

How to access the textbook online

Including specific features

How to access Classlink

- Step 1: Go to the Fairview homepage
www.leoncountyschools.net/fairview
- Step 2: In the upper right hand corner click on classlink
- Step 3: Students log in with their school email and password
 - Email username: student number@edu.leonschools.net
 - Password: The same one they use to access computers a school
 - Located on their birthday in their planner

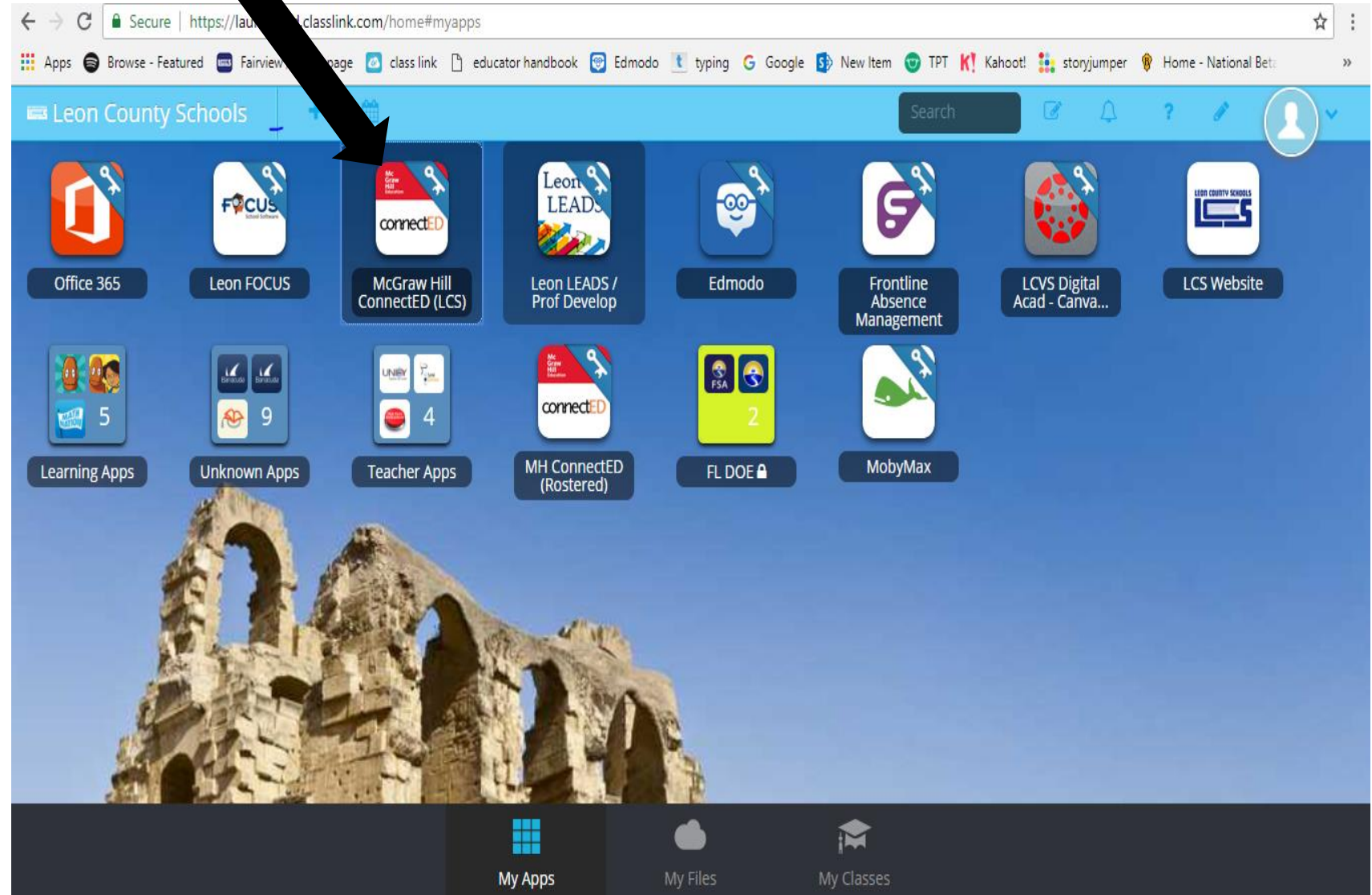
Once they
have logged
into classlink

go to

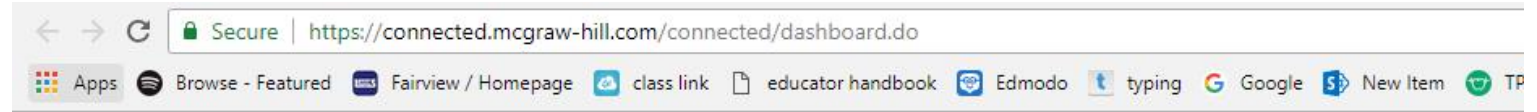
McGrawHill

ConnectEd tile

McGraw Hill ConnectEd tile



- This is what mine home screen looks like.



- Students will look a little different and only include the student addition.

- They will need to click and launch their textbook

McGraw Hill Education connectED

Hello, Cameron Help

My connectED Programs

Discovering Our Past: A History of the World, Early Ages - Florida Edition 2018
Teacher Edition
Manage Content ⚙️

Discovering Our Past: A History of the World, Early Ages - Florida Edition 2018
Student Edition
Manage Content ⚙️ Assign Content ✍️

This is the home screen of their textbook

There are several features here they can use to help with practice at home

Skill builder: to help them work on specific skills needed per chapter

Test Prep: has great ideas on how to prep for different types of test

Resources: Includes maps, videos, pictures and more for each chapter or specific subject

The screenshot shows the home screen of a McGraw-Hill textbook. At the top, there is a navigation bar with the following tabs: STUDENT EDITION, SKILLS BUILDER, TEST PREP, RESOURCES, MY ASSIGNMENTS, ASSESS, and LEARNSMART. Below the navigation bar, there is a main content area with a large image of the Sphinx and a lesson selection interface. The lesson selection interface includes a dropdown menu for 'Chapter 5: Ancient Egypt and Kush' and another dropdown menu for '1: The Nile River'. To the right of the lesson selection interface, there is a 'To Do' list with a 'See All...' link. At the bottom of the page, there is a 'FEATURED RESOURCES' section with five icons: STUDY SMART, PRIMARY SOURCES, READING ESSENTIALS, LEARN SMART, and btw by the way. The footer of the page includes the McGraw-Hill Education logo, copyright information, and links for Acknowledgments, Legal, Privacy and Cookie Notice, Technical Support, and Minimum Requirements.

Skill builder

DISCOVERING OUR PAST: A HISTORY OF THE WORLD EARLY AGES

Hello, Cameron | Home | ConnectED | Help | Logout

Messages My Notes ABC Glossary Atlas Correlation Search

ON SKILLS BUILDER TEST PREP RESOURCES MY ASSIGNMENTS ASSESS LEARNSMART™

21st Century Skills

- Geography Skills
- Critical Thinking Skills
- Research and Writing Skills
- Building Projects and Presentation Skills

Financial Literacy Now

Financial Literacy Now
Your Exchange for Financial Learning

Interactive Skills for Students
How to Plan a Service Project

Interactive Skills for Students
How to Use What You Find on the Internet

Interactive Skills for Students
How to Find Resources on the Internet

Interactive Skills for Students
How to Analyze Historical Paintings and Photos

Interactive Skills for Students
How to Recognize Historical Perspectives

- Helps students to practice those skills they will need to help them through not only this class but all classes.
- Such as how to use internet resources, how to plan for projects, and how to think critically about the information they are learning

Test Prep

- This give students tips on how to take certain types of test such as short answer, multiple choice.
- It also includes overall how to succeed on a test.

The screenshot shows the top navigation bar of the 'A History of the World' website. The main title is 'DISCOVERING OUR PAST: A HISTORY OF THE WORLD EARLY AGES'. The navigation menu includes 'HOME', 'CONNECTED', 'HELP', 'LOGOUT', 'Messages', 'My Notes', 'Glossary', 'Atlas', 'Correlation', and a search bar. The 'TEST PREP' menu item is circled in red, and a black arrow points to it from the left. Below the navigation bar, a grid of resources is displayed. The first resource is 'Building Test Taking Skills' with a 'Rubrics' sub-section. The other resources are 'Studying to Succeed on Tests', 'Succeeding on Tests: Terms to Know', 'Succeeding on Short Answer Tests', 'Succeeding on Multiple Choice Tests', and 'Succeeding on Essay Tests'. Each resource card features a star icon and a 'Tools' button.

Resources

- This is a collection of all the different resources included in each chapter and lesson.

- There are also games, practice test, helpful links, activities and worksheets

The screenshot shows the 'A History of the World' website interface. At the top, a green header contains the site title 'DISCOVERING OUR PAST: A HISTORY OF THE WORLD EARLY AGES' and navigation links for 'Hello, Cameron', 'Home', 'ConnectED', 'Help', and 'Logout'. Below the header is a purple navigation bar with buttons for 'RESOURCES', 'MY ASSIGNMENTS', 'ASSESS', and 'LEARNSMART'. A black arrow points from the 'RESOURCES' button to the left. Below the navigation bar is a secondary menu with categories like 'All Resources', 'StudySmart', 'Primary Sources', 'Reading Essentials', 'LearnSmart', 'Maps', 'Videos', 'Biographies', '21st Century Skills', and 'Idea Factory'. The main content area is divided into a left sidebar and a main grid. The sidebar includes 'Favorites (0)', 'Lesson Search', 'Keyword Search', a search box for 'All Resources', and a list of 'Resource Tags' such as 'Activities and Worksheets (122)', 'Art, Photos, and Slideshows (531)', and 'Games (87)'. The main grid displays a grid of resource cards, including 'StudySmart Student Edition', 'Primary Source Artifacts', 'How to Analyze Historical Paintings and Photos', 'How to Analyze Visuals', 'How To Distinguish Fact From Opinion', and 'Primary Source: Code of Hammurabi, King of Babylon'. Each card features a star icon and a 'Tools' button.

LearnSmart

- This is another form of their textbook
- Again is another great source of practice. Especially prepping for the FSA in May.

DISCOVERING OUR PAST:
A HISTORY OF THE WORLD EARLY AGES

Hello, Cameron | Home | ConnectED | Help | Logout

Messages My Notes Glossary Atlas Correlation Search

ESS LEARNSMART

All Resources StudySmart Primary Sources Reading Essentials LearnSmart Maps Videos Biographies 21st Century Skills Idea Factory

Additional Resources Multilingual Glossary Help

★ Favorites (0)

▶ Lesson Search

▼ Keyword Search

Search Learn Smart

Your results cannot be narrowed any more.

Learn Smart

Results Per Page 12

Discovering Our Past: A History of the World, Early

LEARN SMART Social Studies

★ Tools

LearnSmart


- Just like their textbook the learn smart book can be read aloud to them.
- It also highlights areas that contains important information.
- This can help student better decipher text and learn how to pinpoint important pieces of information.
- As stated this is a great way to practice for FSA Reading

SmartBook - Google Chrome



Secure | <https://www.mhlearnsmart.com/flow/smartbook.html?launchParams=isbn%253D0076767418&authToken=HZ0DNN810C5QP59WN73HFPZ79MHF%...>

World History - Discovering Our Past: A History of the World Early Ages, 2018 - Spielvogel, 1e, What does a historian do?







What does a historian do?






Place and time : historians in the 21st century



Lesson 1 what is history?



Lesson 2 how does a historian work?



Outline chapter

Why Study History?

GUIDING QUESTION *What types of things can history reveal about the past?*

History is the study of the people and events of the past. History explores both the way things change and the way things stay the same. History tells the story of the ways that cultures change over time.

People who study history are called historians. A historian's job is to examine the causes, or reasons, that something happened in the past. They also look for the effects, or results, of the event. They ask, "What happened?" and "Why did it happen?" They ask, "How did things change?" and "How has it influenced today?" Sometimes they ask, "What would have happened if ... ?"

History explains why things are the way they are. The invention of the wheel in prehistoric times paved the way for the use of horse-drawn carts in later time periods. The carts were a step toward the invention of the automobile in modern times. Today, cars are an **integral** part of our culture.

Learning about the past helps us understand the present. It helps us make decisions about the future. Historical instances of conflict and cooperation are examples we can learn from. We can use that knowledge when we face similar choices.

This is the home screen of their textbook

There are several features here they can use to help with practice at home

How to access each lesson:

- Under select a lesson click the drop down area first for chapter and select which chapter you want. For example I have selected Ch. 5 Ancient Egypt
- Then select which lesson underneath. For example I selected lesson 1. The Nile River

The screenshot displays the McGraw-Hill Education dashboard for the textbook 'A History of the World: Early Ages'. The page is titled 'DISCOVERING OUR PAST: A HISTORY OF THE WORLD EARLY AGES'. The navigation menu includes 'STUDENT EDITION', 'SKILLS BUILDER', 'TEST PREP', 'RESOURCES', 'MY ASSIGNMENTS', 'ASSESS', and 'LEARNSMART'. The main content area features a 'networks' section with a 'Select a Lesson' dropdown menu. The selected chapter is 'Chapter 5: Ancient Egypt and Kush' and the selected lesson is '1: The Nile River'. A 'Go' button is visible below the lesson selection. The page also includes a 'To Do (0)' section and a 'FEATURED RESOURCES' section with icons for 'STUDY SMART', 'PRIMARY SOURCES', 'READING ESSENTIALS', 'LEARN SMART', and 'btw by the way'. The footer contains the McGraw-Hill Education logo, copyright information, and links for Acknowledgments, Legal, Privacy and Cookie Notice, Technical Support, and Minimum Requirements.

This is what the inside of each lesson looks like

Inside the Chapter and lesson

This is where you navigate between the lessons

There are several features here they can use to help with practice at home

- They can change the font size
- The lesson can be read to them
- They can print each lesson
- They can highlight within the chapter

The screenshot displays the user interface of an educational platform. At the top, a green header contains the site title 'DISCOVERING OUR PAST: A HISTORY OF THE WORLD EARLY AGES' and user information 'Hello, Cameron | Home | ConnectED | Help | Logout'. Below this is a navigation bar with tabs for 'STUDENT EDITOR', 'SKILLS BUILDER', 'TEST PREP', 'RESOURCES', 'MY ASSIGNMENTS', 'ASSESS', and 'LEARNSMART'. A secondary navigation bar shows the current location: 'Chapter 5. Ancient Egypt and Kush' > 'Chapter Opener' > 'Place and Time' > 'Lesson 1' > 'Lesson 2' > 'Lesson 3' > 'Lesson 4' > 'Activities and Assessment'. The main content area is titled 'LESSON 1 The Nile River' and features an 'ESSENTIAL QUESTION: How does geography influence the way people live?'. A section titled 'IT MATTERS BECAUSE' includes a quote: 'The Nile River was the most important factor in the development of ancient Egypt.' Below this is the 'The Nile River Valley' section, which contains a 'GUIDING QUESTION: Why was the Nile River important to the ancient Egyptians?' and a paragraph of text. A 'Valley Civilization' section follows, starting with 'The Nile River valley was ideal for human settlement because of its fertile land...'. On the right side, a 'LESSON RESOURCES' panel displays several video thumbnails, with the largest one at the bottom showing a wide river at sunset. A search bar is located in the top right corner of the main content area.

A|A|A State Standards | Vocabulary | Reading Strategies
LESSON 1
The Nile River
ESSENTIAL QUESTION *How does geography influence the way people live?*

IT MATTERS BECAUSE
The Nile River was the most important factor in the development of ancient Egypt.

The Nile River Valley

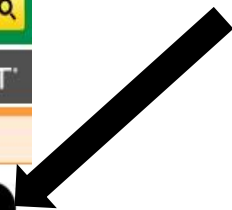


GUIDING QUESTION *Why was the Nile River important to the ancient Egyptians?*

While empires flourished and fell in Mesopotamia, two other civilizations developed along the Nile River in northeastern Africa. One of these civilizations was Egypt (EE • jihpt). It developed in the northern part of the Nile River valley. The other civilization, Kush (CUSH), emerged in the far southern part of the Nile River valley. Although Egypt and Kush were **unique** civilizations, they influenced one another throughout their long histories.

Valley Civilization

The Nile River valley was ideal for human settlement because of its fertile land. As early as 5000 B.C., hunters and gatherers from the drier areas of Africa and Southwest Asia began to move into the Nile River valley. Permanent settlements were created by early groups who farmed the land and built villages along the Nile's banks. These people were the earliest Egyptians and Kushites.

LESSON RESOURCES



These are the different resources for each lesson. There are pictures, maps, videos, games, and practice quizzes

LESSON 1 The Nile River

ESSENTIAL QUESTION *How does geography influence the way people live?*

IT MATTERS BECAUSE

The Nile River was the most important factor in the development of ancient Egypt.

The Nile River Valley

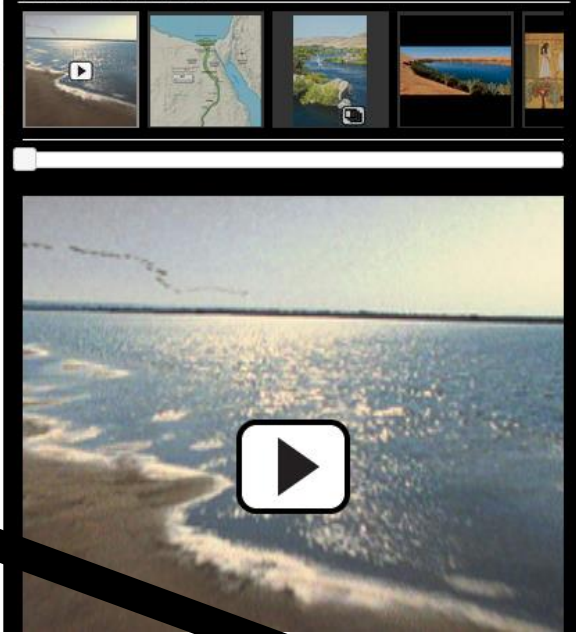
GUIDE Academic VOCABULARY *Very important to the ancient Egyptians.*

unique
one of a kind; different from all others
While e develop civilizat Nile Riv southern **unique** civilizations, they influenced one another through long histories.

Valley Civilization

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LESSON RESOURCES



The highlighted words are the vocabulary words. When you click on the words it gives the definition.



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DISCOVERING OUR PAST: A HISTORY OF THE WORLD EARLY AGES

Hello, Cameron | Home | ConnectED | Help | Logout

Messages | My Notes | Glossary | Atlas | Correlation | Search

STUDENT EDITION | SKILLS BUILDER | TEST PREP | RESOURCES | MY ASSIGNMENTS | ASSESS | LEARNSMART

Chapter 5: Ancient Egypt and Kush | Chapter Opener | Place and Time | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | **Activities and Assessment**

ACTIVITIES AND ASSESSMENT

ESSENTIAL QUESTIONS *How does geography influence the way people live? What makes a culture unique? Why do civilizations rise and fall?*

Directions: Write your answers using standard grammar, spelling, sentence structure, and punctuation.

1. Exploring the Essential Question

INFORMATIVE/EXPLANATORY Why did the ancient Egyptian civilization fall? Write an essay that explains the events and decisions that led to the end of Egypt's role as a political, economic, and cultural power.


2. 21st Century Skills

GIVING A PRESENTATION Prepare a presentation that identifies the key events and achievements of Egypt's Old Kingdom, Middle Kingdom, and New Kingdom. Compare and contrast the developments in each time period. End your presentation with a brief statement about the importance of the Egyptian civilization.

3. Thinking Like a Historian

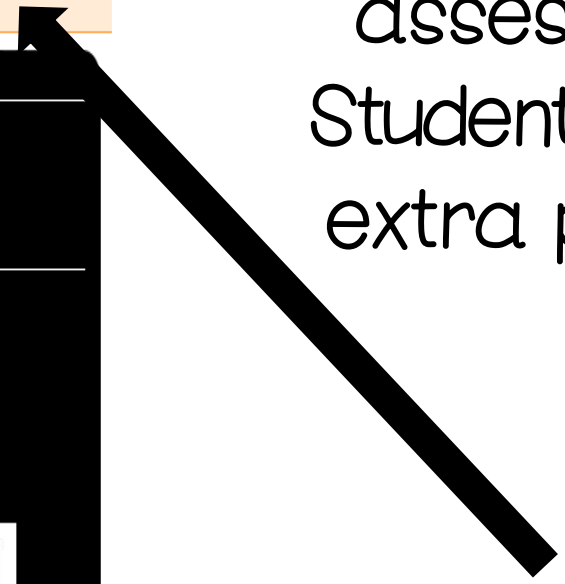
UNDERSTANDING PROS AND CONS Create a chart like the one here to

LESSON RESOURCES



Characteristics of the Nile River	Pros	Cons
Regular flooding		
Cataracts		
Downhill flow		

At the end of each chapter are activities And assessment practice. Students can use this as extra practice with the material.



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new kingdom: compare and contrast the developments in each time period. End your presentation with a brief statement about the importance of the Egyptian civilization.

Cataracts
Downhill flow

Characteristics of the Nile River gra

3. Thinking Like a Historian

UNDERSTANDING PROS AND CONS Create a chart like the one here to identify the pros and cons of living along the Nile River. Then write a sentence that tells why early Egyptians settled there.

4. Geography Activity

Locating Places

Match the letters on the map with the numbered places listed below.

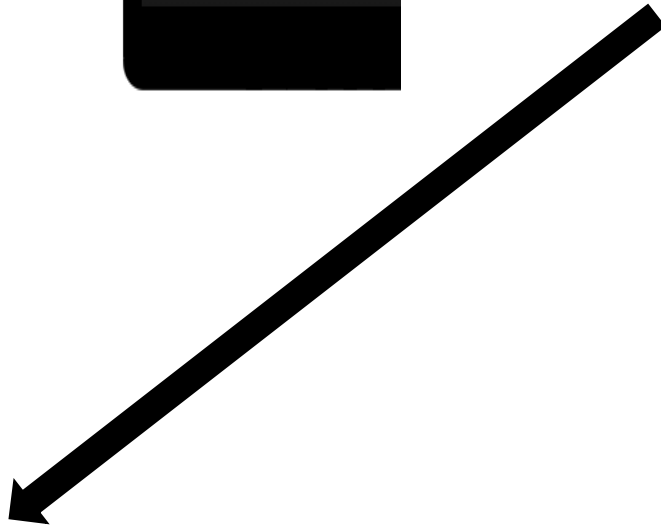
1. Nile Delta
2. Red Sea
3. Lower Egypt
4. Meroë
5. Giza
6. Mediterranean Sea
7. Nile River
8. Upper Egypt
9. Thebes
10. Nubia

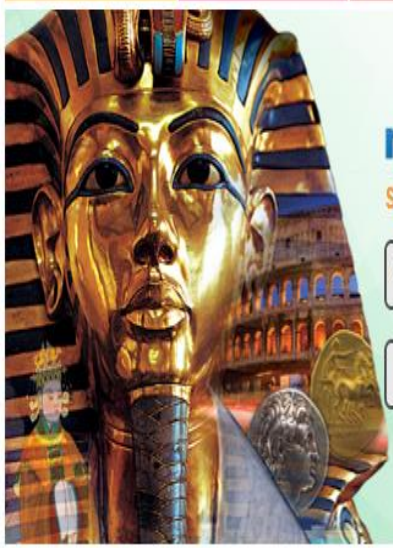
Save

[Abrir en español](#)

Activities [Assessment 1](#) [Assessment 2](#) [Assessment 3](#)

When you scroll down to the bottom of the page this is how you navigate between the different assessment practices.





networks

Select a Lesson

Chapter 5: Ancient Egypt and Kush

1: The Nile River

Go

To Do (0)

[Empty list items]

FEATURED RESOURCES [see all](#)



These are extra sources outside of their textbook that can be helpful. Specifically the Study Smart which is a workbook that pairs with the textbook

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Who Was "King Tut"?

Tutankhamen was Akhenaton's son. When his father died, Tutankhamen was just 10 years old. The young pharaoh ruled Egypt with the advice of priests and officials. He changed the religion back to the worship of many deities. Tutankhamen ruled for only nine years. He died unexpectedly. The cause of his death remains a mystery.

Tutankhamen's tomb was found in 1922 by British archaeologist Howard Carter. "King Tut" is the most famous of Egypt's pharaohs, largely because his tomb was found intact. It contained the pharaoh's mummy, treasures, and a gold mask of Tutankhamen's face.

Recovery and Decline

Pharaohs who lived during the 1200s B.C. wanted to restore Egypt's greatness. They waged war for more territory and expanded trade. Egypt's wealth increased, and the pharaohs built large temples and monuments.

Ramses II

Ramses II was the most successful of these pharaohs. He conquered Canaan and headed north into Syria. Ramses II fought the Hittites for this territory, which was in present-day Turkey. Eventually, Ramses and the Hittite king signed a peace treaty.

Age of Temples

In addition to conquering lands, Ramses had many temples built in Egypt. His most famous temple, Karnak, was built in Thebes. Most Egyptians believed deities lived in temples, however, people usually prayed at home. Temples played an

8. USING MATH TOOLS

Ramses ruled 3 years longer than 7 times as many years as Tutankhamen. If x were to equal the number of years Tutankhamen ruled, what mathematical expression would tell you how many years Ramses ruled? _____

9. SPECULATING

Why was Egypt so frail that it could no longer withstand attacks from the Libyans, the Kushites, and the Assyrians?

in is granted to reproduce for classroom use.

The workbook pairs with their textbook, and simplifies the information more. It also has reading comprehension question on each page. Again this is another great source for extra practice outside of class with the material. This can also help to prepare them for FSA Language Arts.



Reading comprehension questions: requires them to use information from the text to answer.

3.pdf 152 / 648

LESSON 3 SUMMARY, continued

REVIEW LESSON 3

1. Use the chart below to describe the economic concepts of trade in Egypt: who traded, what they traded, why they traded, how they traded, and how those involved benefited.

```
graph TD; A[What Egyptians Traded For] --> C((Egypt's Economy and Growth of Trade)); B[Why Egyptians Traded] --> C; D[What Egyptians Traded] --> C; E[Medium of Exchange Used for Trade] --> C; F[Trading Partners] --> C; G[Benefits of Trade] --> C;
```

2. **RECOGNIZING RELATIONSHIPS** How did the economic concepts of scarcity, supply and demand, barter, and trade affect Egypt? Write an essay about these economic concepts as they apply to Egyptian civilization.

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Each lesson has a review at the end. This again requires student to go back and review the information they have read.

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Benchmark Note Cards

DIRECTIONS: Use these note cards to help you prepare for the test.

SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

THE KINGDOM OF KERMA

Nubians:

- The first people were cattle herders who settled about 2000 B.C.
- They lived in Nubia, south of Egypt, which later became Kush.
- Constant rainfall made soil in Nubia fertile.
- Nubians grew beans, yams, rice, and grains and hunted.

The Rise of Kerma:

- The first kingdom grew wealthy from agriculture and gold.
- The Nile linked Egypt as a trade partner.
- Egyptians obtained cattle, gold, incense, ivory, giraffes, leopards, slaves and hired Nubians to serve in Egyptian armies.

SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

GEOGRAPHICAL LOCATIONS OF KUSH AND EGYPT

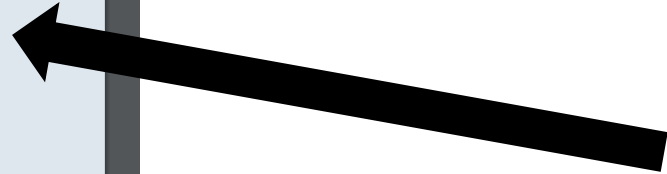
Early People:

- Hunters and gatherers migrated around 5000 B.C.
- They moved from dry areas in Africa and southwest Asia.
- They built villages that grew into farming settlements.
- Northern settlers called their land *Kemet*, which means "black land," for the dark, rich soil.

Later Civilizations:

- Civilizations developed along the Nile River valley and influenced one another, such as:

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Each chapter also includes chapter wrap up practice and premade note cards that cover the important pieces of information from each lesson.

VISUAL SUMMARY

EGYPT



How did geography influence where ancient Egyptians lived?

- ★ The Nile River _____

- ★ The Libyan and Eastern Deserts _____

- ★ Fertile soil _____

What made Egyptian culture unique?

- ★ The Pharaoh was both a _____ and _____ leader in a theocracy.
- ★ Egyptians built _____ to protect the bodies of pharaohs.
- ★ To build the pyramids, Egyptians made advances in _____ and _____

Why did Egyptian and Kushite dynasties rise and fall?

- ★ Societies began as traditional economies with little outside contact.
- ★ Trade increased. cities grew. and cultures blended

Visual Summary allows students mapping practice along with being able to snapshots of important pieces of specific information.

ANALYZING PRIMARY SOURCES

DIRECTIONS: Write your answers on a separate sheet of paper.

DETERMINING THE CENTRAL IDEA Read the excerpt from a hymn that tells the story of the Egyptian god Osiris, and his son, Horus. It was translated from ancient writings. Use the footnotes to clarify your understanding. Use the steps below to help you determine the main idea and supporting details in the text.

- A. What was important to the lives of farming Egyptians? How was the story of Horus in the excerpt related to their everyday lives?
- B. What can you infer about Osiris from the story of Horus in the excerpt? How are the powers of Horus related to his father? How are those powers related to Egyptian farmers?

Write a short essay describing the central idea in this primary source.

HYMN to OSIRIS

20. . . . As the god NEPRI [HORUS] makes all his herbage, the wealth of the soil, to grow; he ascends and all are satiated; he spreads himself through all lands.

21. All that exists breathes; (all) hearts are happy, (all) breasts rejoice. Every being invokes him, every man adores his beauties. Delightful for us is his love; his grace environs the heart; great is his love in all the reins. One offers

22. unto the son of ISIS [HORUS] his enemy overthrown by his vigour. The author of evil pronounces magical words and displays his power in his turn [his time]; [but] the son of Isis makes his way unto him, he avenges his father, sanctifying and honouring his name. Terror is calmed;

- Analyzing Primary Sources allows students to practice reading historical documents. It also practices reading comprehension and how to pull answers from a reading.
- Students will be reading more social study stories on the FSA and this is a great source to prepare for that.



Chapter Practice Test

DIRECTIONS: Circle the best answer for each question.

- 1** SS.6.G.2.3 (moderate)
Why were river valleys influential to the development of Egyptian and Mesopotamian civilizations?
- A** easy travel
 - B** fertile soil
 - C** protective features
 - D** mild weather
- 2** SS.6.G.2.6 (high)
Many buildings in Meroë resembled Egyptian buildings. What can you infer from this fact?
- A** Both Egypt and Kush were near one another, and as a result Egyptian culture influenced Kush.
 - B** The Egyptians copied styles they had seen in Meroë while conducting trade there.

- The workbook includes a practice test for each chapter.
- This is a great way for the students to figure out what information they understand and what information they still need to study or go back and review.