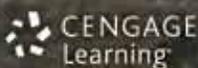


GATEWAY

to

SOCIAL STUDIES

Vocabulary and Concepts



Sneak Preview

Look inside for:

- Program Overview
- Table of Contents
- Teachable Lessons

Give your students a BOOST to social studies success!

Gateway to Social Studies

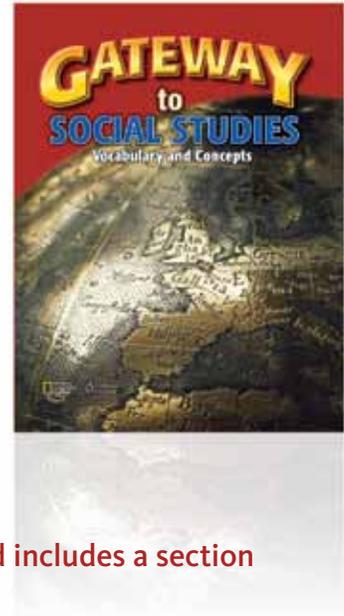
Beginning to Intermediate

Do your students need help meeting social studies content standards? *Gateway to Social Studies* is the answer!

Gateway to Social Studies is a unique program designed to introduce social studies terms and skills.

This program provides teachers with the opportunity to:

- ▶ Teach standards-based concepts through focused lessons
- ▶ Engage with visuals to illustrate concepts and strategies and teach key vocabulary
- ▶ Prepare students for social studies core programs and state assessments



Teaches vocabulary and concepts from four major social studies areas and includes a section that focuses on Social Studies Resources:

Table of Contents

 Geography	 World History	 American History	 Civics and Government
Physical Geography Human and Cultural Geography North America South America Europe North Africa and the Middle East Sub-Saharan Africa South Asia East Asia Southeast Asia and Australia	The Earliest Humans The Earliest Societies Ancient Civilizations Classical Civilizations Europe in the Middle Ages The Later Middle Ages Early African and American Civilizations The Age of Exploration The Renaissance The Reformation Enlightenment and Revolution European Imperialism The Industrial Revolution The Rise of Nationalism Reform and Revolution World War I World War II Post-World War II Globalization	Early Native Americans Early Explorers and Settlers Colonial America The American Revolution The New Nation The Nation Grows Expansion and Reform The End of the Frontier A Nation Divided The Civil War Reconstruction and the New South The Industrial Revolution The Spanish-American War and the United States as a World Power Inventors, Reformers, and the New Americans The United States in World War I The 1920s The Great Depression and the New Deal The United States in World War II Suburbanization and the Cold War The Civil Rights Era The Vietnam War The United States in the Twenty-first Century	Origins and Structure of Our Government The Legislative Branch The Executive Branch The Judicial Branch The Duties, Responsibilities, and Rights of United States Citizens Voting and Elections Governments Around the World

Every lesson follows a four-page format:

The first two pages of each lesson illustrate topic-based vocabulary in a picture dictionary format. Easy-to-access visuals along with comprehension questions work together to teach social studies content words in context.

The last two pages of each lesson teach standards-based concepts related to the lesson vocabulary and topic. These concepts are accompanied by social studies skill practice, academic vocabulary, comprehension checks, research assignments, and writing activities.

The Later Middle Ages VOCABULARY

FOCUS QUESTION
How did the lives of Europeans change during the later Middle Ages?

1 Venice **6** pepper
2 silk **7** cinnamon
3 jade **8** spices
4 medicine **9** market
5 Marco Polo

1096 The first Crusades begin
1271 Marco Polo travels to China
1291 The Crusades end
1298 Marco Polo returns to Venice
1347 The plague arrives in Europe
1492 The last Muslims are pushed out of Spain

Word Study
Multiple-Meaning Words
The word *china* has different meanings. *China* can refer to a country in eastern Asia. *China* has a larger population than any other country. *China* can also refer to porcelain dishes. Roberto washed the *china* after dinner.

Vocabulary in Context
In the 600s A.D., the religion of Islam started on the Arabian Peninsula. Muslims, followers of Islam, began to spread the ideas of Islam through the Middle East and to Africa. During the 700s A.D., Islam also spread to Europe. Muslims from Africa built kingdoms in Spain. In addition to new foods such as lemons, Muslims also brought new ideas in **medicine** and **mathematics** to Europe.
During the Middle Ages, traders also brought **Asian silk, jade, and spices** to Europe. Spices such as **pepper and cinnamon** grew only in tropical areas, but the Europeans wanted them. The demand for spices made European trading centers such as **Venice** rich and powerful. By the 1300s, European traders such as **Marco Polo** reached China.
Trade also grew inside Europe. **Markets** developed in towns. At these markets, people began to use money to buy and sell things.

Check Your Understanding
1. Look at the pictures. What are some things traders brought to Europe during the Middle Ages?
2. When did Islam spread to Europe?
3. What European city was important to the spice trade?
Critical Thinking: Making Inferences
4. Why do you think spices such as pepper and cinnamon did not grow in Europe?



Social studies vocabulary is introduced in a picture dictionary format.

The Later Middle Ages CONCEPTS

Muslims and Christians
Starting in 711 A.D., Muslims invaded parts of Christian Europe. Muslims from North Africa ruled most of Spain for hundreds of years. Spanish culture and architecture still show their influence.
Muslims also ruled most of the Middle East. In the 1000s, Christians wanted to force Muslims out of Europe and the Middle East. In 1095, the pope called for a **Crusade**. He encouraged Christians to go to **Palestine** to fight against Muslims.

Marco Polo in China
In 1271, three traders traveled from Venice to China. One of them was seventeen-year-old Marco Polo.
Marco Polo met the Chinese emperor, who invited him to travel through China. He saw markets filled with silk, jade, and spices such as cinnamon and pepper. He also saw many things that did not exist in Europe, including **paper money** and **gunpowder**. Later, Marco Polo wrote a book about his experiences in China.

The Later Middle Ages
By the late Middle Ages, the manor system of working the land was in **decline**. Because of a deadly disease called the **plague**, there were fewer workers. People produced more goods in towns. Lords and lords now wanted to be paid in money, not in goods and services.
Merchants in towns held weekly markets. Farmers sold food and **livestock**. People bought cloth, shoes, and iron pots.

Academic Vocabulary

Word	Explanation	Sample Sentences	Visual Cue
decline (noun)	a move downward	We saw a decline in her grades after she stopped studying.	

Social Studies Skill: Reading a Map
It took time for the plague to spread throughout different parts of Europe. Generally, the plague was brought to new places by travelers following trade routes. This map shows how and when the plague spread.
1. From which continent did the plague spread to Europe?
2. Which southern European city did the plague reach in 1347?
3. In what year did the plague spread far to the north?

Check Your Understanding
1. What still shows that the Muslims were once in Spain?
2. What were two things Marco Polo saw in China that did not exist in Europe at the time?
3. By the late Middle Ages, instead of being paid in goods and services, what did lords and lords want?
Critical Thinking: Making Inferences
4. Why do you think farmers brought cloth, shoes, and iron pots at markets?

Research and Inquiry Use the Internet, the library, or your social studies book to answer these questions.
1. Name two religions that have holy places in Palestine.
2. Which king and queen joined their kingdoms to unite Spain and push the Muslims out of Spain? Whose famous voyage across the Atlantic, in 1492, did this king and queen help pay for?
3. What other group was made to leave Spain at the same time as the Muslims? Why were they made to leave?

Writing Do you eat foods that contain pepper or cinnamon? What other spices are used in foods you eat? Write a paragraph describing how spices are used in the foods you eat.

Kids in History
In 1429, a teenage French girl called Joan of Arc believed God spoke to her. She believed God chose her to help force the English army out of France. Joan convinced the French king to let her lead an army against the English. Joan fought bravely, but was later caught and killed. There are many monuments to Joan of Arc in France and other countries.
Why would Joan have risked her life?



Standards-based social studies concepts, directly related to the lesson vocabulary taught on the previous page, are introduced and assessed.

A

Each lesson begins with a **Focus Question** and a list of key **Vocabulary Words** related to the lesson topic to help direct student learning.

B

The **Word Study** box demonstrates useful and important characteristics of key vocabulary words. Features may include explaining how prefixes and suffixes function in vocabulary words or that some words have multiple meanings.



The Civil War

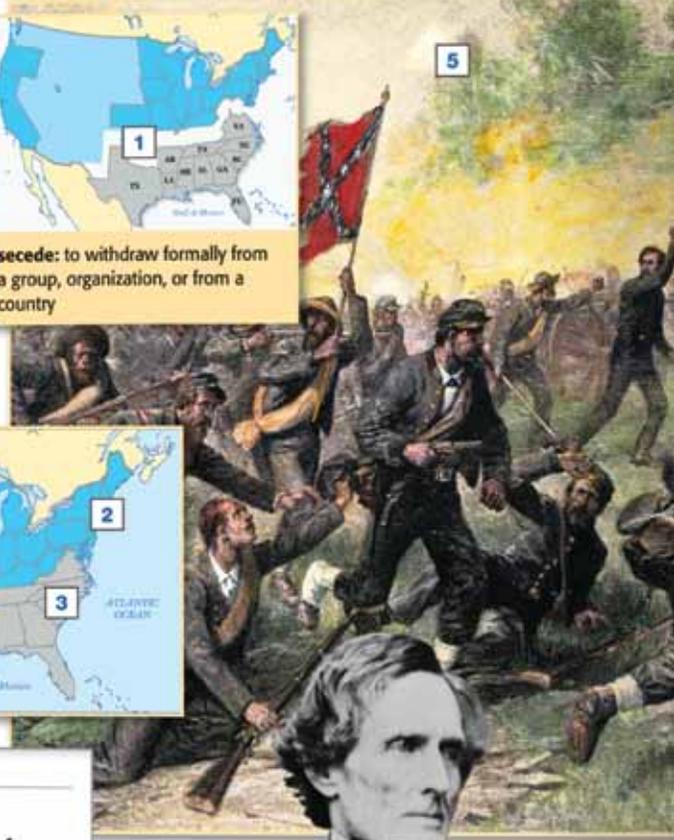
A

FOCUS QUESTION
What happened during the Civil War?

- 1 secede
- 2 Union
- 3 Confederacy
- 4 Jefferson Davis
- 5 Battle of Gettysburg
- 6 Abraham Lincoln

secede: to withdraw formally from a group, organization, or from a country

Union
Confederate
Land not yet states

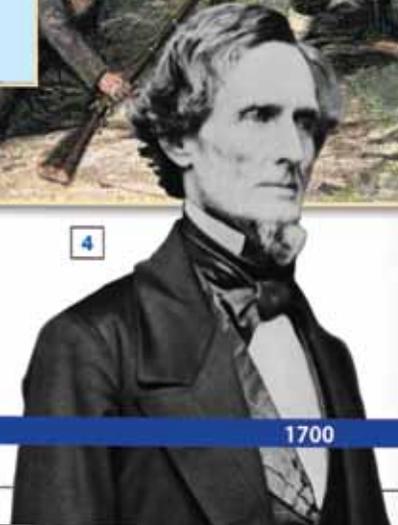


B

Word Study

Irregular Plurals

Life has an irregular plural form. The **-fe** changes to **-ves**. The plural of **life** is **lives**.
More soldiers lost their **lives** in the Battle of Gettysburg than in any other battle during the Civil War.



C

The **Vocabulary in Context** box contextualizes words from the vocabulary list with an informational reading that provides an overview of the topic.

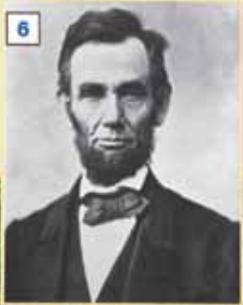
D

Check Your Understanding questions assess vocabulary and reading comprehension and provide the opportunity to apply knowledge to **Critical Thinking** questions.

E

The **Timeline** feature found in the World and American History sections provide students with a visual mapping of key historical dates.

VOCABULARY



6

Vocabulary in Context 🔊 CD 03

By mid-1861, eleven Southern slave states had **seceded** from the **Union**. The Southern states formed a new government called the **Confederacy** with **Jefferson Davis** as their president. United States president **Abraham Lincoln** faced the greatest crisis in the nation's history.

The Civil War began when the Confederacy attacked Fort Sumter, South Carolina, on April 12, 1861. At first, each side thought it would win the war. Southerners had more experience with guns and horses. Since most of the fighting took place in the South, Southerners were fighting in familiar surroundings and they had less distance to travel. However, the North had a larger population and army. The North also had more factories, a strong navy, and railroads to transport supplies and people.

The Confederacy grew weaker after the **Battle of Gettysburg** in July 1863. In 1864, the Union army destroyed cities, railroads, and plantations across much of the South. The war ended soon after the main Confederate army surrendered on April 9, 1865.



Battle of Gettysburg: an important battle fought July 1–3, 1863, that resulted in the most deaths during the Civil War

Check Your Understanding

1. What was the new government in the South called?
2. Where did the first battle occur?
3. How many years did the Civil War last?

Critical Thinking *Comparing and Contrasting*

4. What strengths did each side have in fighting the war?

1861 The Civil War begins	1863 The Battle of Gettysburg is fought	1864 Lincoln is reelected president	1865 Lincoln is assassinated; The Civil War ends
-------------------------------------	---	---	--

1800 | 1861 | 1865 | 1900 | 2000 | 2010 | Present

Workbook page 157

C

D

E

A

The **Academic Vocabulary** teaches vocabulary that is critical to understanding content words taught across all academic disciplines.

B

The **Social Studies Skill** section focuses on building graphic literacy skills such as reading charts and graphs or common social studies skills like making observations and organizing data.

C

Lesson readings are concise and contextualized. Readings help students relate to content vocabulary and define key social studies **concepts**.

The Civil War



Many soldiers died because of harsh living conditions during the Civil War.

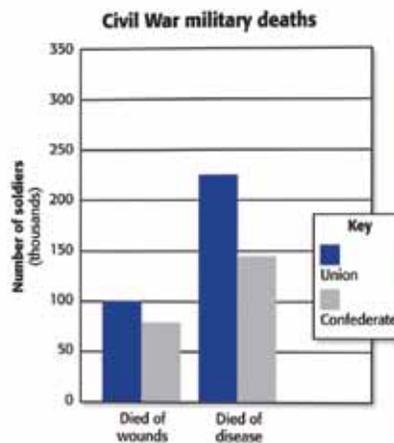
A Long and Difficult War CD 03

More Americans died in the Civil War than in all other wars involving the United States. In addition to dying from **wounds**, many soldiers died because of the harsh living conditions and from disease. Soldiers often did not have medicine, clean water, or fresh food.

The South had difficulty getting food, medicine, and weapons because the Union **blockaded** Southern **ports**. The blockade also affected the economy of the South. It **prevented** Southerners from selling cotton, a major source of income, **overseas**.

Academic Vocabulary **A**

Word	Explanation	Sample Sentence	Visual Cue
prevent (verb)	to stop something from happening	The barrier prevented us from driving on the road.	

**B**

Social Studies Skill **Reading Double Bar Graphs**

This double bar graph shows the number of soldiers who died during the Civil War.

- Which side had more deaths due to wounds?
- Did more soldiers die of wounds or disease?
- Overall, which side suffered more deaths?



General Lee (seated on left) surrendered to General Grant (seated on right) in 1865.

The South Surrenders CD 03

Ulysses S. Grant, a Union soldier, had been a strong leader in several battles. In 1864, Lincoln made Grant commander of the Union forces.

On April 2, 1865, Grant's soldiers took control of Richmond, Virginia, an important economic center and capital of the Confederacy. A week later, the main Confederate army led by **Robert E. Lee** surrendered at Appomattox Court House, Virginia.

After four years of fighting and the loss of more than 630,000 lives, the Civil War was finally over.

D

The **Research and Inquiry** section provides additional questions for students to research by using the Internet, the library, or their social studies textbooks.

E

The **Writing** section gives students the opportunity to demonstrate what they've learned from the lesson while practicing writing skills.

F

Feature boxes such as **Primary Sources**, **Kids Around the World**, and **Kids in History** showcase excerpts from authentic sources like the Declaration of Independence or real-life stories from the youth of a particular time period. These features help students make real-world connections and gain perspective of a particular time and place.

CONCEPTS

The Assassination of President Lincoln



After General Lee surrendered, there was hope that the divided nation would **reunite**. However, days later, President Lincoln was **assassinated**.

John Wilkes Booth, a Confederate supporter, shot Lincoln while he was watching a play in a theater. Lincoln died the next morning. Booth escaped, but he was caught and killed two weeks later.

Vice President Andrew Johnson became president. He now had to rebuild the nation.



President Lincoln was assassinated while watching a play at Ford's Theater in Washington, D.C.

Check Your Understanding

1. Who did President Lincoln make commander of the Union forces in 1864?
2. What happened at Appomattox Court House, Virginia, in 1865?
3. What happened to President Lincoln just a few days after General Lee surrendered?

Critical Thinking Recognizing Cause and Effect

4. How did the Union's blockade make the South weaker?

D

Research and Inquiry Use the Internet, the library, or your social studies book to answer these questions.

1. Who was the commanding general of the Confederate army?
2. Who was Clara Barton?
3. What was the Gettysburg Address?

E

Writing Imagine you are a soldier in the Union or the Confederate army at the beginning of the Civil War. Write a letter to a family member explaining why you think your side will win the war.

Kids in History

By some estimates, as many as a half a million boys under the age of 18 fought in the Civil War. Some were as young as ten years old.

Edward Francis Jemison was just seventeen years old when he was killed fighting as a Confederate soldier.

Why do you think so many boys fought in the Civil War?



F



Southeast Asia and Australia

FOCUS QUESTION

What are some geographic features of Southeast Asia and Australia?



- | | |
|-------------------------|--------------------|
| 1 Southeast Asia | 5 kangaroo |
| 2 Australia | 6 Aborigine |
| 3 rice paddy | 7 Outback |
| 4 water buffalo | |



Word Study

Compound Words

Compound words are two or more words combined to make one word. The words below are open compounds. Each pair of words names one thing, but is written as two words. When you say these words, put the stress on the first word.

rice paddy

water buffalo





5

Vocabulary in Context  CD 01

Although **Southeast Asia** and **Australia** are close to each other, they are very different regions. Southeast Asia includes the land between China and India. It is tropical, wet, and mountainous. Tropical forests cover much of the area. The region also has rich farmland to grow food for its large population. Although there are big cities in Southeast Asia, most people are farmers. **Water buffalo** and **rice paddies** are commonly seen in this region, too.

Australia has tropical areas, as well as areas with temperate climates. Most Australians live in cities along the coastline. Much of Australia is called the **Outback**, which is a dry, flat area located in the middle of the country. It is home to animals such as **kangaroos**. Many of the people who live there are **Aborigines**. Aborigines have lived in the Outback for thousands of years.



6

Aborigine: one of the original people of Australia

 **Check Your Understanding**

1. Look at the picture of the Australian Outback. How can you tell that the Australian Outback is dry?
2. What type of work do most people do in Southeast Asia?
3. Name one Asian animal and one Australian animal.

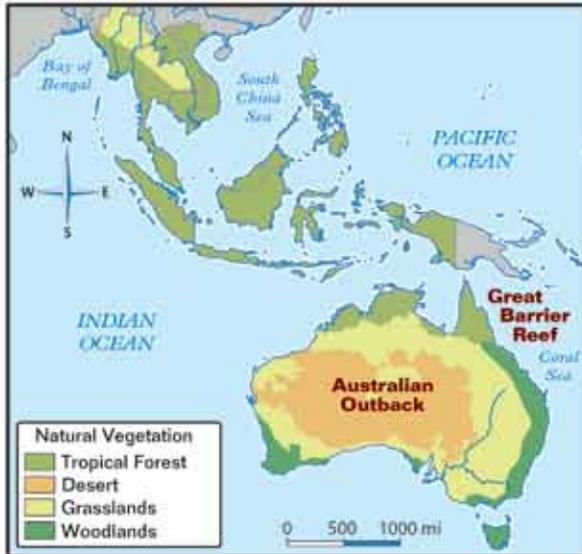
Critical Thinking Comparing and Contrasting

4. What do Southeast Asia and Australia have in common? How are they different?



7

Outback: the isolated area of land in Australia where few people live



A physical map of Southeast Asia and Australia



A river in Southeast Asia



A river in Australia



A Hindu teenager on the island of Bali, Indonesia

Physical Geography CD 01

The geography of Southeast Asia changes a lot from place to place. Tropical forests, mountains, and farmlands are commonly found in this part of the world. However, because of its closeness to the sea, people are often concerned about **tsunamis**. Tsunamis are giant waves that occur after earthquakes. The area also has several active **volcanoes**. The soil of Southeast Asia is rich because of the volcanic ash and the **silt** from the region's many rivers.

Australia does not have any active volcanoes or large rivers. Generally, Australia has poor soil.

Social Studies Skill Making Observations

When you make an observation, you look at something and learn something from it. Look at the two photographs. One shows a river in Southeast Asia. The other shows a river in Australia.

1. Describe the vegetation along each river.
2. Do you think the area along the Southeast Asian river or the Australian river receives more rainfall? Why?

Human and Cultural Geography CD 01

For centuries, Southeast Asia has been a **crossroads** where travelers from other areas exchanged new ideas. Some of the most important ideas were religious beliefs. For example, traders from across the Indian Ocean brought Islam. Other groups brought **Buddhism**, Christianity, and Hinduism.

The Aborigines are the native people of Australia. The British arrived in Australia in the 1700s. At first, Australia was a British colony, however over the years, many people from Asia have also come to Australia to live.

Southeast Asia and Australia Today



Southeast Asia has raw materials such as **tin**, oil, and **rubber** as well as large areas of rice paddies and tropical forests. However, people have cut down many forests for wood or for farmland.

Like Southeast Asia, Australia produces raw materials such as coal and wool. **Tourists** travel long distances to visit Australia. They want to see kangaroos and visit **isolated** natural sights such as the Outback and the **Great Barrier Reef**. Sadly, pollution is damaging the reef.



The Great Barrier Reef is along the northeast coast of Australia.

Academic Vocabulary

Word	Explanation	Sample Sentence	Visual Cue
isolated (adjective)	the state of being alone, completely separate from others	Marisela felt isolated when her friends left the island.	

Check Your Understanding

1. What makes land good for farming in Southeast Asia?
2. Who are the native people of Australia?
3. What is happening to tropical forests in Southeast Asia?

Critical Thinking Analyzing Information

4. Volcanoes and rivers make new land. Do you think Australia or Southeast Asia has more new land?



Research and Inquiry Use the Internet, the library, or your social studies book to answer these questions.

1. What were the first European visitors to Southeast Asia looking for?
2. What are some of the major rivers in Southeast Asia? What do people use these rivers for?
3. Research the Great Barrier Reef. Describe where it is, how big it is, and what it is made of.



Writing Imagine you are going on vacation to a small tropical island in Southeast Asia. Write a paragraph telling what you plan to do there.

Kids Around the World

In 2004, a ten-year-old English girl, Tilly Smith, was on vacation with her family. They were staying on an island in Southeast Asia. One morning, Tilly saw the water start to bubble and boats begin to bob up and down. She had just studied tsunamis in school. Tilly said, "I had a feeling there was going to be a tsunami." She told her mother, and her mother warned other people. This saved many people from being killed.

▶ What made Tilly feel there might be a tsunami?



World War I

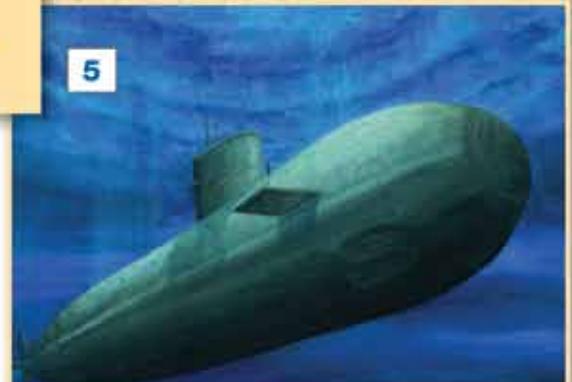
FOCUS QUESTION

What were the causes and effects of World War I?



CD 02

- 1 Allied Powers
- 2 Central Powers
- 3 machine gun
- 4 tank
- 5 submarine
- 6 weapons
- 7 ally
- 8 League of Nations
- 9 war



6 **weapon:** a tool or machine used to harm or kill



Central Powers: a group of countries fighting on the same side in World War I, including Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire

Allied Powers: a group of countries fighting on the same side in World War I, including Great Britain, France, Russia, and the United States

Word Study

Word Parts

The word **submarine** has two parts.
 The prefix **sub-** means "under" or "below."
 The word **marine** means "water."
 A **submarine** is a boat that travels underwater.

3500 B.C.E.

3000 B.C.E.

2500 B.C.E.

2000 B.C.E.

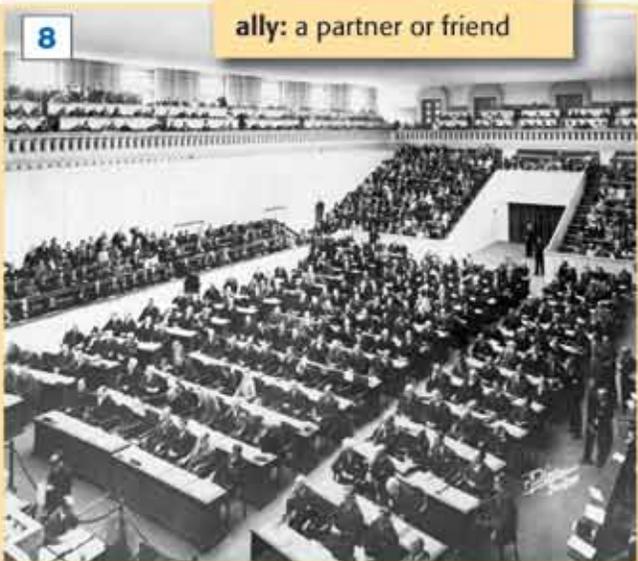
1500 B.C.E.

1000 B.C.E.



7

ally: a partner or friend



8

League of Nations: an international organization formed in 1919 to prevent future wars



9

Vocabulary in Context CD 02

In 1914, a small **war** started between Serbia and Austria-Hungary. Germany was an **ally** of Austria-Hungary and supported them in the war. Soon, other countries joined Germany and Austria-Hungary. These countries became known as the **Central Powers**. Serbia's allies—Great Britain, France, and Russia—also joined the war. These countries became known as the **Allied Powers**. The United States later joined the Allied side in what became known as World War I.

During World War I, both sides used new **weapons** such as **submarines**, **tanks**, and **machine guns**. These weapons made the war a long and bloody conflict. The fighting finally stopped in 1918. The Central Powers lost the war. Countries from around the world worked together to form the **League of Nations** to prevent future wars.

Check Your Understanding

1. Which alliance included more countries, the Central Powers or the Allied Powers?
2. When did World War I begin?
3. Name three countries that were part of the Allied Powers and three countries that were part of the Central Powers.

Critical Thinking Hypothesizing

4. World War I was also called "The Great War." Why do you think the conflict was called this?

1914

World War I begins

1917

The U.S. enters the war

1918

Fighting in World War I ends

1919

Peace treaty ending World War I is signed

1920

The League of Nations holds first meeting

500 B.C.E.

500 C.E.

1000 C.E.

1500

1914

1920

2000

Present



Voting and Elections

FOCUS QUESTION

How are government leaders elected in the United States?



- 1 election
- 2 campaign
- 3 candidate
- 4 politician
- 5 Democratic Party
- 6 Republican Party



election: an organized event at which people vote



campaign: an organized series of actions to win a political position
candidate: a person who is competing to win a public office



politician: a person who is competing for, or already holds, public office

Word Study

Multiple-Meaning Words

The word **party** has different meanings. A **party** can be a political group with a particular set of beliefs.

There are two major political **parties** in the United States.

The word **party** can also be a social event where people drink, eat, and have fun.

We went to a **party** on New Year's Eve.

5



6



Vocabulary in Context CD 03

Citizens of the United States have the right to vote. People are not required to vote, but it is the responsibility of every citizen over the age of eighteen.

During **campaigns**, **candidates** say what they believe about important issues. During an **election**, citizens vote for candidates to represent them in the government. Citizens can vote **politicians** into or out of government positions.

The two major political parties, or groups, in the United States are the **Democratic Party** and the **Republican Party**. In general, the Democratic Party supports social and economic programs for Americans. Americans must pay for these programs with taxes. The Republican Party generally believes in lower taxes. This sometimes limits the party's support for social and economic programs.

Republicans encourage the growth of business to create more jobs. They want fewer government rules for businesses. Democrats also want a strong economy, but they believe in government rules for businesses.

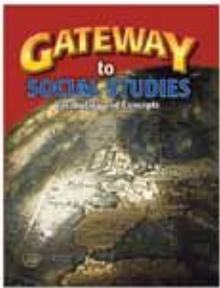
Check Your Understanding

1. Look at the symbols of the two major political parties. Which animal represents each party?
2. What is a campaign?
3. What happens during an election?

Critical Thinking Summarizing

4. What are some of the main differences between the Democratic and Republican parties?

The complete *Gateway to Social Studies* package offers the materials needed to introduce, practice, and assess content standards found on state exams.



Student Edition

The Student Edition presents globally and culturally relevant lessons through beautiful images and engaging content including Primary Source documents.

The Student Edition features:

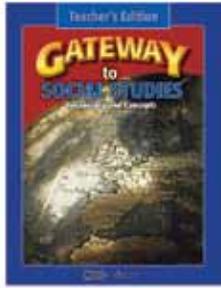
- Four sections to ensure academic success: Geography, World History, American History, and Government
- Four-page lessons presenting vocabulary and key social studies concepts in a highly visual format for increased comprehension

Teacher's Edition

The *Gateway to Social Studies* Teacher's Edition provides instructors with teaching suggestions and highly accessible descriptions of social studies content introduced in every lesson.

The Teacher's Edition features:

- Point-of-use instruction and teaching tips for each lesson presented in a wraparound format
- NCSS standards identified at the beginning of each lesson
- Differentiated instruction through multi-level support, scaffolding, and extension activities to ensure access for all students

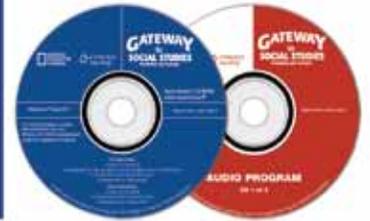
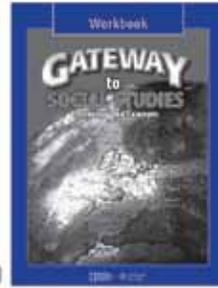


Online Image Gallery

The Online Image Gallery houses every visual in the student text to aid student comprehension of content-area vocabulary and concepts. These include maps, paintings, pictures, and timelines.

Student Workbook

The *Gateway to Social Studies* Workbook provides practice activities for each lesson in the student text including extension readings (including Primary Source documents), virtual field trips, and oral presentations.



Assessment CD-ROM with ExamView®

The Assessment CD-ROM with ExamView® features customizable test-generating software aligned to NCSS standards.

Audio CDs

The Audio CDs feature ALL readings to boost auditory learning and reading fluency of social studies content.

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