writing About History: Research Report, 26, 240, 960, 1062, 1092; Concept Connector, 25, 63, 105, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127</p> <p><b>TE only:</b> Independent Practice: Research (examples), 54, 507, 562, 610; Extend: Research (examples), 34, 60, 74, 82, 117, 205, 308, 316, 433, 455, 481, 490, 529, 577, 611, 620, 704, 708, 725, 738, 743, 766, 771, 777; Advanced Readers &amp; Gifted and Talented: Research, 22, 47, 87, 102, 204, 287, 606d, 679, 804, 934, 1045, 1056; Advanced Readers: Research, 22, 47, 87, 102, 204, 287, 606d, 679, 804, 934, 1045, 1056</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE/TE:</b> Writing Handbook: Research Writing, SH13–SH15; Section Assessment: Writing About History: Research Report, 10, 15, 23, 218, 224, 230, 236, 929, 938, 945, 951, 956, 1047, 1052, 1059, 1070, 1075, 1080, 1088; Chapter Assessment: Writing About History: Research Report, 26, 240, 960, 1062, 1092; Concept Connector, 25, 63, 105, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127</p> <p><b>TE only:</b> Independent Practice: Research (examples), 54, 507, 562, 610; Extend: Research (examples), 34, 60, 74, 82, 117, 205, 308, 316, 433, 455, 481, 490, 529, 577, 611, 620, 704, 708, 725, 738, 743, 766, 771, 777; Advanced Readers &amp; Gifted and Talented: Research, 22, 47, 87, 102, 204, 287, 606d, 679, 804, 934, 1045, 1056</p>



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9. Draw evidence from informational texts to support analysis reflection, and research.	<p><b>SE/TE:</b> Document–Based Assessment: Writing Task, 27, 65, 107, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Primary Sources, 61, 91, 129, 136, 172, 250, 309, 417, 456, 524, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Humanities, 16, 35, 49, 75, 143, 237, 268, 323, 396, 422, 509, 556, 591, 685, 761, 828, 857, 890, 1081; Comparing Viewpoints, 176, 494, 586, 752, 789, 871; also see: Chapter Assessment: Writing About History, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128</p> <p><b>TE only:</b> Independent Practice: Research (examples), 54, 507, 562, 610; Extend: Research (examples), 34, 60, 74, 82, 117, 205, 308, 316, 433, 455, 481, 490, 529, 577, 611, 620, 704, 708, 725, 738, 743, 766, 771, 777; Advanced Readers &amp; Gifted and Talented: Research, 22, 47, 87, 102, 204, 287, 606d, 679, 804, 934, 1045, 1056</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>Prentice Hall World History Survey Edition, ©2014</b>
<b>Range of Writing</b>	
<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SE/TE:</b> Section Assessment: Writing About History, 10, 15, 23, 34, 43, 48, 56, 60, 74, 82, 90, 100, 107, 117, 123, 128, 135, 142, 154, 160, 165, 171, 177, 194, 199, 205, 218, 224, 230, 236, 249, 254, 260, 267, 273, 288, 293, 297, 308, 316, 322, 328, 333, 344, 351, 356, 361, 374, 382, 386, 395, 401, 416, 421, 427, 433, 437, 451, 455, 460, 465, 476, 481, 486, 490, 495, 508, 514, 523, 529, 535, 548, 555, 563, 577, 583, 590, 600, 611, 615, 620, 626, 637, 643, 650, 666, 671, 680, 684, 695, 699, 704, 708, 715, 725, 731, 738, 743, 753, 760, 766, 771, 777, 790, 795, 800, 807, 821, 827, 833, 838, 845, 856, 864, 867, 873, 877, 889, 897, 902, 911, 917, 929, 938, 945, 951, 956, 974, 984, 991, 997, 1006, 1019, 1023, 1030, 1037, 1047, 1052, 1059, 1070, 1075, 1080, 1088, 1099, 1104, 1113, 1119, 1125; Chapter Assessment: Writing About History, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128; Document-Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Writing Handbook, SH8–SH23</p> <p><b>TE only:</b> Extend: Writing (examples), 74, 90, 107, 154, 160, 308, 316, 386, 433, 455, 611, 725, 753, 827, 917, 929, 951, 956, 1080; Independent Practice: Writing (examples), 22, 33, 58, 78, 120, 121, 133, 369, 370, 494, 506, 512, 528, 560, 581, 609, 668, 693, 703, 714, 727, 729, 735, 752, 765, 768, 819, 893, 909, 953, 983, 1021, 1110; Differentiated Instruction: Advanced Readers &amp; Gifted and Talented: Writing (examples), 55, 96, 287, 474, 554, 648, 763</p>

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Common Core Learning Standards for English Language Arts and Literacy	Prentice Hall World History Survey Edition, ©2014
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion, clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.</li> </ul>	<p><b>SE/TE:</b> Skills Handbook: Participating in Group Discussions, SH38; Debating, SH38; Active Listening, SH39; also see: Essential Question Review, 25, 63, 105, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127; Section Assessment, 10, 15, 23, 34, 43, 48, 56, 60, 74, 82, 90, 100, 107, 117, 123, 128, 135, 142, 154, 160, 165, 171, 177, 194, 199, 205, 218, 224, 230, 236, 249, 254, 260, 267, 273, 288, 293, 297, 308, 316, 322, 328, 333, 344, 351, 356, 361, 374, 382, 386, 395, 401, 416, 421, 427, 433, 437, 451, 455, 460, 465, 476, 481, 486, 490, 495, 508, 514, 523, 529, 535, 548, 555, 563, 577, 583, 590, 600, 611, 615, 620, 626, 637, 643, 650, 666, 671, 680, 684, 695, 699, 704, 708, 715, 725, 731, 738, 743, 753, 760, 766, 771, 777, 790, 795, 800, 807, 821, 827, 833, 838, 845, 856, 864, 867, 873, 877, 889, 897, 902, 911, 917, 929, 938, 945, 951, 956, 974, 984, 991, 997, 1006, 1019, 1023, 1030, 1037, 1047, 1052, 1059, 1070, 1075, 1080, 1088, 1099, 1104, 1113, 1119, 1125</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>Prentice Hall World History Survey Edition, ©2014</b>
<p><b>(Continued)</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion, clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.</li> </ul>	<p><b>(Continued)</b></p> <p><b>TE only:</b> Prepare to Read, 4, 11, 17, 30, 36, 44, 50, 57, 68, 76, 84, 92, 101, 114, 118, 124, 130, 137, 150, 155, 161, 166, 173, 186, 195, 201, 214, 219, 225, 231, 244, 251, 255, 262, 269, 282, 289, 294, 304, 310, 317, 324, 329, 340, 346, 352, 357, 368, 376, 383, 389, 397, 410, 418, 423, 428, 434, 446, 452, 457, 461, 472, 477, 482, 487, 491, 504, 510, 516, 525, 530, 544, 550, 557, 572, 578, 585, 592, 608, 612, 616, 622, 634, 638, 645, 660, 667, 674, 681, 692, 696, 700, 705, 710, 722, 726, 733, 739, 750, 754, 762, 767, 773, 784, 791, 796, 801, 816, 822, 829, 834, 839, 852, 858, 865, 869, 874, 884, 891, 898, 904, 912, 924, 930, 939, 948, 952, 966, 976, 985, 992, 1000, 1014, 1020, 1024, 1032, 1044, 1048, 1054, 1066, 1072, 1076, 1082, 1096, 1100, 1106, 1115, 1120; Differentiated Instruction: Discussion, 599, 785; Debates, 366d, 661, 748d</p>

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2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<b>SE/TE:</b> Skills Handbook: Critical Thinking About Texts, Visuals, and Media Sources, SH28–SH37; Giving and Oral or Multimedia Presentation, SH39; Document-Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>SE/TE:</b> Skills Handbook: Participating in Group Discussions, SH38; Debating, SH38; Active Listening, SH39; also see: Comparing Viewpoints, SH32; Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Critical Thinking: Compare Points of View, 500, 535, 920
<b>Presentation of Knowledge and Ideas</b>	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>SE/TE:</b> Skills Handbook: Giving and Oral or Multimedia Presentation, SH39; also see: Writing About History: Research Report, 10, 15, 23, 218, 224, 230, 236, 929, 938, 945, 951, 956, 1047, 1052, 1059, 1070, 1075, 1080, 1088; Chapter Assessment: Writing About History: Research Report, 26, 240, 960, 1062, 1092 <b>TE only:</b> Differentiated Instruction: Oral Presentation, 73, 1168; Talk Show, 832; Oral History, 964d; Oral Storytelling, 217, 360; Oral Report, 306, 606d
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>SE/TE:</b> Skills Handbook: Giving and Oral or Multimedia Presentation, SH39; also see: Writing About History: Research Report, 10, 15, 23, 218, 224, 230, 236, 929, 938, 945, 951, 956, 1047, 1052, 1059, 1070, 1075, 1080, 1088; Chapter Assessment: Writing About History: Research Report, 26, 240, 960, 1062, 1092 <b>TE only:</b> Extend Online (Multimedia Report), 28c; Extend, 481, 743, 782c; Differentiated Instruction (Multimedia Presentation), 606d; Independent Practice, 788; Oral History, 964d

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6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<p><b>SE/TE:</b> Skills Handbook: Speaking and Listening, SH38–SH39; also see: Essential Question Review, 25, 63, 105, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127</p> <p><b>TE only:</b> Differentiated Instruction: Oral Presentation, 73, 1168; Talk Show, 832; Oral History, 964d; Oral Storytelling, 217, 360; Oral Report, 306; Extend Online (Multimedia Report), 28c; Extend, 481, 743, 782c; Differentiated Instruction (Multimedia Presentation), 606d; Independent Practice, 788; Oral History, 964d</p>

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New York State Social Studies Framework Grade 9-12: Social Studies Practices	Prentice Hall World History Survey Edition, ©2014
<b>Grades 9-12: Social Studies Practices</b>	
<b>A. Gathering, Using, and Interpreting Evidence</b>	
1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.	<b>SE/TE:</b> Chapter Assessment, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129 <b>TE only:</b> Differentiated Instruction: Asking Questions, 112d, 389; Question–Answer Relationships, 212d, 814d
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).	<b>SE/TE:</b> Critical Thinking: analyze primary sources, SH31; Primary Sources, 61, 91, 129, 136, 172, 250, 309, 417, 456, 524, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Traveler's Tales, 104, 354, 378, 474, 740, 786, 1121; Analyze Cartoons, 26, 604, 718, 746, 780, 960; Analyze Literature, 172, 237, 509, 651, 761, 1081; Humanities, 16, 35, 49, 75, 143, 237, 268, 323, 396, 422, 509, 556, 591, 685, 761, 828, 857, 890, 1081 <b>TE only:</b> Differentiate Instruction: Using Visuals, 115, 132, 140, 174, 318, 341, 385, 489, 511, 564, 639, 646, 825, 842, 925, 946, 1073; Links to Art, 20, 168, 227, 332, 400, 414, 926

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<b>New York State Social Studies Framework Grade 9-12: Social Studies Practices</b>	<b>Prentice Hall World History Survey Edition, ©2014</b>
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.	<b>SE/TE:</b> Skills Handbook: Distinguish Between Facts and Opinion and Recognize Bias, SH6; Compare Viewpoints, SH32; Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Critical Thinking: Compare Points of View, 500, 535, 920; Identify Points of View, 182, 237, 574, 589, 591, 688, 787, 800, 822, 920, 1007, 1031; Recognize Ideologies, 146, 514, 519, 591, 630, 649, 901, 920; Recognize Propaganda, 920; also see: Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129 <b>TE only:</b> Distinguish Fact and Opinion, 1042d; Identify evidence, 1094d
4. Describe, analyze, and evaluate arguments of others.	<b>SE/TE:</b> Skills Handbook: Distinguish Between Facts and Opinion and Recognize Bias, SH6; Comparing Viewpoints, SH32; Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Critical Thinking: Compare Points of View, 500, 535, 920; Identify Points of View, 182, 237, 574, 589, 591, 688, 787, 800, 822, 920, 1007, 1031; Recognize Ideologies, 146, 514, 519, 591, 630, 649, 901, 920; Recognize Propaganda, 920; also see: Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129
5. Make inferences and draw conclusions from evidence.	<b>SE/TE:</b> Skills Handbook: Draw Inferences and Conclusions, SH36; Critical Thinking: Draw Conclusions, 146, 152, 172, 182, 240, 268, 300, 336, 364, 404, 468, 513, 523, 538, 604, 641, 654, 679, 685, 688, 703, 713, 740, 746, 810, 829, 837, 857, 880, 887, 941, 960, 971, 1007, 1040, 1062, 1081, 1092; Draw Inferences, 26, 110, 146, 250, 278, 336, 396, 514, 524, 534, 549, 553, 556, 621, 651, 664, 688, 787, 797, 848, 853, 857, 880, 887, 901, 1010, 1031, 1040, 1053, 1092, 1128



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<p>6. Deconstruct and construct plausible and persuasive arguments using evidence.</p>	<p><b>SE/TE:</b> Skills Handbook: Persuasive Essay, SH16–SH17; Section Assessment: Persuasive Essay, 117, 123, 128, 135, 142, 416, 421, 427, 433, 438, 508, 514, 523, 529, 535, 637, 643, 650, 695, 699, 704, 708, 715, 753, 760, 766, 771, 777, 856, 864, 867, 873, 877, 1099, 1104, 1113, 1119, 1125; Chapter Assessment: Persuasive Essay, 146, 442, 538, 654, 718, 780, 880, 1128 <b>TE only:</b> Differentiated Instruction (examples): Write an Opinion, 204, Advertisement, 256; Independent Practice (examples): Argument, 120, Letter to the Editor, 560, 581, 1110, Opinion Posters, 588, Write an editorial, 703, 752, Persuasive speech, 729, Propaganda Pieces, 909; Extend: Opinion, 917, Speech, 1080</p>
<p>7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.</p>	<p><b>SE/TE:</b> Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Skills Handbook: Persuasive Essay, SH16–SH17; Section Assessment: Persuasive Essay, 123, 128, 135, 142, 416, 421, 427, 433, 438, 508, 514, 523, 529, 535, 637, 643, 650, 695, 699, 704, 708, 715, 753, 760, 766, 771, 777, 856, 864, 867, 873, 877, 1099, 1104, 1113, 1119, 1125; Chapter Assessment: Persuasive Essay, 146, 442, 538, 654, 718, 780, 880, 1128</p>
<p><b>B. Chronological Reasoning and Causation</b></p>	
<p>1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</p>	<p><b>SE/TE:</b> Events That Changed the World, 178–179, 274–275, 496–497, 564–565, 672–673, 946–947, 998–999; Concept Connector: Major Eras Timelines, 1146–1147; World Regional Timeline, 1148–1149; Science and Technology Timeline, 1158–1162;</p>

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<p>2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.</p>	<p><b>SE/TE:</b> Cause and Effect Charts, 22, 334, 440, 602, 642, 670, 846, 918; Critical Thinking: Analyze Cause and Effect, SH34; Recognize Cause and Effect, 26, 64, 146, 182, 240, 300, 336, 442, 468, 519, 529, 604, 642, 654, 670, 746, 810, 880, 920, 960, 1010, 1040, 1062, 1089, 1092, 1128; Understand Cause and Effect, 506, 538; Reading Skills: Identify Causes and Effects, 150, 255, 269, 340, 346, 446, 457, 612, 754, 767, 784, 791, 796, 852, 858, 865, 1014, 1024, 1032; Recognize Multiple Causes, 155, 173, 262, 294, 357, 572, 608, 750, 773, 801, 869; Understand Effects, 161, 166, 251, 352, 461, 616, 762, 874, 1020; Identify Causes, 244; Identify Effects, 452</p>
<p>3. Identify, analyze, and evaluate the relationship between multiple causes and effects</p>	<p><b>SE/TE:</b> Recognize Multiple Causes, 155, 173, 262, 294, 357, 572, 608, 750, 773, 801, 869; Cause and Effect Charts, 22, 334, 440, 602, 642, 670, 846, 918; Critical Thinking: Analyze Cause and Effect, SH34</p>
<p>4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</p>	<p><b>SE/TE:</b> Critical Thinking: Analyze Cause and Effect, SH34; Recognize Multiple Causes, 155, 173, 262, 294, 357, 572, 608, 750, 773, 801, 869; Cause and Effect Charts, 22, 334, 440, 602, 642, 670, 846, 918; Recognize Cause and Effect, 26, 64, 146, 182, 240, 300, 336, 442, 468, 519, 529, 604, 642, 654, 670, 746, 810, 880, 920, 960, 1010, 1040, 1062, 1089, 1092, 1128</p>

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<p>5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.</p>	<p><b>SE/TE:</b> Events That Changed the World, 178–179, 274–275, 496–497, 564–565, 672–673, 946–947, 998–999; Feature: Cause and Effect, 22, 334, 440, 602, 642, 670, 846, 918; Critical Thinking: Analyze Timelines, SH30; Analyze Cause and Effect, SH34; Recognize Cause and Effect, 26, 64, 146, 182, 240, 300, 336, 442, 468, 519, 529, 604, 642, 654, 670, 746, 810, 880, 920, 960, 1010, 1040, 1062, 1089, 1092, 1128; Understand Cause and Effect, 506, 538; Reading Skills: Recognize Sequence, 68, 76, 84, 92, 101, 282, 289, 304, 310, 376, 472, 477, 482, 487, 491, 557, 585, 692, 696, 700, 705, 710, 733, 924, 930, 939, 948, 952, 1044, 1048, 1054; Identify Causes and Effects, 150, 255, 269, 340, 346, 446, 457, 612, 754, 767, 784, 791, 796, 852, 858, 865, 1014, 1024, 1032; Recognize Multiple Causes, 155, 173, 262, 294, 357, 572, 608, 750, 773, 801, 869; Understand Effects, 161, 166, 251, 352, 461, 616, 762, 874, 1020; Identify Causes, 244; Identify Effects, 452</p>
<p>6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.</p>	<p><b>SE/TE:</b> Concept Connector: Major Eras Timelines, 1146–1147; World Regional Timeline, 1148–1149; Science and Technology Timeline, 1158–1162; Skills Handbook: Compare Viewpoints, SH34; Critical Thinking: Comparing Viewpoints, 176, 494, 586, 752, 789, 871 <b>TE only:</b> Author's Notes, 2c, 28c, 66c, 112c, 148c, 184c, 212c, 242c, 280c, 302c, 338c, 366c, 408c, 444c, 470c, 502c, 542c, 570c, 606c, 632c, 658c, 690c, 720c, 748c, 782c, 814c, 850c, 882c, 922c, 964c, 1012c, 1042c, 1064c, 1094c</p>

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<p>7. Relate patterns of continuity and change to larger historical processes and themes.</p>	<p><b>SE/TE:</b> Events That Changed the World, 178–179, 274–275, 496–497, 564–565, 672–673, 946–947, 998–999; Cause and Effect Charts, 22, 334, 440, 602, 642, 670, 846, 918; Concept Connector, 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105; Chapter Assessment: Concept Connector &amp; Essential Question Review, 25, 63, 109, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127</p>
<p>8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.</p>	<p><b>SE/TE:</b> Concept Connector: Major Eras Timelines, 1146–1147; World Regional Timeline, 1148–1149; Science and Technology Timeline, 1158–1162; Timelines, SH30, 24–25, 62–63, 108–109, 144–145, 180–181, 206–207, 238–239, 276–277, 298–299, 298–299, 315, 332, 334–335, 362–363, 402–403, 430–431, 440–441, 466–467, 498–499, 536–537, 566–567, 602–603, 628–629, 652–653, 686–687, 716–717, 744–745, 778–779, 808–809, 842–843, 846–847, 878–879, 918–919, 943, 958–959, 1008–1009, 1038–1039, 1060–1061, 1090–1091, 1126–1127, 1148–1149; Events That Changed the World, 178–179, 274–275, 496–497, 564–565, 672–673, 946–947, 998–999; Feature: Cause and Effect, 22, 334, 440, 602, 642, 670, 846, 918</p>
<p><b>C. Comparison and Contextualization</b></p>	
<p>1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.</p>	<p><b>SE/TE:</b> Concept Connector: Geography's Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105; Critical Thinking: Geography and History, 110, 146, 182, 208, 278, 300, 336, 364, 404, 442, 468, 604, 630, 654, 680, 718, 746, 780, 810, 848, 1128</p>

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2. Identify, compare, and evaluate multiple perspectives on a given historical experience.	<b>SE/TE:</b> Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Critical Thinking: Compare Points of View, 500, 535, 920, SH32; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129
3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.	<b>SE/TE:</b> Concept Connector, 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105; Chapter Assessment: Concept Connector & Essential Question Review, 25, 63, 109, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).	<b>SE/TE:</b> Concept Connector: Major Eras Timelines, 1146–1147; World Regional Timeline, 1148–1149; Science and Technology Timeline, 1158–1162; Timelines, SH30, 24–25, 62–63, 108–109, 144–145, 180–181, 206–207, 238–239, 276–277, 298–299, 298–299, 315, 332, 334–335, 362–363, 402–403, 430–431, 440–441, 466–467, 498–499, 536–537, 566–567, 602–603, 628–629, 652–653, 686–687, 716–717, 744–745, 778–779, 808–809, 842–843, 846–847, 878–879, 918–919, 943, 958–959, 1008–1009, 1038–1039, 1060–1061, 1090–1091, 1126–1127, 1148–1149

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<p>5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</p>	<p><b>SE/TE:</b> Section Assessment, 10, 15, 23, 34, 43, 48, 56, 60, 74, 82, 90, 100, 107, 117, 123, 128, 135, 142, 154, 160, 165, 171, 177, 194, 199, 205, 218, 224, 230, 236, 249, 254, 260, 267, 273, 288, 293, 297, 308, 316, 322, 328, 333, 344, 351, 356, 361, 374, 382, 386, 395, 401, 416, 421, 427, 433, 437, 451, 455, 460, 465, 476, 481, 486, 490, 495, 508, 514, 523, 529, 535, 548, 555, 563, 577, 583, 590, 600, 611, 615, 620, 626, 637, 643, 650, 666, 671, 680, 684, 695, 699, 704, 708, 715, 725, 731, 738, 743, 753, 760, 766, 771, 777, 790, 795, 800, 807, 821, 827, 833, 838, 845, 856, 864, 867, 873, 877, 889, 897, 902, 911, 917, 929, 938, 945, 951, 956, 974, 984, 991, 997, 1006, 1019, 1023, 1030, 1037, 1047, 1052, 1059, 1070, 1075, 1080, 1088, 1099, 1104, 1113, 1119, 1125; Chapter Assessment, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128; Document-Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129</p>
<p>6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).</p>	<p><b>SE/TE:</b> Concept Connector, 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105; Chapter Assessment: Concept Connector &amp; Essential Question Review, 25, 63, 109, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127</p>

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<b>D. Geographic Reasoning</b>	
<p>1. Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.</p>	<p><b>SE/TE:</b> Maps, SH25, SH26, SH27, 1, 10, 18, 31, 37, 40, 45, 47, 63, 69, 81, 85, 93, 103, 105, 119, 125, 127, 138, 151, 156, 164, 169, 174, 178, 181, 187, 189, 196, 202, 206, 210, 215, 217, 222, 226, 232, 248, 257, 261, 271, 275, 286, 292, 295, 298, 307, 315, 325, 332, 341, 342, 345, 349, 355, 380, 384, 388, 398, 406, 413, 432, 443, 447, 454, 475, 485, 489, 498, 505, 526, 532, 536, 540, 554, 558, 565, 581, 595, 599, 601, 613, 640, 647, 649, 656, 661, 678, 693, 703, 707, 716, 735, 742, 757, 765, 769, 774, 778, 793, 797, 799, 804, 812, 817, 823, 826, 837, 846, 847, 860, 863, 872, 876, 879, 892, 907, 928, 935, 940, 943, 946, 949, 955, 958, 961, 962, 969, 971, 975, 988, 989, 995, 998, 999, 1011, 1022, 1027, 1033, 1038, 1041, 1046, 1051, 1056, 1060, 1063, 1067, 1083, 1090, 1097, 1099, 1101, 1107, 1111, 1117, 1134, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1152, 1157</p>
<p>2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p>	<p><b>SE/TE:</b> Geography Skills Handbook, SH24–SH27; Concept Connector: Geography's Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105; Migration, 25, 363, 629, 732, 745; Empire, 63, 181, 239, 335, 403, 467, 499, 653, 717, 772, 779, 1009; Trade, 109, 145, 239, 299, 363, 375, 467, 499, 745, 1127; Cultural Diffusion, 63, 145, 299, 345, 403, 441, 499, 567, 1127; Critical Thinking: Geography and History, 110, 146, 182, 208, 278, 300, 336, 364, 404, 442, 468, 604, 630, 654, 680, 718, 746, 780, 810, 848, 1128</p>

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<p>3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.</p>	<p><b>SE/TE:</b> Geography Skills Handbook, SH24–SH27; Concept Connector: Geography's Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105; Environment, 779, Aswan High Dam, 63; Connections to Today, 207; Deforestation, 1112; Desertification, 1073; Impacts on Environment, 1105; Pollution and Environment, 1112–1113; Population and Environment, 629; Protecting the Environment, 975; Global Warming, 975, 1113; Floods, 30–34, 44–45, 55; Tsunami, 388, 1022, 1106, 1107; Volcano, 388, 1132, 1133; Drought, 1073, 1108; Earthquakes, 106, 388, 875, 1022</p>
<p>4. Recognize and interpret (at different scales) the relationships among patterns and processes.</p>	<p><b>SE/TE:</b> Geography Skills Handbook, SH24–SH27; Concept Connector: Geography's Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105; Migration, 25, 363, 629, 732, 745; Empire, 63, 181, 239, 335, 403, 467, 499, 653, 717, 772, 779, 1009; Trade, 109, 145, 239, 299, 363, 375, 467, 499, 745, 809, 1127; Cultural Diffusion, 63, 145, 299, 345, 403, 441, 499, 567, 1127</p>
<p>5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.</p>	<p><b>SE/TE:</b> Map of River Valley Civilizations, 18; City-States of Ancient Sumer, 30–31; Geography Helps Shape Egypt, 44–45; Early Geography of the Indian Subcontinent, 68–69; Geography Influences Civilization in China, 92–93; Africa, 340–342; Eastern Europe, 294; Greece, 118–119; Japan, 387–388; Korea, 383–384; Saudi Arabia, 1037; Southeast Asia, 397–398; Concept Connector: Geography's Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105</p>
<p>6. Characterize and analyze changing interconnections among places and regions.</p>	<p><b>SE/TE:</b> Concept Connector: Cultural Diffusion, 63, 145, 299, 345, 403, 441, 499, 567, 1127; Migration, 25, 363, 629, 732, 745; Empire, 63, 181, 239, 335, 403, 467, 499, 653, 717, 772, 779, 1009; Trade, 109, 145, 239, 299, 363, 375, 467, 499, 745, 809, 1127; Cooperation, 207, 567, 603, 745, 809, 847, 959, 975, 1061, 1091, 1127</p>



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<b>E. Economics and Economics Systems</b>	
1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.	<b>SE/TE:</b> Concept Connector: Economics, 25, 499, 627, 629, 687, 717, 779, 1091; Concept Connectors Handbooks: Economics, 1154–1157
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.	<b>SE/TE:</b> Industrial Revolution, 613–615, 660–666; Quick Study Guide: Map of Imports from Africa and Asia, 778 <b>TE only:</b> Author's Notes, 658c
3. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.	<b>SE/TE:</b> Supply and Demand, 548, 895; Concept Connectors Handbooks: Economics, 1154–1157 <b>TE only:</b> Author's Notes, 658c
4. Describe concepts of property rights and rule of law as they apply to a market economy.	<b>SE/TE:</b> Opportunity to address this material may be found with the following: Concept Connectors Handbooks: Economics, 1154–1157; Capitalism, 493, 494, 623, 626, 635, 845, 972–973, 1005, 1072
5. Use economic indicators to analyze the current and future state of the economy.	<b>SE/TE:</b> Gross Domestic Product, 984; Using Charts and Graphs, 808, 835, 849, 894, 895, 897, 905, 906, 1067, 1085, 1102, 1129; Economic Issues: In the News: 3– In the News: 7
6. Analyze government economic policies and the impact on the national and global economy.	<b>SE/TE:</b> Concept Connector Handbook: Economics, 1154–1157; Economic Systems: Asia, 1101; Belgium, 982; Britain, 982; China, 95–96, 104, 369, 381, 403, 1100, 1101, 1106; developing world, 1072; France, 575–576, 734, 894, 982; French Revolution and, 583; Germany, 696–697, 698, 913; globalization and, 1100–1104; Hong Kong, 1099; India, 1100, 1101, 1106; Industrial Revolution, 613, 615; Israel, 1057g; Italy, 704, 899–900; Japan, 394, 788, 874–875, 876, 984, 1099, 1101; Latin America, 808, 855; Middle Ages, 231–236, 270; Netherlands, 982; Philippines, 1100; poverty, 1106–1107; recession, 977; Russia, 1098, 1100, 1101; Singapore, 1099; South Korea, 1099, 1101; Soviet Union, 844–845, 904–905, 1001, 1003; Spain, 982; Taiwan, 1099; Thailand, 1101; traditional, 1066–1067; United States, 895, 973, 977, 1098; Weimar Republic, 913; World War II, 939–940

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<b>F. Civic Participation</b>	
<p>1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</p>	<p><b>SE/TE:</b> Human Rights, 1109–1112; Concept Connector: Human Rights, 277, 919, 1009, 1061, 1105; Bill of Rights, 563; Convention on the Rights of the Child, 1110; Declaration of the Rights of Man and the Citizen, 579–580, 584 <b>TE only:</b> Universal Declaration of Human Rights, 1109</p>
<p>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p>	<p><b>SE/TE:</b> Concept Connector: Democracy, 277, 537, 567, 603, 653, 745, 879, 959, 1009, 1061, 1071, 1127; Political Systems, 109, 181, 207, 239, 515, 537, 919; Human Rights, 277, 919, 1009, 1061, 1105; Concept Connector Handbooks: Government and Civics, 1162–1165 <b>TE only:</b> Civic Responsibility, 176, 379, 463, 521, 730, 775; Gifted and Talented: Criminal Justice, 547; Debates, 366d, 661, 748d; Conflict Resolution, 483</p>
<p>3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.</p>	<p><b>SE/TE:</b> Concept Connector: Democracy, 277, 537, 567, 603, 653, 745, 879, 959, 1009, 1061, 1071, 1127; Political Systems, 109, 181, 207, 239, 515, 537, 919; Fascism, 898–902, 898, 899, 900, 901, 926, 1165; Monarchy, 504–508, 511–514, 515, 517–522, 530–535, 545, 555, 563, 578–583, 589, 635, 701–702, 704, 725; Communism, 627, 835, 842, 844–845, 902, 904–911, 926, 955, 972, 985–991, 997, 998–999, 1005–1005, 1046, 1155, 1156, 1165; Democracy, 515, 562, 566, 593, 603, 725, 740–741, 777, 972, 976–984, 1008, 1025–1026, 1017, 1034, 1071, 1162, 1163</p>
<p>4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.</p>	<p><b>SE/TE:</b> Concept Connectors Handbooks: Governance and Civics, 1162–1164; also see: Citizenship: Rome, 152, 154, 165; Greece, 122; Concept Connector: Human Rights, 277, 919, 1009, 1061, 1105 <b>TE only:</b> Gifted and Talented: Debates, 366d, 661, 748d; Conflict Resolution, 483; Letter to the Editor, 560, 581, 1110; Careers: Judge, 37; Lawyer, 559; Mediator, 862; Political Scientist, 641</p>

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5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.	<b>SE/TE:</b> Chapter Assessment: Persuasive Essay, 146, 442, 538, 654, 718, 780, 880, 1128 <b>TE only:</b> Gifted and Talented: Debates, 366d, 661, 748d; Conflict Resolution, 483; Letter to the Editor, 560, 581, 1110
6. Identify situations in which social actions are required and determine an appropriate course of action.	<b>SE/TE:</b> Concept Connector Handbooks: Government and Civics, 1162–1165; Transfer Activities, 1071; Concept Connector: Human Rights, 277, 919, 1009, 1061, 1105 <b>TE only:</b> Debates, 366d, 661, 748d; Conflict Resolution, 483; Civic Responsibility, 176, 379, 463, 521, 730, 775; Letter to the Editor, 560, 581, 1110
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.	<b>SE/TE:</b> Concept Connector Handbooks: Government and Civics, 1162–1165; Transfer Activities, 1071; Concept Connector: Human Rights, 277, 919, 1009, 1061, 1105; Write a Persuasive Essay, 880, 1128 <b>TE only:</b> Differentiated Instruction (examples): Letter to the Editor, 560, 581, 1110; Write an editorial, 703, 752, Persuasive speech, 729
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.	<b>SE/TE:</b> Concept Connector Handbooks: Government and Civics, 1162–1165; Transfer Activities, 1071; Concept Connector: Human Rights, 277, 919, 1009, 1061, 1105; Democracy, 277, 537, 567, 603, 653, 745, 879, 959, 1009, 1061, 1071, 1127 <b>TE only:</b> Careers: Judge, 37; Lawyer, 559; Mediator, 862; Political Scientist, 641; Civic Responsibility, 176, 379, 463, 521, 730, 775; Gifted and Talented: Criminal Justice, 547; Debates, 366d, 661, 748d; Conflict Resolution, 483

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<p style="text-align: center;"><b>New York State Social Studies Framework Grade 9: Global History and Geography I</b></p>	<p style="text-align: center;"><b>Prentice Hall World History Survey Edition, ©2014</b></p>
<p>In Grades 9 and 10 Social Studies, students will examine Global History and Geography. The two year sequence is arranged chronologically beginning with the Paleolithic Era and continuing through the present.</p>	
<p><b>Grade 9: Global History and Geography I</b></p>	
<p>Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. Teachers should note that some key ideas may require extra instruction time and attention. The first three Key Ideas review content from Grade 6 and will not require as much instructional time as other Key Ideas. Some key ideas may require additional instructional time such as 9.5 Political Powers and Achievements, 9.9 Transformation of Western Europe and Russia and 9.10 Interactions and Disruptions. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.</p>	
<p><b>The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E.</b></p>	
<p><b>9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics. (Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)</b></p>	
<p>9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles.</p>	<p><b>SE/TE:</b> Discoveries in Africa and Beyond, 8–9; Turning Point: The Neolithic Revolution, 11–15</p>
<p>➤ Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.</p>	<p><b>SE/TE:</b> Discoveries in Africa and Beyond, 8–9; Turning Point: The Neolithic Revolution, 11–15</p>
<p>9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p>	<p><b>SE/TE:</b> Turning Point: The Neolithic Revolution, 11–15; Beginnings of Civilization, 17–23; City-States of Ancient Sumer, 30–34; Invaders, Traders, and Empire Builders, 36–43; Kingdom of the Nile, 44–48; Early Civilizations of India and Pakistan, 68–74; Rise of Civilizations in China, 92–100</p>

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<ul style="list-style-type: none"> <li>➤ Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.</li> </ul>	<b>SE/TE:</b> Turning Point: The Neolithic Revolution, 11–15; Beginnings of Civilization, 17–23; City-States of Ancient Sumer, 30–34; Invaders, Traders, and Empire Builders, 36–43; Kingdom of the Nile, 44–48; Early Civilizations of India and Pakistan, 68–74; Rise of Civilizations in China, 92–100
9.1c Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions.	<b>SE/TE:</b> City-States of Ancient Sumer, 30–34; Invaders, Traders, and Empire Builders, 36–43; Kingdom of the Nile, 44–48; Early Civilizations of India and Pakistan, 68–74; Rise of Civilizations in China, 92–100
<ul style="list-style-type: none"> <li>➤ Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.</li> </ul>	<b>SE/TE:</b> City-States of Ancient Sumer, 30–34; Invaders, Traders, and Empire Builders, 36–43; Kingdom of the Nile, 44–48; Early Civilizations of India and Pakistan, 68–74; Rise of Civilizations in China, 92–100
<b>9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. (Standards 2, 3; Themes: ID, SOC)</b>	
9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.	<b>SE/TE:</b> Roots of Judaism, 57–61; Hinduism and Buddhism, 76–82; Concept Connector: Belief Systems, 83; Two Major Belief Systems Take Root in Zhou China, 96–98; The Chinese Accept Buddhism, 107; The Rise of Christianity, 166–171; Primary Source: First Letter to the Corinthians, 172; The Rise of Islam, 304–309
<ul style="list-style-type: none"> <li>➤ Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.</li> </ul>	<b>SE/TE:</b> Roots of Judaism, 57–61; Hinduism and Buddhism, 76–82; Concept Connector: Belief Systems, 83; Two Major Belief Systems Take Root in Zhou China, 96–98; The Chinese Accept Buddhism, 107; The Rise of Christianity, 166–171; Primary Source: First Letter to the Corinthians, 172; The Rise of Islam, 304–309

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9.2b Belief systems often were used to unify groups of people and affected social order and gender roles.	<b>SE/TE:</b> Judaism Teaches About Law and Morality, 59–60; Concept Connector: Belief Systems, 63; Hinduism and Buddhism, 76–82; Concept Connector: Belief Systems, 83; Two Major Belief Systems Take Root in Zhou China, 96–98; Rise of Christianity, 166–171; Teachings of Islam, 306–307; Islam: A Way of Life, 308; Concept Connector: Belief Systems, 335
➤ Students will examine similarities and differences across Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effect on social order and gender roles.	<b>SE/TE:</b> Judaism Teaches About Law and Morality, 59–60; Concept Connector: Belief Systems, 63; Hinduism and Buddhism, 76–82; Concept Connector: Belief Systems, 83; Two Major Belief Systems Take Root in Zhou China, 96–98; Rise of Christianity, 166–171; Teachings of Islam, 306–307; Islam: A Way of Life, 308; Concept Connector: Belief Systems, 335
<b>Classical Societies, 600 B.C.E. – ca. 900 C.E.</b>	
<b>9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)</b>	
9.3a Geographic factors encouraged and hindered a state's/empire's expansion and interactions.	<b>SE/TE:</b> Kingdoms Arise Across the Deccan, 86; Geography Influences Civilization, 92–93; Constructing the Great Wall, 102; Geography Shapes Greece, 118–119; Roman Civilization Arises in Italy, 150–151; People Settle in the Americas, 186–187; The Maya Build Widespread Civilization, 188–189
➤ Students will examine the location and relative size of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power held within a region.	<b>SE/TE:</b> Maps: Maurya and Gupta Empire, 85; Qin and Han Empires, 103; Ancient Greece, 119; Ancient Italy, 151; Growth of Roman Power to 44 B.C., 156; Cities of the Maya Realm, 189

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<ul style="list-style-type: none"> <li>➤ Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.</li> </ul>	<b>SE/TE:</b> Kingdoms Arise Across the Deccan, 86; Geography Influences Civilization, 92–93; Constructing the Great Wall, 102; Geography Shapes Greece, 118–119; Roman Civilization Arises in Italy, 150–151; People Settle in the Americas, 186–187; The Maya Build Widespread Civilization, 188–189
9.3b Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power.	<b>SE/TE:</b> Powerful Empires of India, 84–90; Primary Source: Asoka's Edicts, 91; Rise of Civilization in China, 92–100; Strong Rulers Unite China, 101–107; The Rise of the Greek City-States, 118–123; The Roman World Takes Shape, 150–154; From Republic to Empire, 155–160; The Maya Build Widespread Civilization, 188–189
<ul style="list-style-type: none"> <li>➤ Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.</li> </ul>	<b>SE/TE:</b> Powerful Empires of India, 84–90; Rise of Civilization in China, 92–100; Strong Rulers Unite China, 101–107; The Roman World Takes Shape, 150–154; From Republic to Empire, 155–160
9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.	<b>SE/TE:</b> The Guptas Bring About a Golden Age, 86–88; Achievements of the Han Golden Age, 106; The Glory That Was Greece, 130–135; Hellenistic Arts and Sciences, 141–142; Golden Age of Greek Drama, 143; The Roman Achievement, 161–165; Cultural Life of the Maya, 190
<ul style="list-style-type: none"> <li>➤ Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.</li> </ul>	<b>SE/TE:</b> The Guptas Bring About a Golden Age, 86–88; Achievements of the Han Golden Age, 106; The Glory That Was Greece, 130–135; Hellenistic Arts and Sciences, 141–142; Golden Age of Greek Drama, 143; The Roman Achievement, 161–165; Cultural Life of the Maya, 190
9.3d Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires.	<b>SE/TE:</b> Han Empire Overthrown, 105–106; Conflict in the Greek World, 124–128; Maya Civilization Declines, 190; The Long Decline, 173–177; History Interactive: The Fall of Rome, 178–179
<ul style="list-style-type: none"> <li>➤ Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire.</li> </ul>	<b>SE/TE:</b> Han Empire Overthrown, 105–106; Maya Civilization Declines, 190; The Long Decline, 173–177; History Interactive: The Fall of Rome, 178–179

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<b>An Age of Expanding Connections, ca. 500 – ca. 1500</b>	
<b>9.4 RISE OF TRANSREGIONAL TRADE NETWORKS:</b> During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. <b>(Standards: 2, 3, 4; Themes: ID, MOV, GEO, ECO, TECH, EXCH)</b>	
9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water.	<b>SE/TE:</b> Agriculture and Trade Shape Life, 90; Trade in Medieval Europe, 232; The Revival of Trade and Travel, 233; Silk Road Links China to the West, 104; Traveler's Tale, 104–105; Trans-Saharan Trade Routes, 349
➤ Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.	<b>SE/TE:</b> Trade in Medieval Europe, 232; The Silk Road Links China to the West, 104; Traveler's Tale, 104–105; Trans-Saharan Trade Routes, 349
9.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways.	<b>SE/TE:</b> Kingdoms Arise Across the Deccan, 86; Silk Road Links China to the West, 104; Traveler's Tale, 104–105; Writing About History, 110
➤ Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.	<b>SE/TE:</b> Kingdoms Arise Across the Deccan, 86; Silk Road Links China to the West, 104; Traveler's Tale, 104–105; Writing About History, 110
9.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources and brought with them enslaved people and ideas that led to cultural diffusion.	<b>SE/TE:</b> Agriculture and Trade Shape Life, 90; Trade in Medieval Europe, 232; The Revival of Trade and Travel, 233; Silk Road Links China to the West, 104; Concept Connector: Trade, 109; Traveler's Tale, 104–105; Trans-Saharan Trade Routes, 349
➤ Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.	<b>SE/TE:</b> Agriculture and Trade Shape Life, 90; Trade in Medieval Europe, 232; The Revival of Trade and Travel, 233; Silk Road Links China to the West, 104; Concept Connector: Trade, 109; Traveler's Tale, 104–105; Trans-Saharan Trade Routes, 349
➤ Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period.	<b>SE/TE:</b> Slave Trade, 453–454; Bringing Workers From Africa, 478–479; The Atlantic Slave Trade, 487–490



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➤ Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes.	<b>SE/TE:</b> Silk Road Links China to the West, 104; Traveler's Tale, 104–105; Trans-Saharan Trade Routes, 349
➤ Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.	<b>SE/TE:</b> Zheng He, 381–382; Ibn Battuta, 340, 354–355, 357; Marco Polo, 259, 376, 378–379
9.4d Control of trans-regional trade and economic growth contributed to the emergence and expansion of political states.	<b>SE/TE:</b> The Byzantine Empire, 282–288; The Ottoman and Safavid Empires, 329–333; Kingdoms of West Africa, 346–351; Kingdoms and Trading States of East Africa, 352–356; Concept Connector: Trade, 363
➤ Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (Byzantine Empire and rise of Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).	<b>SE/TE:</b> The Byzantine Empire, 282–288; The Ottoman and Safavid Empires, 329–333; Kingdoms of West Africa, 346–351; Kingdoms and Trading States of East Africa, 352–356; Concept Connector: Trade, 363
<b>9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes ID, MOV, GOV, CIV, TECH)</b>	
9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe.	<b>SE/TE:</b> The Rise of Europe, 212–213; The Early Middle Ages, 214–218; Feudalism and the Manor Economy, 219–224; The Medieval Church, 225–230; Economic Recovery Sparks Change, 231–237; Quick Study Guide and Assessment, 238–241; The Byzantine Empire, 282–288; The Rise of Russia, 289–293; Shaping Eastern Europe, 294–297
➤ Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire including the role of Justinian and Theodora during the Middle Ages.	<b>SE/TE:</b> Feudalism and the Manor Economy, 219–224; The Medieval Church, 225–230; The Byzantine Empire, 282–288
➤ Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.	<b>SE/TE:</b> Feudalism and the Manor Economy, 219–224; The Medieval Church, 225–230; The Byzantine Empire, 282–288

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9.5b Political states and empires employed a variety of techniques for expanding and maintaining control and sometimes disrupted state building in other regions.	<b>SE/TE:</b> Building a Muslim Empire, 310–317; Muslim Civilization's Golden Empire, 317–323; India's Muslim Empires, 324–329; The Ottoman and Safavid Empires, 329–333; The Mongol and Ming Empires, 376–383
➤ Students will examine the location and relative size of postclassical states and empires at the height of their power including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced.	<b>SE/TE:</b> Maps: Byzantine Empire, 286; Spread of Islam, 315; Delhi Sultanate and Mughal Empire, 325; Ottoman and Safavid Empires, 332; The Mongol Empire, 380
➤ Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.	<b>SE/TE:</b> Building a Muslim Empire, 310–317; Muslim Civilization's Golden Empire, 317–323; India's Muslim Empires, 324–329; The Ottoman and Safavid Empires, 329–333; The Mongol and Ming Empires, 376–383 <b>TE only:</b> History Background, 377
9.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge and often led to cultural diffusion.	<b>SE/TE:</b> Muslim Civilization's Golden Empire, 317–323; The Tang and Song Develop a Rich Culture, 372–374; Concept Connector: Trade, 375; Marco Polo, 378–379
➤ Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate.	<b>SE/TE:</b> Rise of the Abbasids, 314; Muslim Civilization's Golden Empire, 317–323; The Tang and Song Develop a Rich Culture, 372–374; Concept Connector: Trade, 375; Marco Polo, 378–379
➤ Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper).	<b>SE/TE:</b> Muslim Civilization's Golden Empire, 317–323; The Tang and Song Develop a Rich Culture, 372–374; Concept Connector: Trade, 375; Marco Polo, 378–379; Cultural Diffusion, 299
➤ Students will examine feudal Japan tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.	<b>SE/TE:</b> The Emergence of Japan and the Feudal Age, 387–396

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<p><b>9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and demographic impacts. (Standards: 2, 3, 4; Themes: TCC, GEO, GOV, ECO, EXCH)</b></p>	
<p>9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders.</p>	<p><b>SE/TE:</b> Royal Power Grows, 244–249; The Holy Roman Empire and the Church, 251–254; The Crusades and the Wider World, 255–260; Concept Connector: Conflict, 261; A Time of Crisis, 269–273; Connections to Today, Conflict: The Holy City of Jerusalem, 277; India’s Muslim Empires, 324–329 <b>TE only:</b> Author’s Notes, 242c</p>
<p>➤ Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts.</p>	<p><b>SE/TE:</b> Great Schism, 286–287; Sunni and Shia Muslims, 311–312, 316</p>
<p>➤ Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives.</p>	<p><b>SE/TE:</b> The Crusades and the Wider World, 255–260; Concept Connector: Conflict, 261; Connections to Today, Conflict: The Holy City of Jerusalem, 277; India’s Muslim Empires, 324–329 <b>TE only:</b> Author’s Notes, 242c</p>
<p>➤ Students will examine the development of Sikhism during this time period in South Asia.</p>	<p><b>SE/TE:</b> Sikhism, 326, 327</p>
<p>9.6b Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development.</p>	<p><b>SE/TE:</b> The Black Death, 269–270, 274–275; Concept Connector: Advances in Science, 277</p>
<p>➤ Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe.</p>	<p><b>SE/TE:</b> The Black Death, 269–270, 274–275</p>
<p>➤ Students will evaluate the impact of the Black Death on these regions.</p>	<p><b>SE/TE:</b> The Black Death, 269–270, 274–275; Concept Connector: Advances in Science, 277</p>

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<b>Global Interactions, ca. 1400 – 1750</b>	
<b>9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.</b> <b>(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, SOC, GOV, EXCH)</b>	
9.7a Three belief systems influenced numerous powerful states and empires across the Eastern Hemisphere.	<b>SE/TE:</b> Royal Power Grows, 244–249; The Holy Roman Empire and the Church, 251–254; The Crusades and the Wider World, 255–260; Concept Connector: Conflict, 261; A Time of Crisis, 269–273; The Ottoman and Safavid Empires, 329–333; The Mongol and Min Empires, 376–382
➤ Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400.	<b>SE/TE:</b> The Crusades, 257; The Ottoman and Safavid Empires, 332; The Ming Restore Chinese Rule, 379, 381; Chinese Fleet Sail the Seas, 381–382
➤ Students will map the extent of the Ottoman Empire and Ming Dynasty at the height of their power.	<b>SE/TE:</b> The Ottoman and Safavid Empires, 332; The Ming Restore Chinese Rule, 379, 381; Chinese Fleet Sail the Seas, 381–382
9.7b The dominant belief system and the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organization.	<b>SE/TE:</b> The Ottoman and Safavid Empires, 329–333; The Ming Restore Chinese Rule, 379, 381; Chinese Fleet Sail the Seas, 381–382
➤ Students will analyze how the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organization.	<b>SE/TE:</b> The Ottoman and Safavid Empires, 332; The Ming Restore Chinese Rule, 379, 381
9.7c The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm.	<b>SE/TE:</b> The Ottoman and Safavid Empires, 332; The Ming Restore Chinese Rule, 379, 381
➤ Students will examine Ming interactions with European traders and Christian missionaries.	<b>SE/TE:</b> Chinese Fleet Sail the Seas, 381–382

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<ul style="list-style-type: none"> <li>➤ Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.</li> <li>➤</li> </ul>	<b>SE/TE:</b> The Ottoman Empire Expands, 329–330; Ottoman Culture, 330–331
<b>9.8 AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)</b>	
9.8a Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others.	<b>SE/TE:</b> Civilizations of Mesoamerica, 186–194; Andean Cultures of South America, 195–199; Peoples of North America, 201–205; Kingdoms of West Africa, 346–351; Kingdoms and Trading States of East Africa, 352–356
<ul style="list-style-type: none"> <li>➤ Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas.</li> </ul>	<b>SE/TE:</b> Maps: Cities of the Maya Realm, 189; Cultures of the Andes, 196; Native American Culture Areas, 202; African Kingdoms and Trading States, 349
<ul style="list-style-type: none"> <li>➤ Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade.</li> </ul>	<b>SE/TE:</b> Civilizations of Mesoamerica, 186–194; Andean Cultures of South America, 195–199; Peoples of North America, 201–205; Kingdoms of West Africa, 346–351; Kingdoms and Trading States of East Africa, 352–356
<ul style="list-style-type: none"> <li>➤ Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states.</li> </ul>	<b>SE/TE:</b> Kingdoms of West Africa, 346–351; Kingdoms and Trading States of East Africa, 352–356
9.8b Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.	<b>SE/TE:</b> The Forest Kingdom of Benin, 350; Religious Beliefs, 360; The Aztec Empire Forms in Mexico, 192; Aztec Society Takes Shape, 193–194; Andean Cultures of South America, 195–199

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➤ Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period.	<b>SE/TE:</b> The Forest Kingdom of Benin, 350; Religious Beliefs, 360; The Aztec Empire Forms in Mexico, 192; Aztec Society Takes Shape, 193–194; Andean Cultures of South America, 195–199;
➤ Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.	<b>SE/TE:</b> The Aztec Empire Forms in Mexico, 192; Aztec Society Takes Shape, 193–194; Andean Cultures of South America, 195–199
9.8c Complex societies and civilizations made unique cultural achievements and contributions.	<b>SE/TE:</b> A New Empire in Songhai, 349–350; Aztec Society Takes Shape, 193–194; Andean Cultures of South America, 195–199
➤ Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.	<b>SE/TE:</b> A New Empire in Songhai, 349–350; Aztec Society Takes Shape, 193–194; Andean Cultures of South America, 195–199
<b>9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world. (Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)</b>	
9.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion.	<b>SE/TE:</b> The Renaissance in Italy, 410–417; The Renaissance in the North, 418–422
➤ Students will investigate technologies and ideas including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates.	<b>SE/TE:</b> Europeans Acquire “New” Learning, 263–264; The Renaissance in Italy, 410–417; The Renaissance in the North, 418–422
➤ Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists.	<b>SE/TE:</b> The Renaissance in Italy, 410–417; The Renaissance in the North, 418–422
➤ Students will examine political ideas developed during the Renaissance including those of Machiavelli.	<b>SE/TE:</b> Machiavelli, 416; Primary Source: <i>The Prince</i> , 417; Northern Humanists and Writers, 419–421

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9.9b The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society.	<b>SE/TE:</b> The Protestant Reformation, 423–427; Reformation Ideas Spread, 428–433; Document-Based Assessment: The Printing Press, 443
➤ Students will explore the roles of key individuals including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola and the impact they had on the religious and political unity of Europe.	<b>SE/TE:</b> Martin Luther, 424–426; John Calvin, 427; Elizabeth I, 429, 430; and Ignatius Loyola, 432
➤ Students will trace the discrimination against and persecution of Jews.	<b>SE/TE:</b> Jews and the Crusades, 256, 258; Jews in Medieval Europe, 230; Expulsion of the Jews, 295; Persecuting Jews, 433
9.9c Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth.	<b>SE/TE:</b> Spanish Power Grows, 504–508; France Under Louis XIV, 510–514; Rise of Austria and Prussia, 525–529; Absolute Monarchy in Russia, 530–535
➤ Students will investigate Russian efforts to remove Mongol and Islamic influence and expand and transform their society.	<b>SE/TE:</b> The Mongols Rule Russia, 291–293; Absolute Monarchy in Russia, 530–535
➤ Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.	<b>SE/TE:</b> France Under Louis XIV, 510–514; Concept Connector: Political Systems, 515; Absolute Monarchy in Russia, 530–535; Concept Connector: Essential Question Review – Political Systems, 537 and Peter the Great
9.9d The development of the Scientific Revolution challenged traditional authorities and beliefs.	<b>SE/TE:</b> The Scientific Revolution, 434–438
➤ Students will examine the Scientific Revolution including the influence of Galileo and Newton.	<b>SE/TE:</b> The Scientific Revolution, 434–438 <b>TE only:</b> Extend Online, 408c
9.9e The Enlightenment challenged views of political authority and how power and authority were conceptualized.	<b>SE/TE:</b> Philosophy in the Age of Reason, 544–549; Enlightenment Ideas Spread, 550–556
➤ Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in <i>The Leviathan</i> and <i>The Second Treatise on Government</i> .	<b>SE/TE:</b> Hobbes and Locke Have Conflicting Views, 545; Primary Source: <i>Two Treatises of Government</i> , 549

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<ul style="list-style-type: none"> <li>➤ Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.</li> </ul>	<b>SE/TE:</b> Fighting a Civil War, 518–519; Cromwell and the Commonwealth, 519–520; From Restoration to Glorious Revolution, 520–522; Primary Source: The English bill of Rights, 524
<b>9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)</b>	
9.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes.	<b>SE/TE:</b> The Search for Spices, 446–451; Turbulent Centuries in Africa, 452–455; European Footholds in South and Southeast Asia, 457–460; Encounters in East Asia, 461–465
<ul style="list-style-type: none"> <li>➤ Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel.</li> </ul>	<b>SE/TE:</b> Navigating the World, 448–449
<ul style="list-style-type: none"> <li>➤ Students will trace major motivations for European interest in exploration and oceanic trade including the influence of Isabella and Ferdinand.</li> </ul>	<b>SE/TE:</b> The Search for Spices, 446–451; European Footholds in South and Southeast Asia, 457–460; Encounters in East Asia, 461–465
9.10b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange.	<b>SE/TE:</b> Conquest in the Americas, 472–476; Spanish and Portuguese Colonies in the Americas, 477–481; Struggle for North America, 482–486; The Atlantic Slave Trade, 487–490; Effects of Global Contact, 491–495; Transforming the World, The Columbian Exchange, 496–497; Quick Study Guide and Chapter Assessment, 498–501
<ul style="list-style-type: none"> <li>➤ Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange.</li> </ul>	<b>SE/TE:</b> Triangular Trade Across the Atlantic, 487–488; Map of Triangular Trade Routes, 489; Transforming the World, The Columbian Exchange, 496–497



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➤ Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations.	<b>SE/TE:</b> Conquest in the Americas, 472–476
➤ Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic impacts on the Americas resulting from the Columbian exchange.	<b>SE/TE:</b> The Search for Spices, 446–451; Encounters in East Asia, 461–465; Triangular Trade Across the Atlantic, 487–488; Map of Triangular Trade Routes, 489; Transforming the World, The Columbian Exchange, 496–497
9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.	<b>SE/TE:</b> The African Slave Trade Begins, 453–454; New African States Arise, 454; The Atlantic Slave Trade, 487–490; Concept Connector: Trade, 499
➤ Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved African peoples.	<b>SE/TE:</b> The African Slave Trade Begins, 453–454; New African States Arise, 454; The Atlantic Slave Trade, 487–490; Concept Connector: Trade, 499
➤ Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas.	<b>SE/TE:</b> The African Slave Trade Begins, 453–454; New African States Arise, 454; The Atlantic Slave Trade, 487–490; Concept Connector: Trade, 499
9.10d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.	<b>SE/TE:</b> Conquest in the Americas, 472–476; Spanish and Portuguese Colonies in the Americas, 477–481; Concept Connector: Cultural Diffusion, 499
➤ Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies.	<b>SE/TE:</b> Conquest in the Americas, 472–476; Concept Connector: Cultural Diffusion, 499
➤ Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas.	<b>SE/TE:</b> Conquest in the Americas, 472–476; Spanish and Portuguese Colonies in the Americas, 477–481; Concept Connector: Cultural Diffusion, 499

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<ul style="list-style-type: none"> <li>➤ Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey.</li> </ul>	<b>SE/TE:</b> The African Slave Trade Begins, 453–454; New African States Arise, 454; The Atlantic Slave Trade, 487–490; Concept Connector: Trade, 499
<p>9.10e The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires.</p>	<b>SE/TE:</b> The Search for Spices, 446–451; A European Footholds in South and Southeast Asia, 457–460; Encounters in East Asia, 461–462; Infographic: Trade Among Europe, Africa, and Asia, 462–463; Connections to Today: The Dutch Trading Empire, 467; Triangular Trade Across the Atlantic, 487–488; A Commercial Revolution, 492–493; Mercantilism Arises, 494–495; Gunpowder 370, 377; Battles in the Mediterranean and the Netherlands, 507
<ul style="list-style-type: none"> <li>➤ Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the Eastern Hemisphere.</li> </ul>	<b>SE/TE:</b> The Search for Spices, 446–451; A European Footholds in South and Southeast Asia, 457–460; Encounters in East Asia, 461–462; Infographic: Trade Among Europe, Africa, and Asia, 462–463; Connections to Today: The Dutch Trading Empire, 467; Triangular Trade Across the Atlantic, 487–488
<ul style="list-style-type: none"> <li>➤ Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire.</li> </ul>	<b>SE/TE:</b> Gunpowder 370, 377; Battles in the Mediterranean and the Netherlands, 507
<ul style="list-style-type: none"> <li>➤ Students will examine the development of European maritime empires and mercantilism.</li> </ul>	<b>SE/TE:</b> A Powerful Dutch Company, 458; Asserting Dutch Dominance, 459; Infographic: Trade Among Europe, Africa, and Asia, 462–463; Connections to Today: The Dutch Trading Empire, 467; Triangular Trade Across the Atlantic, 487–488; A Commercial Revolution, 492–493; Mercantilism Arises, 494–495