



WORLD BOOK PRESENTS:
Resources for Cultural Learning

FEATURING:
Anti-Bullying Basics
Encyclopedia of People and Places
Enigmas of History
Famous Myths and Legends of the World
Natural Marvels



Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

Anti-Bullying Basics

Explores for children and early teens a different form of bullying and how to respond to it.

Encyclopedia of People and Places

Jump-start social studies research with reliable details about all the world's independent nations through key facts about geography, economy, history, and culture.

Enigmas of History

This series presents the most recent findings and theories of scientists, archaeologists, historians, and folklorists concerning questions that have puzzled experts for hundreds, sometimes thousands, of years.

Famous Myths and Legends of the World

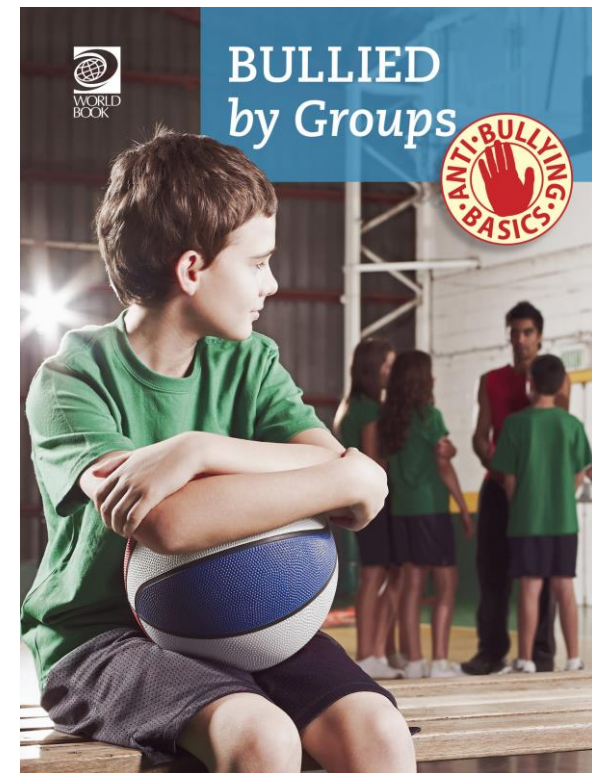
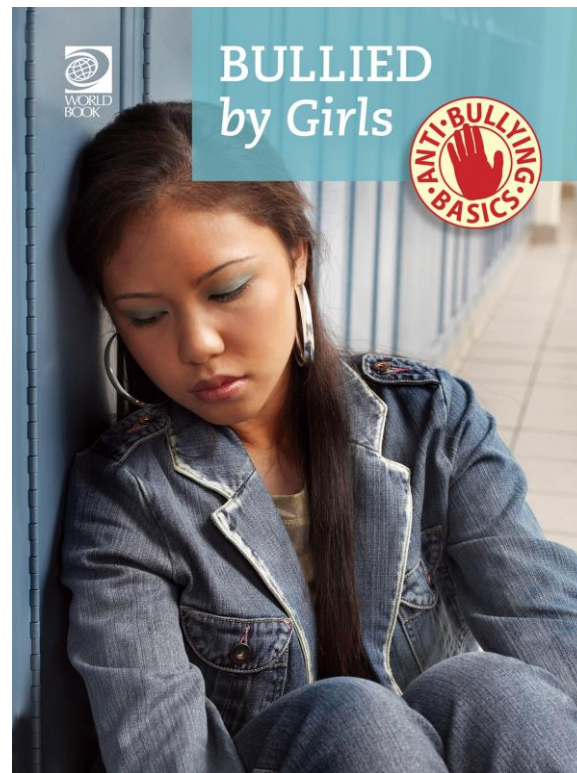
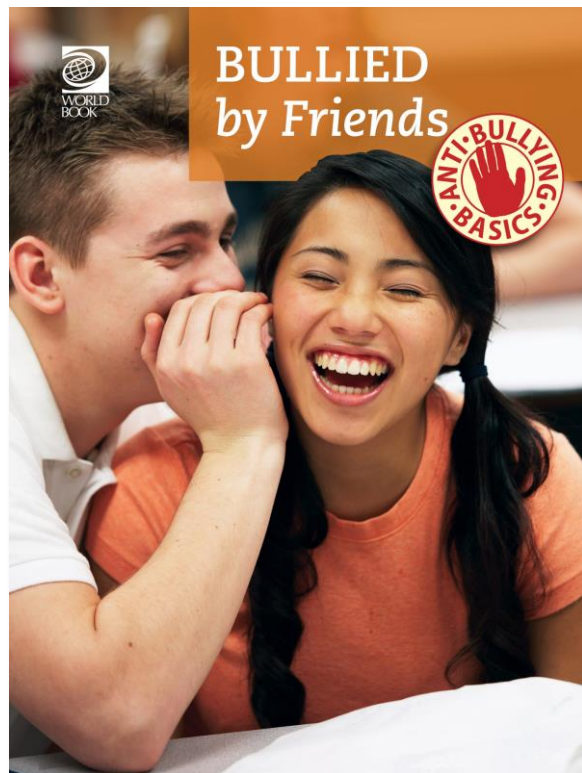
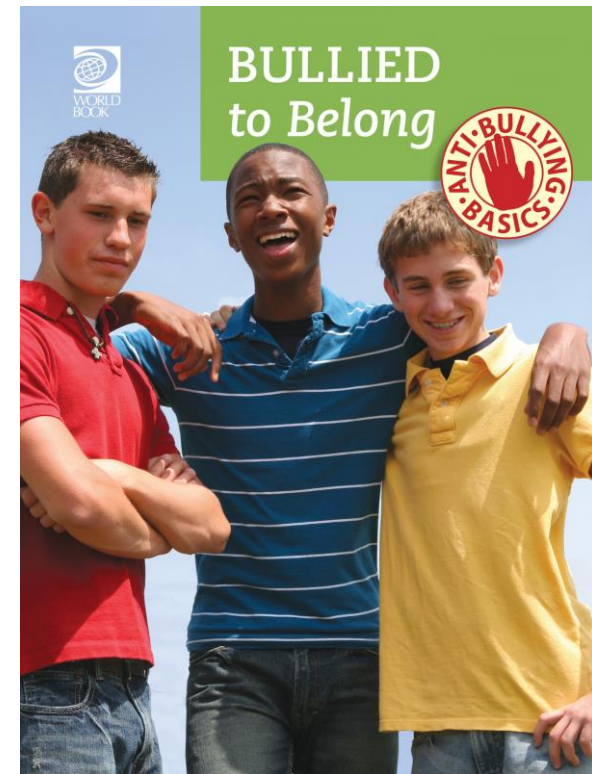
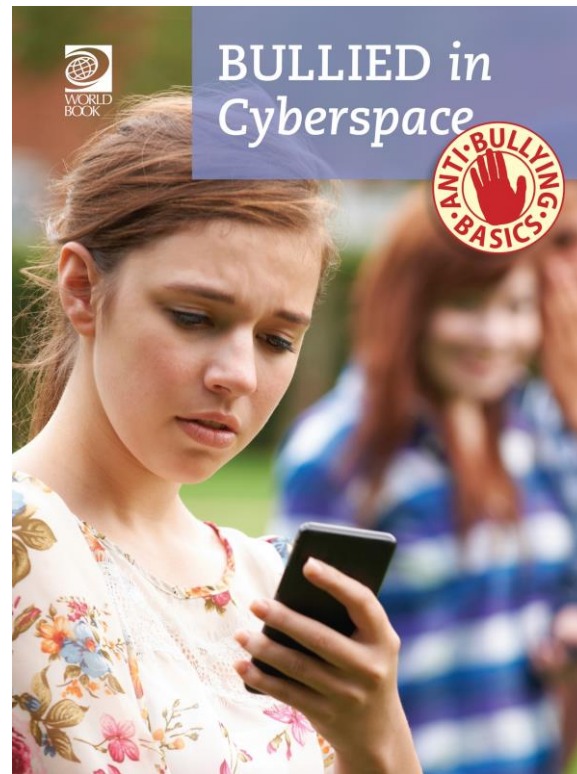
Packed with history's most famous myths and legends that span the globe, from the Hawaiians' tale of the first volcanic eruption to the Aboriginal people's explanation behind Australia's natural landscape.

Natural Marvels

A visual experience that explores, for example, the depths of canyons and caves, the heights of mountains, and the majesty of crashing waterfalls.

ANTI-BULLYING BASICS

Recommended Age Range: 10-15
Hard Cover, 6 volumes, 48 pages each



Aims to promote acceptance and diversity among students by providing practical, effective, and sensitive anti-bullying advice and carefully delineating different types of bullying.



Who Gets Bullied?

Groups commonly target people outside their circle of friends. There are times, though, when they turn on their own members. So even if you are part of the group, you may live with the uneasy feeling that

Why pick on me?

Groups that bully usually pick on anyone whom they define as different. They may focus on such physical features such as a person's size or weight. Teens have been bullied because they are shorter or taller than average, because of their hair color, clothes, or because they wear glasses. Someone might be bullied because they have a scar, acne, or a speech problem. The opposite can also be true, sometimes people are bullied because they are considered good-looking or find it easy to get good grades.

Sometimes, however, a person can become a target of a group even if he or she is a member of that group. The target may be threatened that she will not longer be a part of the group if she refuses to do something the group wants, perhaps. This type of bullying within the group is particularly common among pre-adolescent girls.

When bullies target people they consider "different," people of others religions are sometimes bullied.

Choosing to see difference

Bullying groups also target people whom they define as different concerning more meaningful traits. People may be bullied because of their race, religion, or culture; because they have special needs; or because they define themselves as gay. If a group is into bullying, however, they may not choose someone because of a meaningful trait. They often focus on any tiny difference as an excuse, singling out people who are shy, quiet, new in school, or who have few friends to protect them. Bullies will pick on anyone they think they can get away with bullying.

BULLIED FOR BEING GAY

Ben was 13 years old when he came out to a friend about his sexual preference. He confided to a friend that he was gay; but that friend told his closest buddy, and word got around the whole school. Soon after, text messages were sent linking Ben's name with a teacher and implying they were involved sexually. Links to pornography sites appeared on Ben's Facebook page. Then the violence started. The group of bullies giving Ben a problem began beating him at school. In the end, Ben had to tell his dad, who spoke to the principal. After the school launched a campaign to combat bullies targeting gay students, things slowly improved. In high school, Ben felt alone and defenseless, especially when he was bullied. When he graduated from high school and entered college, however, he found a large group of supportive friends.



Real-life scenarios written from a student's perspective are compelling and down-to-earth and are accompanied by practical advice.

Effects of Group Bullying

Being bullied by a group can be a very damaging experience. If you are a confident person, you may be able to shrug it off and not let it get to you. However, for many young people who are less confident and more vulnerable, the effects can last for years.



Some teens who are bullied develop eating disorders.

Effects on self-image

Almost all teens who have been bullied experience a drop in self-confidence. Being bullied can easily alter a person's self-image and self-esteem. You may start to feel you are weak and worthless. It can be hard not to let the bullies' comments about you affect how you see yourself.

Eating disorders and self-harm

Some teens who are bullied may skip meals, and some may develop eating disorders. Sometimes teens who are bullied also harm themselves, for example, by cutting themselves. A few consider suicide as the only way to stop the bullying. Suicide is a leading cause of death among young people. Experts cannot track exactly how many suicides result from bullying. A study by Yale University, however, showed that children who were bullied were between two to nine times more likely to consider suicide.

You may start to blame yourself for the bullying, but that is exactly what the bullies want. Try to be kind to yourself. Do things you enjoy, eat regular meals, and get enough sleep—all of these things will help you feel better about yourself. Finding a person you trust—preferably an adult—with whom you can share your feelings and thoughts will also be of great help. No one deserves to be bullied or should have to put up with it.



STARTING OVER

Olivia was 14 when a group of girls started picking on her and saying she was fat. Olivia took the bullying to heart. She looked in the mirror and hated what she saw. She began to skip meals and lost a lot of weight, but the bullying went on. She secretly began to cut her arms, legs, and stomach with a razor. This went on for two years. Then one day she caught sight of her poor, abused body in a mirror. She realized she had to stop self-harming. Olivia talked to a guidance counselor at her school, even though it was really hard for her to admit to the problems she was having. The counselor helped her to find a therapist who specialized in the types of problems Olivia was having. It was hard work, but the therapy helped. Olivia changed schools and made new friends who supported her and helped her to like herself again.



Be kind to yourself—find something you really enjoy doing.

An appealing layout with full-color photographs, illustrations, Q&A, and eye-catching sidebars frame the narrative.



Getting Pulled In

It can be easy to join in bullying behavior without meaning to. Do you laugh when your friends make fun of someone? Do you forward mean messages or re-post cruel pictures? Take a look at the things you've done that might make another person

Stereotypes

There's no such thing as a typical bully. Many people bully at one time or other but stop when it's pointed out to them that they are doing harm. There's always a danger of being swept along with bullying behavior. Take a look at your own situation and ask if you are acting out of character to keep in with your friends. It's easy to fall into bad, bullying habits without admitting that's what you're doing.

My friend the bully

Hanging out with bullies won't necessarily make you a bad person, but there is a danger that it will change you. Seeing bullying behavior too often can make you become less sensitive to cruel behavior, and you start to view it as normal. Watching others in action, or joining in on the sidelines, can lead you to imitate their behavior even if they're not there. Don't fool yourself that it is harmless—it's just the opposite.

Step in the right direction

If you're concerned that this is happening to you, you're already one step closer to sorting out the problem. The next step is to make sure you don't do it anymore. Apologize to the person you've hurt and promise that you won't do it again. Explain that you weren't intentionally being cruel, but you can see now what damage you did. The biggest step is to take action against the bullies. Tell them that their bullying is not acceptable, that it ruins other people's lives, and that it doesn't make them look cool or clever.

BULLYING Q & A

Is this acceptable?

Q. My friend Carl picks on people all the time, but that's just what he's like. What can I do?

A. First of all, stop thinking that it's acceptable because it's "just the way he is." Every child has the right to go about his or her daily life without being frightened of what Carl might say or do. Once you recognize this, you're in a position to make Carl stop, by trying to reason with him or by getting adults involved in the situation.



Take time to step back and think about your own behavior.

Focus on Curriculum

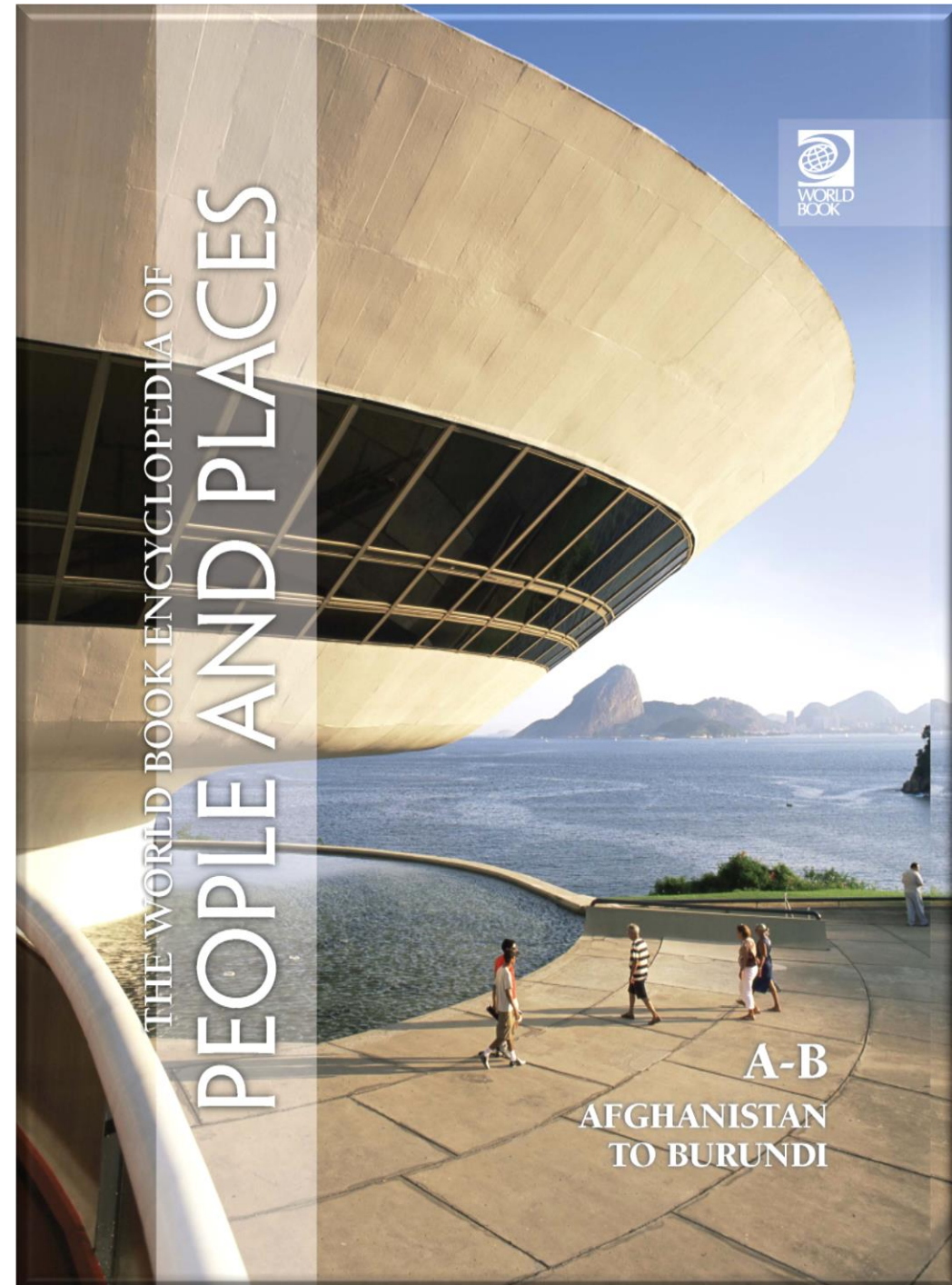
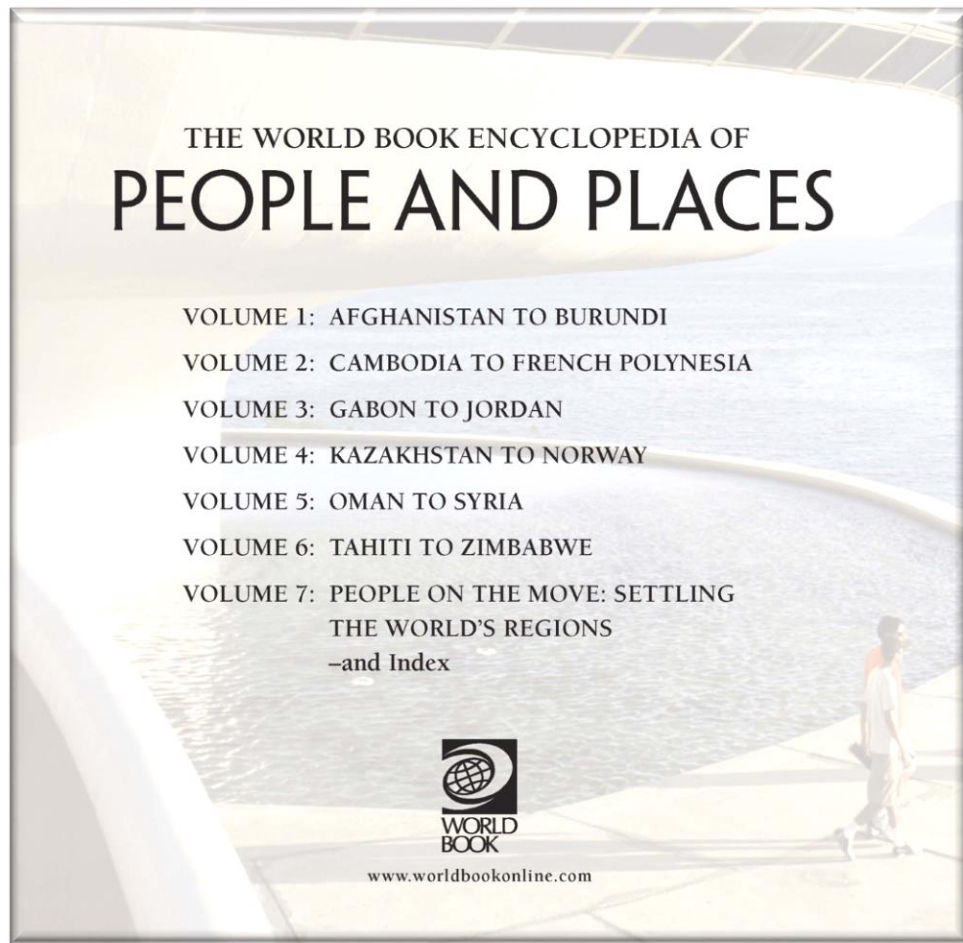
Content vetted by Dr. Kari Sassu, an assistant professor in the Counseling and School Psychology Department at Southern Connecticut State University.

Skills:

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community.
- Communicate information, ideas and opinions in social situations and some academic situations

THE ENCYCLOPEDIA OF PEOPLE AND PLACES

Recommended Age Range: 10+
Hard Cover, 7 volumes, 1,696 pages



The set's comprehensive information on geography is supported by award-winning maps.

PARIS

When Alexandre Gustave Eiffel designed his tower for the World's Fair of 1889, he could not have dreamed that it would become a symbol for one of the world's greatest cities—Paris, the capital and largest city of France. Today, the Eiffel Tower, rising 984 feet (300 meters), stands in the Champs de Mars, a park that was once a military training ground. From the top of the Eiffel Tower, visitors can enjoy spectacular views of Paris in all its beauty and charm, with its broad, treelined boulevards, historic buildings, and famous parks and gardens.

Paris is located in north-central France, in the heart of the Paris Basin. The Seine River flows through the city from east to west. The section north of the river is called the Right Bank. Busy offices, small factories, and fashionable shops are on the Right Bank. South of the river lies the Left Bank—the center of student life and a gathering place for artists.

Many historic monuments, churches, and palaces can be found throughout Paris. Each represents a different part of the fascinating, colorful story of this famous City of Light.

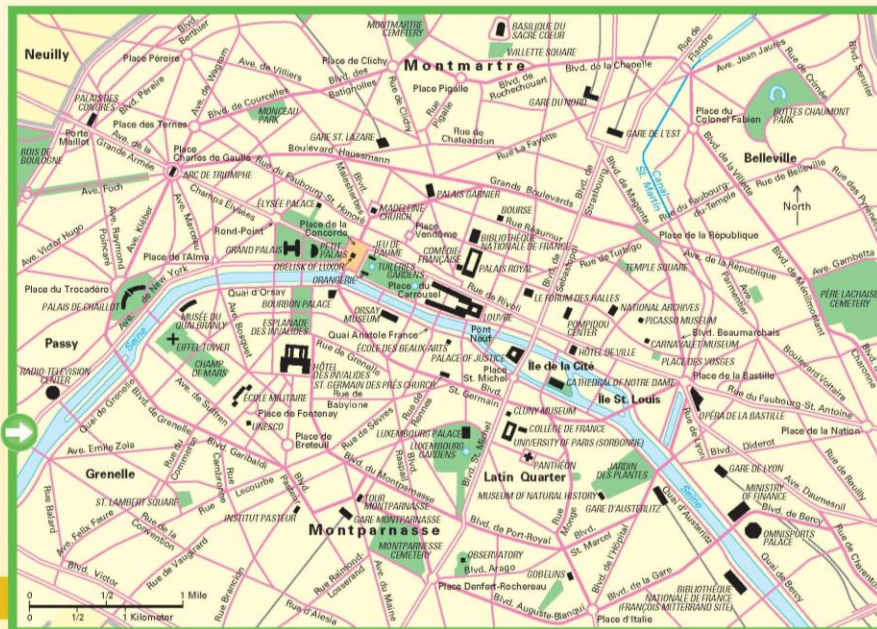
Historic sights

At the western end of the Champs Élysées (Elysian Fields), Paris' best-known avenue, stands the Arc de Triomphe (Arch of Triumph). This huge stone arch was begun by Napoleon I in 1806 as a monument to his troops. The inner walls bear the names of 386 of his

Paris is a very ancient city, dating back to prehistoric times. Its modern street layout began taking shape in 1852 under Napoleon III. His designer, Baron Haussmann, leveled entire neighborhoods of narrow medieval blocks to create the network of wide, often diagonal avenues and boulevards.



The Eiffel Tower is a symbol of Paris. The tower stands in a park called the Champ de Mars. The steel and iron structure was erected for a world's fair in 1889.



generals and 96 of his victories. After World War I (1914–1918), France's Unknown Soldier was buried beneath the arch.

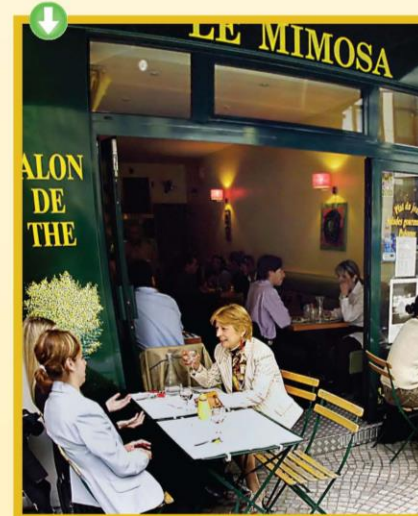
At the eastern end of the Champs Élysées stands the Place de la Concorde (Square of Peace). It has eight statues, two fountains, and the Obelisk of Luxor, a stone pillar from the temple of Luxor in Egypt.

Built during the 1700's, the Place de la Concorde played a central part in a bloody chapter of French history. In this square, hundreds of people, including King Louis XVI and his wife, Marie Antoinette, were beheaded by the guillotine.

Across from the Place de la Concorde are the Tuileries Gardens—one of France's finest formal gardens and a favorite spot for Parisian children. They sail toy boats in the round lagoon fountains and enjoy Punch and Judy puppet shows in the park.

The Louvre, one of the largest and most famous art museums in the world, overlooks the Tuileries Gardens. Philip II originally built the Louvre as a fortress in about 1200. Today, it has about 8 miles (13 kilometers) of galleries and more than a million works of art.

Outdoor cafes and restaurants are a tradition in Paris. Local residents and visitors gather to enjoy a glass of wine or a meal during mild weather.



The Louvre has especially fine collections of Egyptian, Greek, Asian, and Roman art. It also has an outstanding collection of paintings and sculptures of the 1800's, as well as decorative art. The museum's most famous works include the Greek sculptures *Venus de Milo* and *Winged Victory*, as well as Leonardo da Vinci's *Mona Lisa*.

The city's many historic churches include the magnificent Cathedral of Notre Dame. A fine example of Gothic architecture, the cathedral was one of the first buildings to use *flying buttresses* (arched exterior supports). The buttresses strengthened the walls and permitted the use of large stained-glass windows that let light into the interior.

Economy

Paris is the chief financial, marketing, and distribution center of France. Many company headquarters and financial institutions operate in the city. Over half the nation's business is done in Paris. Jobs provided by national and local governments contribute greatly to the city's economy.

Paris is also France's transportation center. The city is served by three major airports, and it is the hub of a national railroad network.

The Louvre is one of the world's great art museums. Much of the architecture dates from the 1500's and 1600's and contrasts vividly with the modern glass pyramid entrance.



A fact box for each country includes that country's flag, a locator globe, and key information on terrain, government, people, economy, and technology.

CENTRAL AFRICAN REPUBLIC

The Central African Republic is a land-locked country in the center of the African continent. Most of the country is a vast, rolling plateau, covered by grass and scattered trees and broken by river valleys. The northeast is arid, but thick rain forests blanket the southwest.

Rivers are the most important transportation routes in the Central African Republic. The nation has no railroads, and many roads are impassable during the rainy season.

Economy

The Central African Republic is a poor, underdeveloped country, where most of the people farm for a living. Some people also hunt and fish to feed their families. Some farmers raise livestock in regions where there are no *tsetse flies*—insects that spread a disease called *sleeping sickness*. Some plantations raise coffee, cotton, and rubber for export.

The country has a few factories, including a textile mill. Diamond mining is the only important mining industry.

Most of the people of the Central African Republic belong to one of the many African ethnic groups in the country. French is the official language, but Sango, one of the many African languages used in the country, is the most widely spoken. Most adults are unable to read or write.

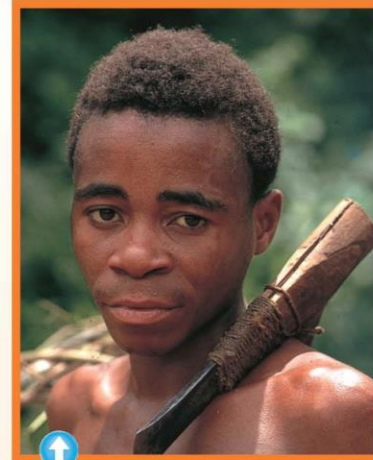
History

The people in what is now the Central African Republic lived in small settlements before the arrival of Europeans in the 1800's. The Europeans brought slave raids and turmoil to the region. In 1889, France set up an outpost at Bangui, which is now the capital. In 1894, the French made the region a territory called Ubangi-Shari, which later became part of French Equatorial Africa.

FACTS



| | |
|-----------------------------------|---|
| • Official name: | Republique Centrafricaine (Central African Republic) |
| • Capital: | Bangui |
| • Terrain: | Vast, flat to rolling, monotonous plateau; scattered hills in northeast and southwest |
| • Area: | 240,535 mi ² (622,984 km ²) |
| • Climate: | Tropical; hot, dry winters; mild to hot, wet summers |
| • Main rivers: | Ubangi, Mbomou, Sangha, Kotto |
| • Highest elevation: | Mont Ngaoui, 4,658 ft (1,420 m) |
| • Lowest elevation: | Ubangi River, 1,099 ft (335 m) |
| • Form of government: | Republic |
| • Head of state: | President |
| • Head of government: | Prime minister |
| • Administrative areas: | 14 prefectures, 2 prefectures économiques (economic prefectures), 1 commune |
| • Legislature: | Assemblée Nationale (National Assembly) with 105 members serving five-year terms |
| • Court system: | Cour Supreme (Supreme Court), Constitutional Court |
| • Armed forces: | 3,200 troops |
| • National holiday: | Republic Day - December 1 (1958) |
| • Estimated 2010 population: | 4,574,000 |
| • Population density: | 19 persons per mi ² (7 per km ²) |
| • Population distribution: | 62% rural, 38% urban |
| • Life expectancy in years: | Male, 44; female, 44 |
| • Doctors per 1,000 people: | Less than 0.05 |
| • Birth rate per 1,000: | 36 |
| • Death rate per 1,000: | 18 |
| • Infant mortality: | 102 deaths per 1,000 live births |
| • Age structure: | 0-14: 42%; 15-64: 54%; 65 and over: 4% |
| • Internet users per 100 people: | 0.4 |
| • Internet code: | .cf |
| • Languages spoken: | French (official), Sango (lingua franca and national language), tribal languages |
| • Religions: | Indigenous beliefs 35%, Protestant 25%, Roman Catholic 25%, Muslim 15% |
| • Currency: | Coopération Financière en Afrique Centrale franc |
| • Gross domestic product in 2008: | \$2.02 billion U.S. (GDP) |
| • Real annual growth rate (2008): | 3.5% |
| • GDP per capita (2008): | \$485 U.S. |
| • Goods exported: | Coffee, cotton, diamonds, wood products |
| • Goods imported: | Food, machinery, petroleum products, pharmaceuticals, vehicles |
| • Trading partners: | Belgium, France, Indonesia, Italy, Netherlands |



Pygmy people of the rain forest live by hunting wild animals and gathering plants.



The Central African Republic consists largely of a vast plateau broken by deep river valleys.

In 1958, Ubangi-Shari gained internal self-government as the Central African Republic, and the country became fully independent on Aug. 13, 1960. David Dacko became the new nation's first president. In 1966, Dacko was overthrown by army officers, and Jean-Bedel Bokassa, head of the army, took over. In 1972, Bokassa was named president for life, and in 1976 he declared himself emperor. He changed the name of the country to the Central African Empire.

When Bokassa was overthrown by supporters of Dacko in 1979, the nation's name was changed back to the Central African Republic. In March 1981, Dacko was elected president. But in September, he was overthrown by Chief General André Kolingba. In 1993, the constitution was revised to permit a multiparty democracy. In presidential and parliamentary elections held that year, Ange-Félix Patasse became president.

During the mid-1990's, rebel soldiers staged several revolts against the government of Patasse. Hundreds of people were killed and forced from their homes during the fighting. A cease-fire agreement ended the hostilities in mid-1997.

In March 2003, rebels led by General François Bozizé seized control of the government. Bozizé suspended the country's constitution, dissolved the parliament, and declared himself president. In 2004, voters approved a new constitution. In 2005, under the new constitution, Bozizé was elected president. He was reelected in 2011.



The Ubangi River forms much of the Central African Republic's southern boundary with the Democratic Republic of the Congo.

The A-Z organization of the set allows readers to locate each country with ease.

Cambodia, known during the 1970's and 1980's as Kampuchea, is a Southeast Asian country that borders Thailand, Laos, and Vietnam. The Mekong River flows through the eastern part of the country, creating fertile valleys ideally suited to the production of rice. The land along the Mekong is a patchwork of rice fields. Most Cambodians live on the river's fertile plains or near the *Tonle Sap* (Great Lake) and Tonle Sap River northwest of Phnom Penh, the nation's capital.

The majority of the Cambodian people are Khmer, one of the oldest groups in Southeast Asia. They speak the Khmer language, which has its own alphabet. A large Chinese community also lives in Cambodia. Most of the people living in Cambodia are Buddhists.

Cambodia's economy has traditionally been based on agriculture, particularly the production of rice and corn. In the past, the country also produced large quantities of rubber. However, many farms and rubber plantations were destroyed during the Vietnam War (1957–1975) and Cambodia's civil wars of the 1970's and 1980's. As a result, the nation's agricultural production has decreased sharply.

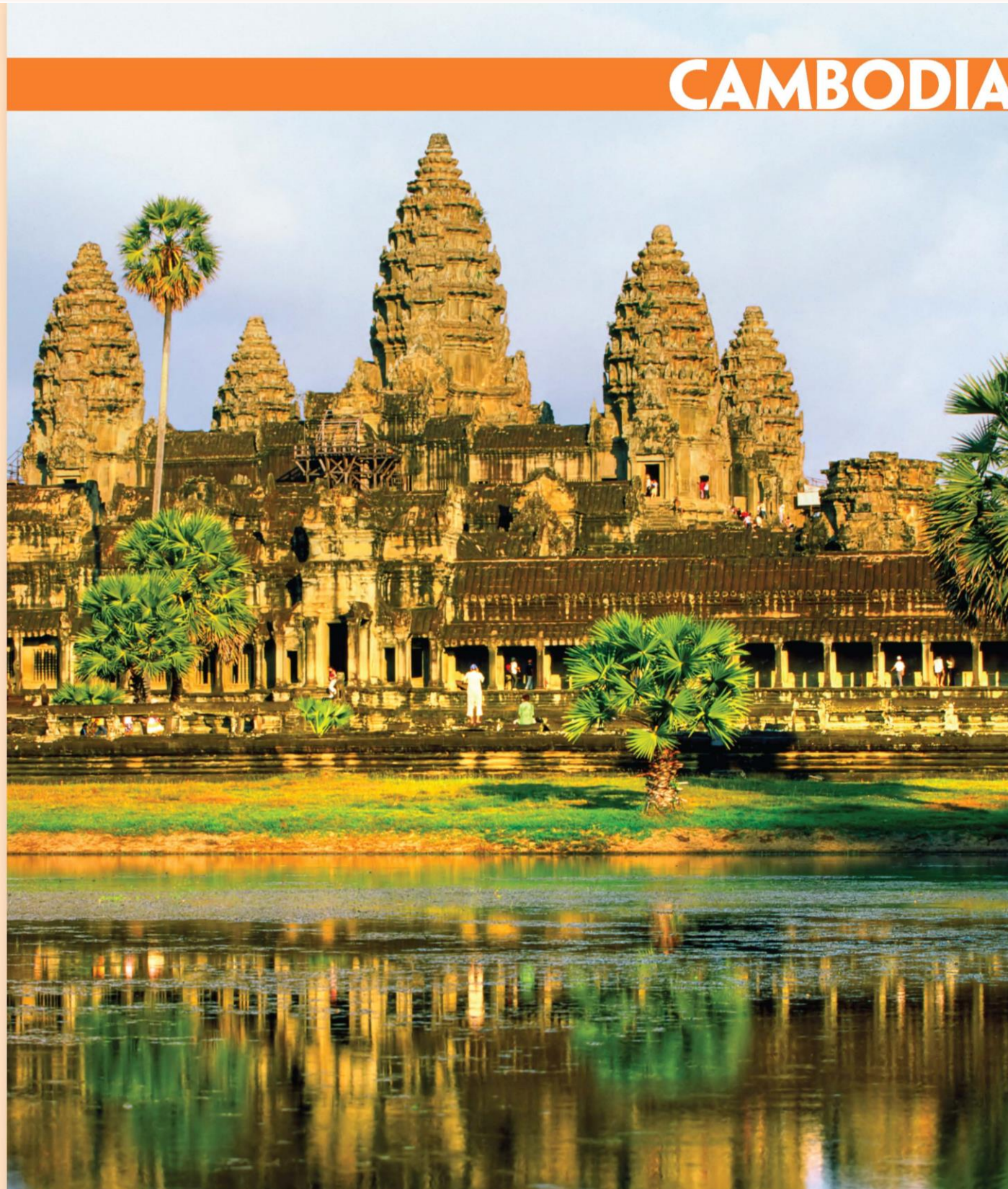
Since the mid-1990's, a large percentage of Cambodia's income has come from garment manufacturing. Tourism also has grown in importance.

Early history

About 100 A.D., people in the southern part of what is now Cambodia established the kingdom of Funan, one of the greatest early powers of Southeast Asia. Funan gradually declined, and by the 600's a Khmer kingdom called Chenla had arisen north of Funan. Chenla broke up in the 700's.

Between the 800's and 1400's, the Khmer ruled a powerful Hindu-Buddhist kingdom in Cambodia. In Angkor, the capital of this empire, the Khmer built hundreds of beautiful stone temples, hospitals, and palaces. They also constructed roads, reservoirs, and canals. The Khmer empire prospered, and by the 1100's it commanded much of what is now Laos, Vietnam, and Thailand.

Internal and external conflicts eventually weakened the empire, however. In 1431, Thai forces cap-



tured Angkor, and the Khmer abandoned the city. But an independent Khmer kingdom, with its capital near what is now Phnom Penh, survived until the mid-1800's. In 1863, the French, who occupied southern Vietnam, made Cambodia a protectorate.

Modern history

In 1953, France granted Cambodia its independence, and two years later Cambodia's leader, King Norodom Sihanouk, gave up the throne to enter politics. He took the title of prince and became prime minister in 1955 and head of state in 1960.

In 1970, Lieutenant General Lon Nol, a member of the reigning government, overthrew Sihanouk. Lon Nol declared Cambodia a republic, and in 1971 he assumed full control of the government. Lon Nol's hold, however, was weakened by several factors. The United States, charging that North Vietnam had installed troops and supplies in Cambodia for use in the Vietnam War, began a series of bombing raids on Cambodia. Meanwhile, a Cambodian Communist organization called the *Khmer Rouge* had been growing stronger. In April 1975, the Khmer Rouge seized power.

The Khmer Rouge, led by Pol Pot, dismantled all of Cambodian society. The government took control of all businesses and farms. It renamed the country Democratic Kampuchea. The Khmer Rouge regime forced most people in cities and towns to work on farms. Banks and currency were abolished, hospitals were closed, religion was almost completely abolished, education was strictly limited, and people had to dress alike. Large numbers of people were killed or died of mistreatment under the Khmer Rouge.

The Khmer Rouge remained in power until 1979, when invading Vietnamese and Cambodian allies seized control. Vietnam withdrew from Cambodia in 1989. In 1991, government and opposition groups signed a peace treaty. Multi-party elections were held in 1993, and a democratically elected government was established.

Focus on Curriculum

Language Arts/Social Studies

Referencing

- Use the index, illustrations, captions, maps, and photographs as a strategy to gather information.

Interpreting

- Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, or diagrams) and explain how the information contributes to an understanding of the text in which it appears.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

Thinking Critically

- Ask and answer questions about key details in a text.

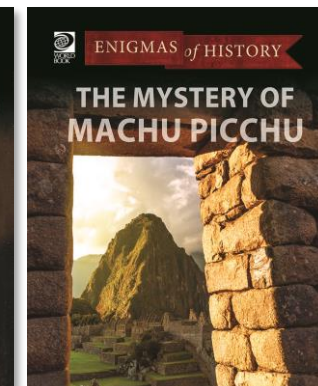
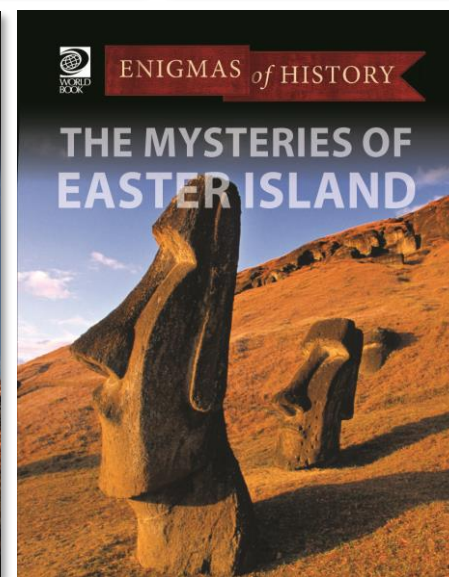
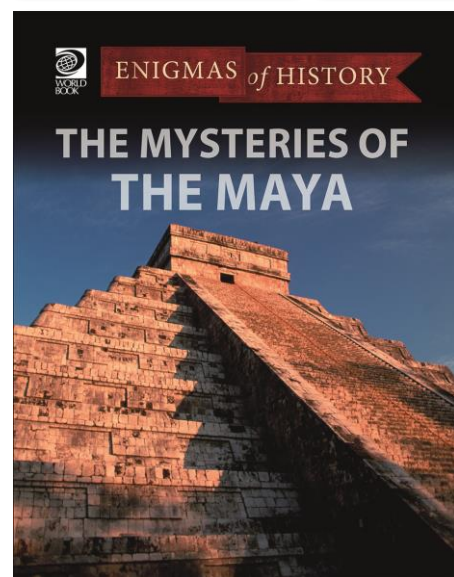
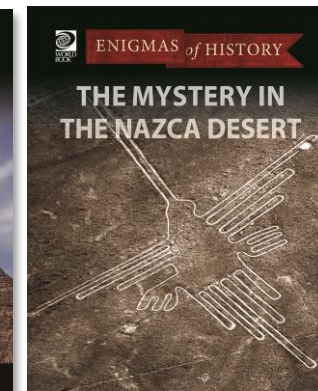
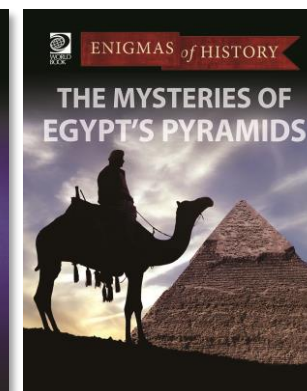
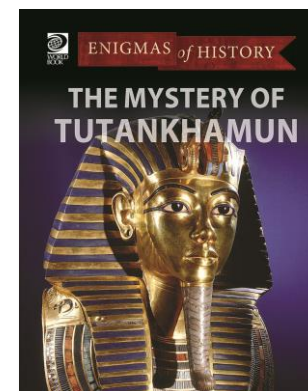
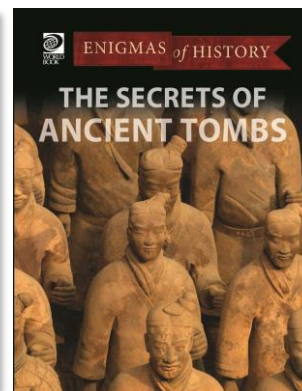
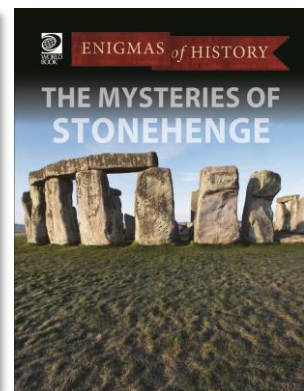
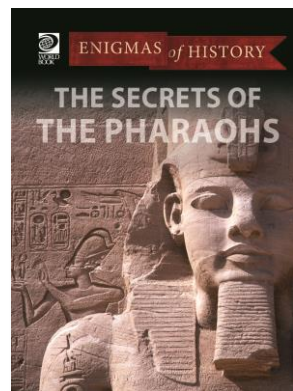
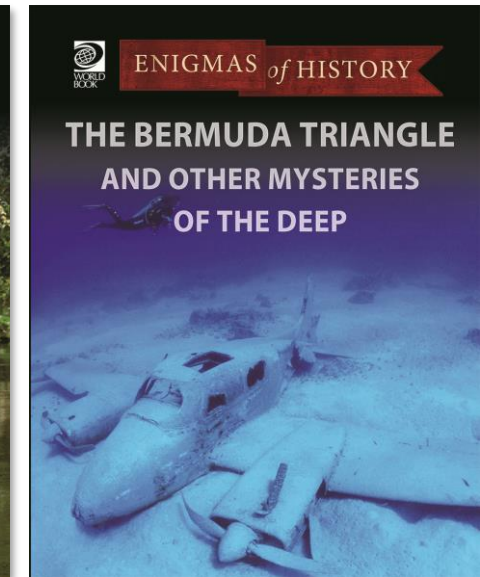
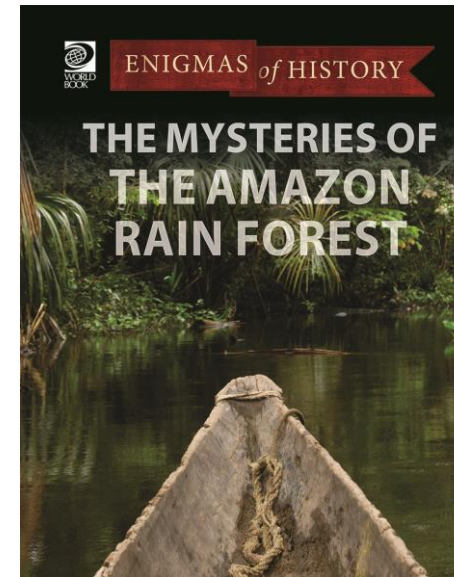
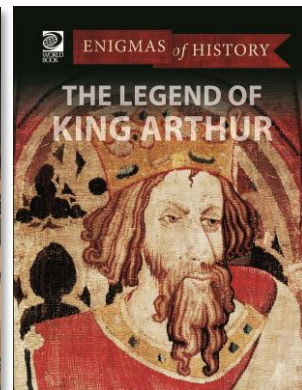
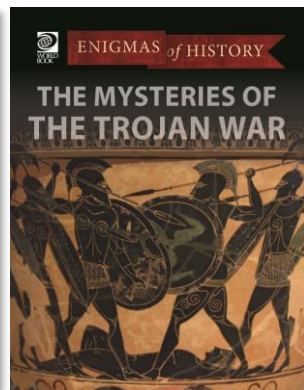
Knowing and Understanding

- Understand that people move between places and how it has consequences for the people and the places.
- Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

ENIGMAS OF HISTORY

SETS 1 & 2

Recommended Age Range: 9-14
Hard Cover, 8 volumes, 48 pages each



A wealth of maps, diagrams, timelines and glossaries contributes to in-depth learning.

18 ENIGMAS OF HISTORY

1,000 Years of Work

Recent studies have shown that the construction of Stonehenge required about 1,000 years of work from large numbers of people. According to the most convincing theory thus far, they were built in connection with the development of religious rites and astronomical observation, to which the priests of the people were devoted.



THE MYSTERIES OF STONEHENGE 19

The Heelstone

The circle is the dominant site at Stonehenge. The northeast side of the circle opens up into a wide pathway, which at some point appears to have been the main entrance to the henge. And at the opposite side from the pathway, and outside of the circle, a solitary monolith was put up. It was named the Heel Stone because of its shape.



TECHNIQUE The arches and circular shapes at Stonehenge show the builders' advanced mastery of geometry.

Characters in the Legend

Colored by a patchwork of legends which took shape between the 1100's and 1200's, the mythology of the Knights of the Round Table offers sometimes contradictory versions. Certain later works, such as *Le Morte d'Arthur* by Sir Thomas Malory, attempted to unify the stories.

Where is "Arthur's Burial Cross," which marked the site of his tomb at Glastonbury?

In 1191, the monks of Glastonbury Abbey discovered a tomb they identified as belonging to King Arthur. Along with his remains was found a cross which (whether or not a fraud) possesses undeniable historical value. The cross had an inscription in Latin: "Hic iacet sepultus inclitus rex Arturus in insula Avalonia" ("here lies buried the renowned King Arthur in the island of Avalon"). The cross disappeared in the 1700's and only a reproduction remains, which was made by historian William Camden in 1607.

The Characters of the Round Table

Although some specifics vary among the different Arthurian accounts, family ties of King Arthur and his main Knights of the Round Table can be traced throughout all of them.

Morgause
Queen of Orkney, sister of King Arthur and wife of King Lot. In *Le Morte d'Arthur* (1485), she is the mother of the knights Gawain and Mordred.

Morgan le Fay
Sister of Arthur. In the early stories, she is charitable and takes care of Arthur in Avalon. In later stories, she opposes Arthur, but also bears his son Mordred.

Merlin
Welsh wizard, central to the Arthurian legend and adviser to both Uther and Arthur. He ends his days in the forest of Brocéliande, under a spell cast on him by his companion Viviane.

Mordred
In some stories, Arthur's son, resulting from an incestuous relationship with Morgan le Fay. He is the traitor in the legend and corrupts the court of King Arthur and brings it to ruin.

Igraine
First appears in *Historia Regum Britanniae* (1138). She becomes the wife of Uther Pendragon after her first marriage to Gorlois, Duke of Cornwall.

Uther Pendragon
The king of Britain and the father of Arthur. He seduces Igraine in the fortress of Tintagel after battling Gorlois at the Dimilioc Castle.

Guenevere
Daughter of King Leodegrance of Camelot. She becomes the wife of King Arthur. Her infidelity with Lancelot brings ruin to the Round Table.

Arthur
In his youth, he is recognized as a brilliant idealist and an undefeatable warrior. He is accepted as king thanks to Merlin the wizard. He repels the Anglo-Saxon invasions.

Galahad
The noblest knight of the Round Table. The son of Lancelot and Elaine, he is a descendant of Joseph of Arimathea.

Perceval
The main hero of the earliest stories regarding the Grail. Known as the "perfect fool."

Pellinore
King and loyal ally of King Arthur. He is the father of Percival. After he kills King Lot, the failure of his dynasty and of the Round Table begins.

Lionel
Brother of Sir Bors and cousin of Lancelot. He takes sides with Lancelot against King Arthur and is named King of Gaunes in Gaul.

Bedivere
Marshal of Logres and companion of Arthur, he was born in Normandy and buried in Bayeux.

Lancelot
Son of King Ban of Benoic, he is adopted during infancy by the Lady of the Lake, who introduces him to Arthur. He embodies both the strength and weakness of the Round Table.

Gawain
The eldest son of King Lot of Orkney, he is a friend of Lancelot. In some versions of the story, he is mortally wounded by Lancelot after the death of Mordred.

Bors
The son of King Bohort, he is the brother of Lionel, and cousin of Lancelot. He is the only knight who after seeing the Grail returns to Camelot.

Tristan
A historical figure, he was the nephew of King Mark of Cornwall. His tomb, according to tradition, is near Fowey.

Kay
One of King Arthur's first knights. He is the steward of the kingdom and adopted brother of Arthur.

Chronology of Major Arthurian Works

The main works that reference King Arthur are presented as historical treatises. The others are tales of chivalry.

| 830 | 1138 | 1155 | C. 1170 | 1191 | C. 1200 | C. 1210 | 1215/1235 | 1485 |
|--|--|---|---|--|--|--|--|---|
| Historia Brittonum Nennius This chronicles the early history of England and Wales. It has the first mention of Arthur as a historical figure. | Historia Regum Britanniae Geoffrey of Monmouth Pseudo-historical work based on <i>Historia Brittonum</i> , among other works. First mention of the sword Excalibur. | Roman de Brut Wace First mention of the Round Table. | Lancelot, the Knight of the Cart Chrétien de Troyes First mention of Lancelot and Camelot, King Arthur's court. The poem was finished by Godefroi of Leigni. | Perceval, the Story of the Grail Chrétien de Troyes Inspired by Celtic traditions and British legends, it mentions the Holy Grail for the first time. | Joseph of Arimathea, Merlin Robert de Boron These two works of French poetry clearly link the Holy Grail to Christianity. | Parzival Wolfram von Eschenbach Completes the unfinished work of Troyes, with new contributions regarding the origin of the Holy Grail. | The Vulgate Cycle Anonymous Five works that present the first unified structure of the legend. Galahad is introduced. | Le Morte d'Arthur Sir Thomas Malory This brings together the various traditions of the Arthurian story. The most influential version in later times. |

The Lady of the Lake
Viviane, daughter of the king of Northumberland. She trains Lancelot and gives Arthur the sword Excalibur. In some accounts, she seduces Merlin and steals his secrets of magic.

Intriguing questions set the stage while a detailed explanation follows and further explores the mystery.

16 ENIGMAS OF HISTORY

Did the City of El Dorado Exist?

El Dorado, the mythical city of gold, has never been found. Nonetheless, numerous accounts from the 1500's were written about its existence. Could the remains found in the Amazon be linked to this city? The mystery continues...

The legend of El Dorado originated in Peru during the time of the first Spanish *conquistadors* (conquerors). Natives told tales to the conquerors, who were obsessed with gold, of a place where the precious metal was so common that the inhabitants ignored it. This fantastic place, possibly located somewhere in what is now central Colombia, was said to be a location for sacred ceremonies in which the natives offered gold and emeralds to their gods.

The Spanish writer Juan Rodríguez Freyle (1566-1640) wrote of such tales in *Conquista y Descubrimiento del Nuevo Reino de Granada de las Indias Occidentales del Mar Océano* (Conquest and Discovery of the New Kingdom of Granada of the West Indies Sea), in 1636. This work is a *chronicle* (written history) of the events relating to the colonization of Colombia. In this book, Rodríguez Freyle tells of ceremonies among the Muisca people involving priests who were literally covered in gold dust. In another account, directed to the Spanish

Governor of Guatavita, he states that "in Lake Guatavita, they make a raft of reeds [...] remove the chief's clothing [...] smear him with sticky sand, and sprinkle everything with gold dust, so that he is completely covered with this metal. They put him on the raft, which is tied, and place a great pile of gold and emeralds at his feet to be offered to their god [...] The golden native presents their offering by throwing all the gold and emeralds at his feet into the lake...."

Many explorers have searched Colombia, Brazil, Ecuador, Peru, and Venezuela for the wonderful city of El Dorado without success. Many scholars consider El Dorado a myth. However, in 1969, some farmers made a discovery in a cave in the Colombian municipality of Pasca that lends some support to the fantastic tale reported by Freyle. Inside a *ceramic* (pottery) vessel, they found a small figurine made of pure gold by Muisca artisans. This figurine, known as the Muisca Raft, has a central figure wearing a large headdress with various other figures surrounding him on a raft.

RALEIGH'S SEARCH

British explorer Sir Walter Raleigh meets with a local chief during his search for El Dorado in this illustration from the 1599 German edition of his book *The Discovery of Guiana*.



What Is the Famous Manuscript 512?

In 1753, an expedition led by Portuguese explorers Francisco Raposo and João Silva Guimarães entered the jungle near what is now Bahia, in Brazil, in search of gold and silver from legendary mines that were said to exist in a region called Muribeca. Instead, the explorers claimed they found a lost city built of stone in a style like that seen in ancient Greece or Rome. They described this magnificent city, which some scholars think was El Dorado, in a report submitted to the Viceroy in Brazil. The document disappeared, but it was rediscovered in 1839, in the court library at Rio de Janeiro. The Brazilian Historical and Geographical Institute sent the document to the National Library of Brazil, where it was stored for safe keep-ing. In 1881, the document was listed as "Manuscript 512" in a library catalogue for an exhibition on Brazilian history. Since then, the document has been known by that name.

Designed for young eyes to easily navigate. The spreads deliver facts and information in small tidbits.

Archaeological Excavation

Excavating a tomb is an enormous undertaking, requiring coordination between numerous professionals. This is all the more true when the site is as colossal as the one at Xi'an, which presents technical difficulties as well. For these reasons, the majority of this burial enclosure has yet to be excavated.



The Xi'an Dilemma

Unfortunately, much of the vivid original colors of the terra-cotta warriors was lost due to oxidation. This happened within hours after they were unearthed. As a result, some archaeologists believe that more advanced technology is needed before proceeding with the excavation of Qin's tomb.

Where to Start

Before commencing an excavation, preliminary data must be gathered concerning the site by surveying the surface and performing archaeological tests. Other preparations must also be carried out: requesting permits, formulating a proposal, and evaluating what tools are needed. The most appropriate method and procedures for the excavation are then decided upon.



1 PREPARING THE GROUND

Before excavation, it is best to clear the surface of the ground to eliminate vegetation and any debris present. Then a sounding is taken to study the strata of the terrain and divide up the terrain according to the selected work method. Measuring lines are placed to mark the exact location of the artifacts.



2 EXCAVATE AND RECORD ACTIONS TAKEN

The terrain is now ready to be excavated. Earth is extracted until the first artifacts are found. It is essential to keep exhaustive records of the actions taken, making thorough notes on the data collected for each discovery.



THOUSANDS OF PIECES
The nearly 8,000 warriors were made in pieces. The torso and appendages were made with molds, while the faces were personalized—no two are alike. Reconstructing the figures was a real puzzle for the archaeologists.

YELLOW EARTH
To mold the figures, "yellow earth" was used, which is present in the area surrounding the mausoleum.



3 CLEANING THE ARTIFACTS

As walls, pieces of art, or any other type of artifact are found, they are carefully cleaned using different kinds of brushes. If necessary, the objects are sprayed with water so the dirt gives way more easily. Cleaning is sometimes done outside the site.

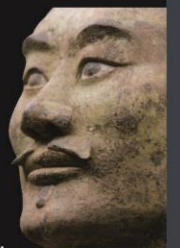


4 PROTECTING THE ARTIFACTS

In many cases, the discovered artifacts demand special protection to keep them from deteriorating upon contact with oxygen. In the case of the terra-cotta warriors, it was necessary to spray the figures with chemicals to prevent deterioration.

7 REPRODUCING THE PROCESS

To understand exactly how the Xi'an figures were created, archaeologists recreated the entire process. The shaping, baking, and finishing of the warriors were tested using various methods until they matched the technique employed by the original artisans.



6 RESTORATION AND CONCLUSIONS

Along with the restoration of damaged artifacts—in Xi'an, many figures had to be reconstructed—the team of archaeologists begins analyzing the results of the excavation. Conclusions are published afterwards in the form of a memorandum, report, or article.



5 CLASSIFICATION

Once the work of excavating the tomb is complete, the artifacts are classified. A serial number is given to each artifact—a procedure known as cataloging—and an informational inventory is created.

Focus on Curriculum

Language Arts/Social Studies

Referencing

- Use the index, illustrations, captions, maps, and photographs as a strategy to gather information.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Thinking Critically

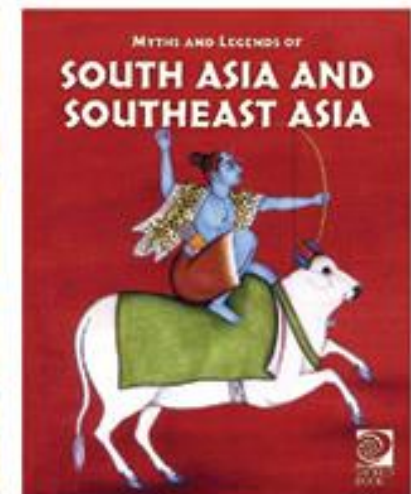
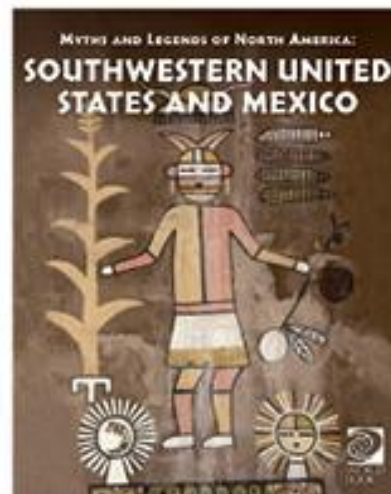
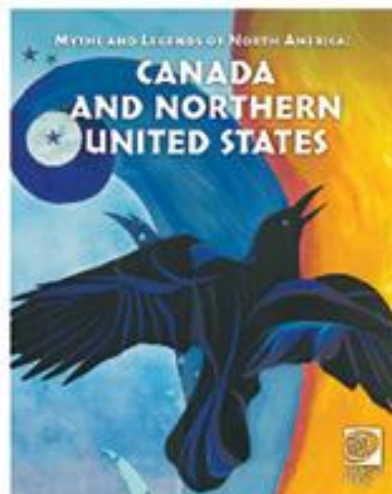
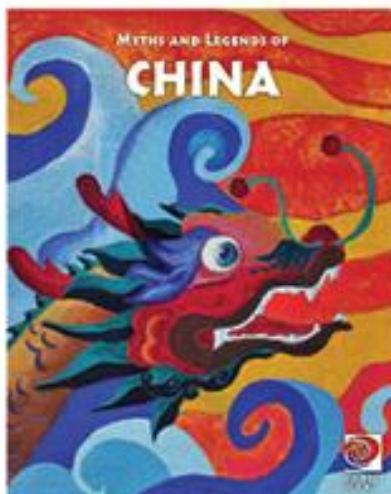
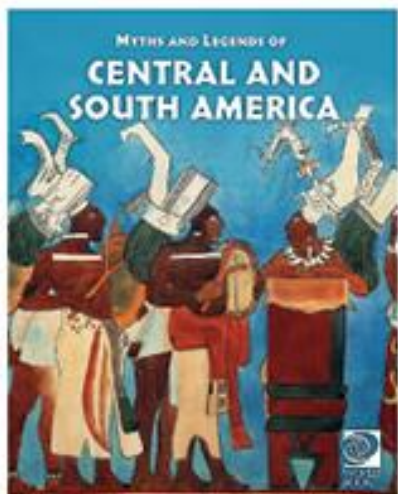
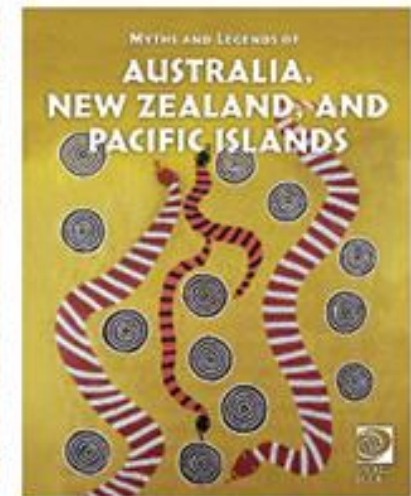
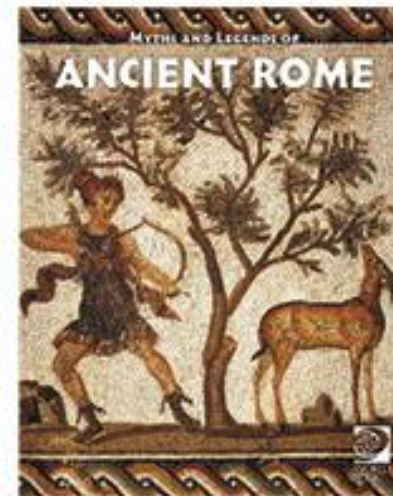
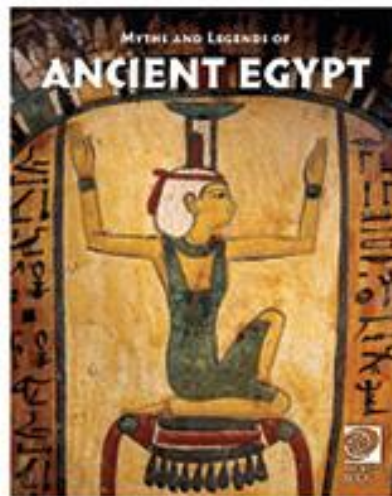
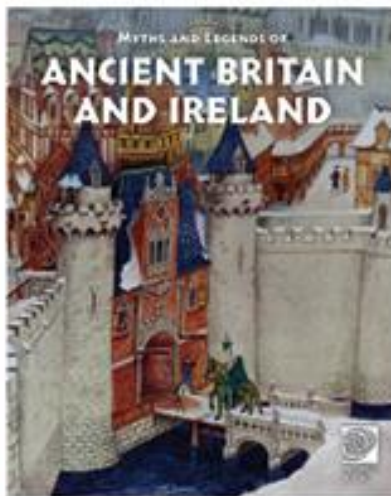
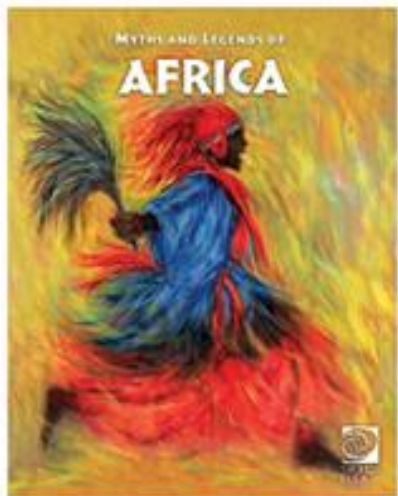
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Knowing and Understanding

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

FAMOUS MYTHS AND LEGENDS OF THE WORLD

Recommended Age Range: 10-14
Hard Cover, 12 volumes, 64 pages each



The stories are written in a creative way to approximate the artistry of the originals and are accompanied by colorful paintings and photographs.

WISE=SON

and the Grand Canyon

The Hopi tell this myth to explain the origin of the Snake Ceremony and the role of the Vision Quest in the spiritual education of young men.

Wise-Son meditated on the rim of a huge canyon, imagining where the mighty river below came to an end. None of the tribal elders could answer his question for him. So Wise-Son approached his father, saying, "It is time that I undertook my quest. I wish to discover where the mighty river has its end."

The people of his village helped Wise-Son. They built a boat, sealed tight like a cocoon. Wise-Son fashioned a special pushing pole to guide his boat. The village shaman placed prayer sticks on the pole, blessing Wise-Son's journey.

Wise-Son traveled for many weeks, passing through dangerous rapids and floating through dark tunnels. One day, Wise-Son noticed the river had become salty. Then he found himself in endless open water. The river ended in the Ocean-Where-the-Sun-Sleeps.

In the distance, he saw an island, so he steered toward it. Coming ashore, he saw a house with a tiny door. Wise-Son called out, "May I come in?" A voice replied, "Make the door large enough, then enter."

Wise-Son did so. Inside he found Spider-Woman. He presented her with one of his prayer sticks and told her of his long journey. "When I return to my people, I wish to bring gifts that will help them." "There is a lodge nearby," Spider-Woman said. "The people in the lodge have many beautiful beads and rocks that could be suitable gifts. But I warn you, there are many dangerous beasts on the path to this lodge. I will give you a magic ointment for protection. I will perch on your ear and guide you."

A vast marsh blocked the way to the treasure lodge. Wise-Son poured some of the magical ointment over the ground

By providing background information on the cultures from which these stories come, the books in the series help children understand the geography, religious practices, moral codes, and important symbols of the cultures.

P'AN KU

Creates the World

The Chinese story of P'an Ku, the first being, tells how he created Earth and the sky.

Once, everything in the universe was without form, and all this formless material swirled inside a cosmic egg. The first being, P'an Ku (pahn koo), was born out of this formlessness within the cosmic egg. He struck the swirling elements in the egg with his hand, causing them to spin. In time, the light and airy *yang* elements separated and rose up to become the sky; the heavy and dark *yin* elements sank down to become Earth.

P'an Ku changed as the universe changed within the cosmic egg. He changed nine times a day. Sometimes he was a god in the sky; sometimes he was a holy being on Earth.

To keep the sky and Earth from mixing again, P'an Ku grew each day. Each day, he pushed the sky and Earth farther apart. This continued for 18,000 years until there was no more room in the

cosmic egg. Then the egg broke, and the universe blossomed into the shape it still has today.

Satisfied that sky and Earth had now achieved their permanent places, P'an Ku rested, for he was weary in body and spirit. As he slept, his body died and gave further shape to Earth. His eyes became the sun and moon. His arms and legs became the four great mountains

that mark the four directions. His blood flowed as rivers. His flesh became soil, and his hair became trees. His breath formed the sky and winds. And the lice that had previously crawled over his body became humans.

Some say the spirit of P'an Ku remains on Earth. When he is content, the weather is fine. But when he is sad or gloomy, storms roll in.

Critical moments and key facts highlighted for each myth or legend to aid comprehension.

The World of KWATEE

The Native Americans of the Pacific Northwest told this story to explain the creation of two important animals in the people's lives—deer and beaver. The tribes of the region included the Suquamish (suh KWAH mish), the Duwamish (duh WAH mihsh), the Snoqualmie (SNOH kwahl mee), and the Muckleshoot (MUHK uhl shoot). These peoples spoke versions of the same language, Salish (SAY lihsh), and shared many myths and stories.

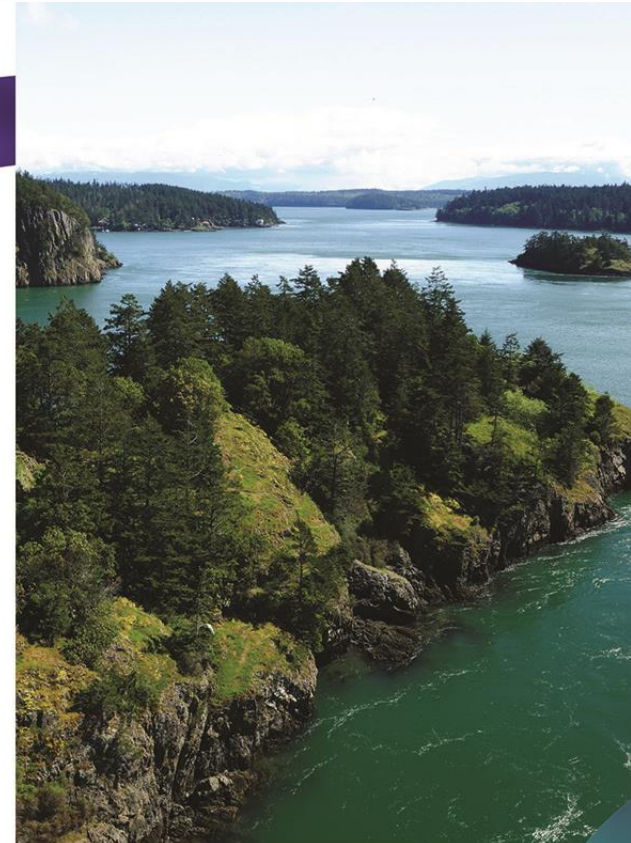
Native Americans in canoes arrive at the Seattle waterfront for the Salmon Homecoming Celebration. The festival honors the fall return of salmon to the rivers of the Pacific Northwest as well as Native American culture.



A felt hat made from beaver fur

THE BEAVER

Many beavers lived in the rivers and lakes of the Pacific Northwest. Native peoples in North America trapped beaver and used their fur to make clothes. After Europeans arrived in North America from the 1500's onward, there was a great demand for furs to export to Europe. In the late 1800's, the expanding fur trade reached the north Pacific coast. Beavers were in high demand. European hatmakers used beaver hair to make felt hats. Trappers traded with native hunters for beaver pelts, but some groups, including the Nez Perce (nehz PURS), refused to hunt for or trade beavers with the Europeans.



Whidbey Island is one of many islands in Puget Sound, a system of connected inlets and bays on the west coast of Washington State. Carved by glaciers, the sound is a mix of waterways, islands, and wetlands. Most of the sound's shores are high and wooded. The sound is about 100 miles (160 kilometers) long and about 10 miles (16 kilometers) wide. Today, Puget Sound is a leading American shipping center. The ports of Seattle, Tacoma, Bremerton, Olympia, and Everett stand on its banks.

GIANT ANIMALS

Giant animals occur in myths told by many different Native American peoples. These animals usually have great powers or strength. The Haudenosaunee (hoe dee noh SHOH nee) have the Great Bear, a creature that eats humans. The Plains and Northwest Coast people honored the giant Thunderbird. Thunderbird was a helpful creature who protected the people from evil forces—which included another giant animal, the Great Owl Woman, who, the people believed, brought the harsh winter.



The great blue heron is one of many animals attracted to Puget Sound by the easy availability of food. Other animals that make their home in the sound include salmon, bald eagles, harbor seals, orcas, sea lions, and humpback whales.

Each volume includes phonetic pronunciations and a pronunciation guide, a list of some of the culture's gods and other legendary and mythical figures, and a glossary of special terms.

MAUI STEALS FIRE

This traditional Hawaiian story explains the dangers of fire, which was important on an island with active volcanoes.

Long ago, all the fire on Earth came from Mahuika (muh hoo ee kuh), the fire goddess. She was also the grandmother of the trickster Maui (MOW ee). One day, when he was bored, Maui decided that he would put out all the fires in the world. He wanted to see what would happen without fire's light and warmth.

So during the night, while everyone was asleep, Maui put out all fires everywhere. The next morning, as people woke up, they were shocked to find their fire pits dark and cold. "How will we prepare breakfast?" they asked. Nobody could cook or heat water. The villagers gathered to discuss what they should do next.

When Maui's mother realized that there was no fire, she called her servants and

told them to go to Mahuika and ask for some fire. But the fire goddess was quite scary, so the servants refused. When Maui heard that his mother wanted someone to collect fire from his grandmother, he volunteered.

His mother explained to her son how to find the fire goddess's house. "I want you to be polite to your grandmother. And do not, under any circumstances, play any of your tricks on her," warned his mother. "You must show her respect because she is both your grandmother and the goddess of fire."

Maui set off from the village and, after a long journey, he finally reached his grandmother's house. It took him some time before he plucked up the courage to knock on her door and speak to her.



Focus on Curriculum

Language Arts/Social Studies

Referencing

- Use the index, illustrations, captions, maps, and photographs as a strategy to gather information.

Knowing and Understanding

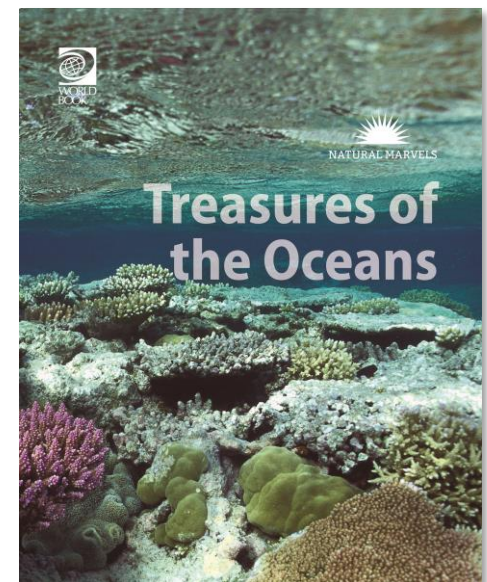
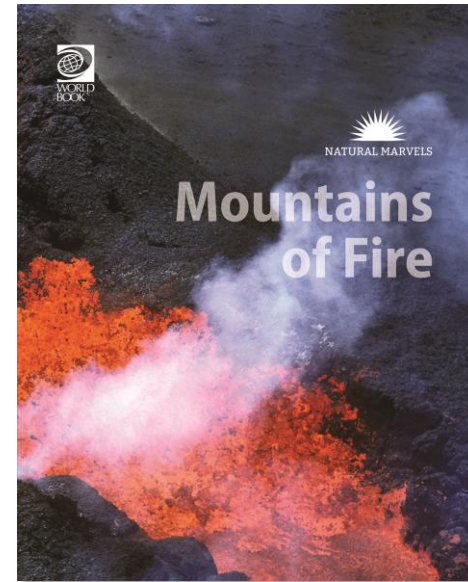
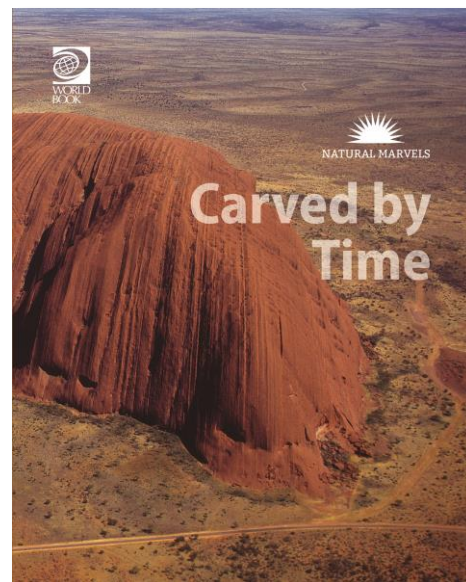
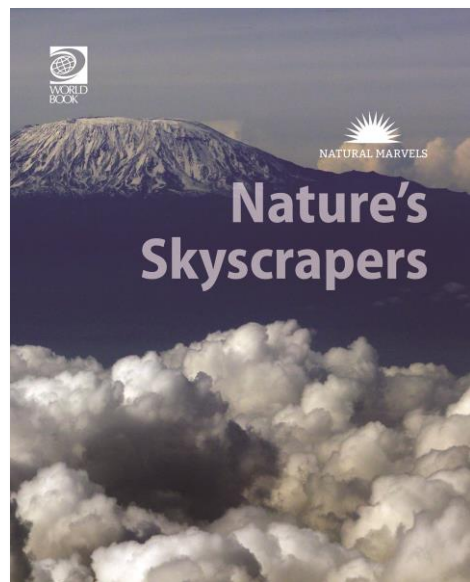
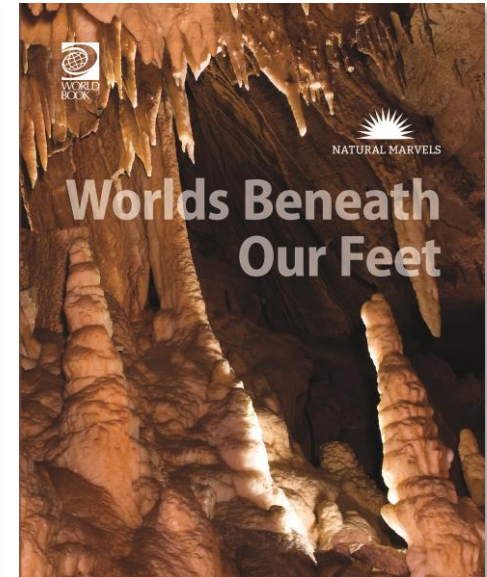
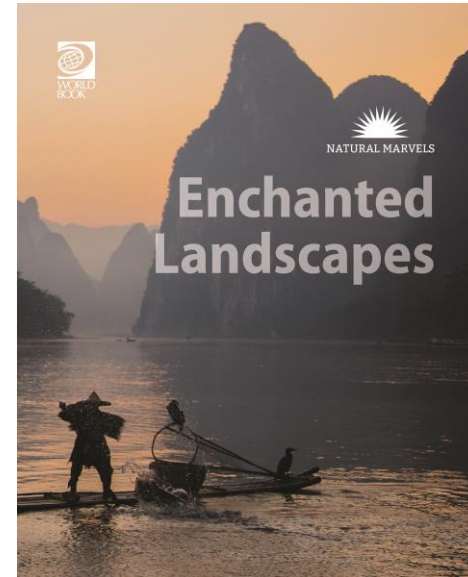
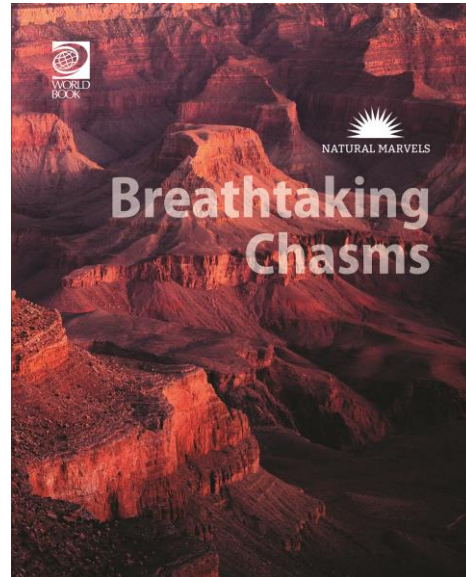
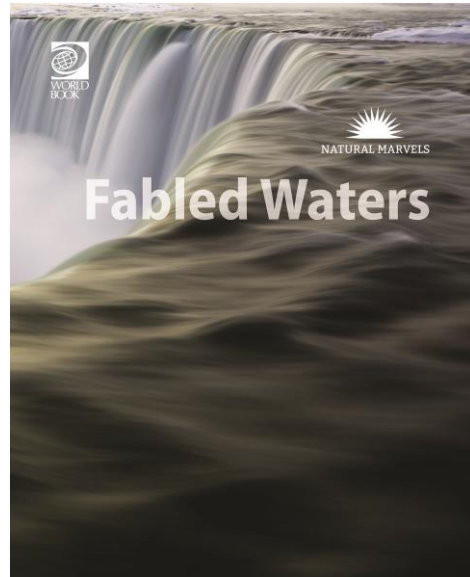
- Understand how cultural practices reflect and express people's customs, traditions, and values.
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Understand how the ideas and actions of the of people in the past have had a significant impact on people's lives.

Thinking Critically

- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- Distinguish among fact, opinion, and reasoned judgment in a text.

NATURAL MARVELS

Recommended Age Range: 8-10
Hard Cover, 8 volumes, 40 pages each



Stunning photography dramatically reveals the varying landforms.

Mammoth Cave and Explorers

People have been exploring Mammoth Cave for thousands of years. The first **spelunkers** in the cave were Native Americans. Their moccasins, tools, torches, and the remains of *mummies* (preserved dead bodies) have been found inside the cave.

By the late 1700's, the first European settlers visited Mammoth Cave. During the War of 1812, people mined the cave for a natural mineral called saltpeter, an ingredient for making gunpowder. After the war ended, the cave became a public showplace.

One of the most important Mammoth Cave explorers was an African American slave named Stephen Bishop. He served as a guide. But he wasn't afraid to risk his life venturing into new areas of the underground maze. Bishop discovered the Echo River and the blind cavefish that live in it. He famously described Mammoth Cave as "grand, gloomy, and peculiar."



Stephen Bishop (1821-1857) (left) was one of the first people to map the cave and named many of the cave's features. He was freed from slavery in 1856.



THE DANGERS OF SPELUNKING

Cave exploring is dangerous. One particularly unlucky spelunker was Floyd Collins. His family owned the smaller Crystal Cave in Kentucky. In 1925, Floyd began exploring Mammoth Cave, hoping to discover a new entrance that might be closer to Crystal Cave. While crawling through the narrow tunnels of the nearby Sand Cave, a large rock fell on Collins's ankle, trapping him. For 17 days, rescuers attempted to save him. Miners dug a shaft through the ground. But they did not reach Collins in time, and he died in the darkness.

Floyd Collins (1887-1925) (above) peering from a cave a few days before his accident.

Complex processes are broken into easily understood segments.

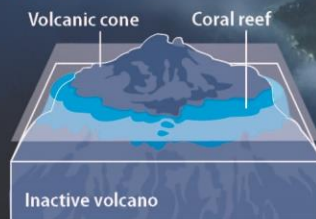
Rings of Coral

An atoll is a circular ring of coral in the open sea, built up on a sunken bank, or formed on the crater of a volcano that has sunk below the surface of the sea.

FORMATION OF AN ATOLL

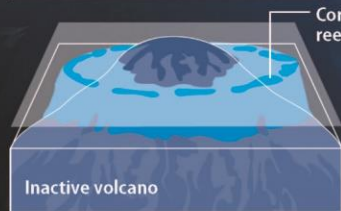
THE BEGINNING OF AN ATOLL

The undersea flanks of an ocean volcano are colonized by corals, which continue to grow.



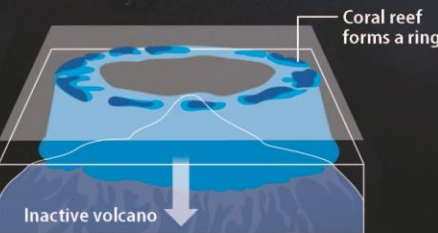
THE CORALS GAIN GROUND

As the surrounding reef settles and continues to expand, it becomes a barrier reef that surrounds the summit of the ancient volcano, now inactive.



THE ATOLL SOLIDIFIES

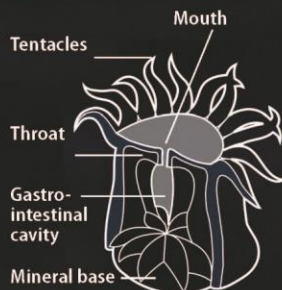
Eventually the volcano will be worn down by waves and sink below the water, leaving a ring of growing coral with a shallow lagoon in the middle.



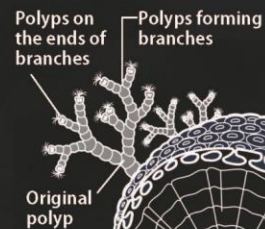
WHAT ARE CORALS

Reef-building corals live together in colonies. A single member of the colony, called a polyp, has a cylinder-shaped body. Its mouth lies at the top of the body, and tiny tentacles surround the mouth. The polyps remove minerals from ocean water to form their skeletons. Only the top layer is living coral. Coral skeletons accumulate and branch out over time on top of older dead corals to create a reef.

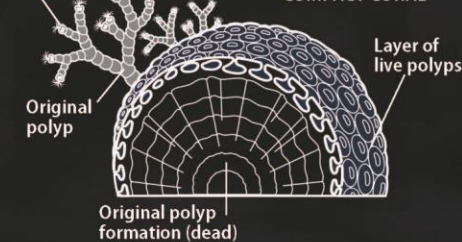
CORAL POLYP



BRANCHING CORAL



COMPACT CORAL



ATOLLS AND VOLCANIC ISLANDS AROUND THE WORLD

Coral reefs are found in the world's oceans, usually between the Tropic of Cancer and the Tropic of Capricorn. Marakei Atoll is a coral reef in Kiribati.



Scale in miles (km)
0.0 (0) 0.6 (1)
0.3 (0.5)

| | |
|--------------|----------------------|
| Country | Republic of Kiribati |
| Ocean | North Pacific |
| Island Group | Gilbert Islands |

HAWAIIAN ISLANDS

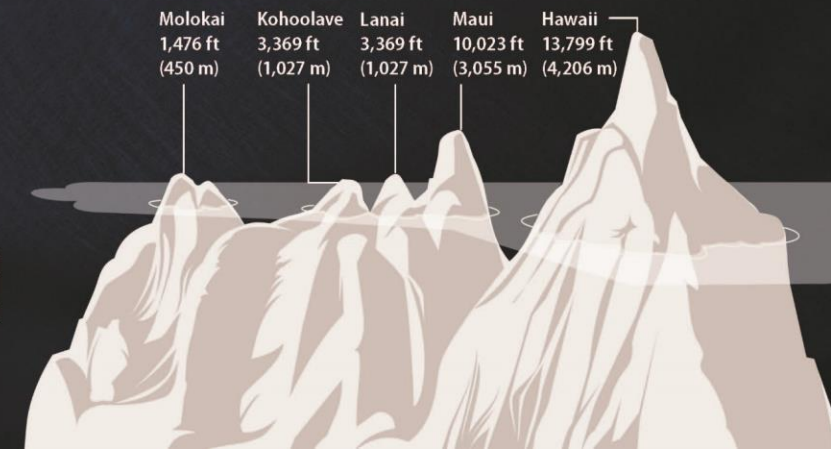


FORMATION OF A VOLCANIC ISLAND

Volcanoes form when magma rises from deep within the Earth. Thousands of volcanoes form on the seafloor, and many emerge from the sea and form the base of islands.



| | | | | |
|---------------------|-----------------------|-----------------------|------------------------|------------------------|
| Molokai | Kohoolave | Lanai | Maui | Hawaii |
| 1,476 ft (450 m) | 3,369 ft (1,027 m) | 3,369 ft (1,027 m) | 10,023 ft (3,055 m) | 13,799 ft (4,206 m) |



Stunning photography dramatically reveals the varying landforms.

How Was Cappadocia Formed?

Millions of years ago, volcanic eruptions covered Cappadocia in thick layers of chalky ash capped by a layer of harder rock called **basalt**. Over centuries the volcanic ash solidified into a spongy rock called **tuff**. Wind, rain, snow, and rivers caused **erosion** that acted upon the bedrock to form the unusual rock **formations** at Cappadocia.

The climate in the region, with hot summers and cold winters, heavy rains, and melting snow in the spring, played an important role in making the landscape at Cappadocia. Heavy rainfall eroded the flat land into a network of deep gullies and **fissures** in the rock. Sometimes, raging rivers wore quickly through the soft rock, leaving steep-sided triangular peaks.

Cappadocia's distinctive "fairy chimneys" were formed when hard basalt covered thick layers of tuff. In some spots, the basalt cracked and fell away. Rain and wind wore away at the softer tuff. In some spots, however, the basalt remained like a cap, protecting the tuff. Over time, only an isolated pinnacle of soft rock with a basalt cap remained.

The action of wind, rain, and snow over thousands of years carved the unusual rock formations (right) found at Cappadocia.



AN UNDERGROUND CITY

At Derinkuyu (*DUR in KOO yu*), the deepest of the underground cities at Cappadocia, the massive carved space consists of eight separate floors. The site includes homes, churches, live-stock stalls (above), wine cellars, and schools. Miles of tunnels, used in times of war, crisscross the underground city. They provided shelter and defense from invading armies. Historians believe it was built more than 1,000 years ago. But it was not discovered until 1963.

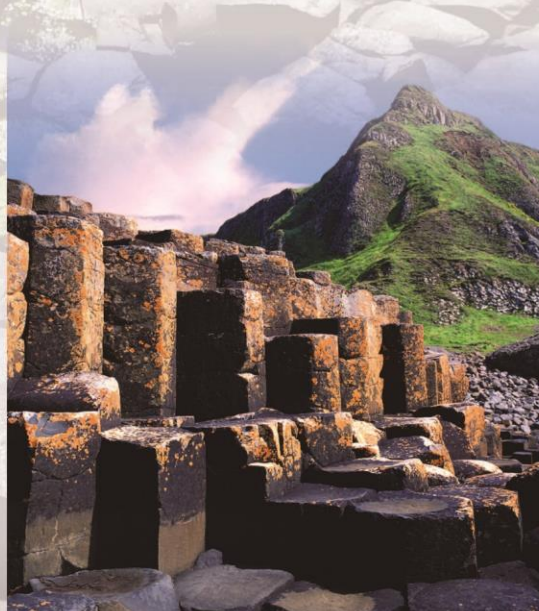
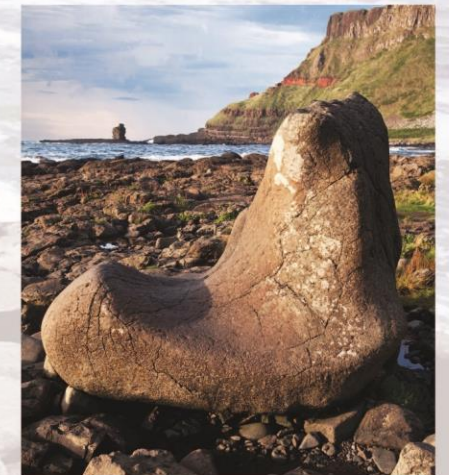
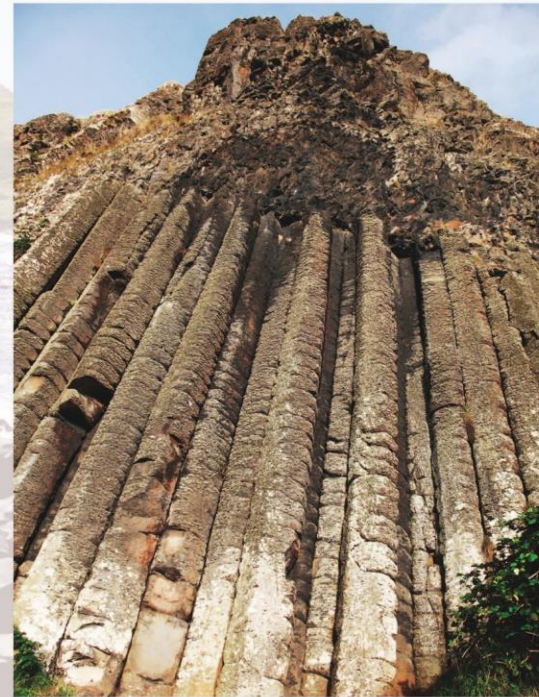
Each book has a helpful glossary and an index that direct students to the most important terms and topics.

Things to See at Giant's Causeway

Giant's Causeway is one of the most popular tourist attractions in Northern Ireland. Visitors can enjoy scenic hikes along the rugged Irish coast and amid the towering columns of rock. Hikers looking for a more serious challenge can tackle the Shepherd's Steps, a series of 167 **basalt** columns that make for a steep climb.

Some of the rock **formations** at Giant's Causeway resemble animals or other items owned by the legendary giant Finn MacCool. These formations include his highchair, today known as the Wishing Chair. It is a natural throne formed from perfectly arranged stone columns. The stone throne has been worn smooth and shiny from so many people sitting on it. Other formations, including the Camel, the Harp, and the Organ, all represent items that once belonged to Finn MacCool. According to legend, an enormous boot was dropped by Scottish giant Benandonner as he fled from Finn MacCool. Today, the size 93 boot-shaped rock that sits on the beach is one of the most popular attractions at Giant's Causeway.

At the edge of the North Sea between Ireland and Scotland, Giant's Causeway is an excellent location for bird watching. A wide variety of seabirds visit the region throughout the year. One seabird, called a fulmar, nests on cliff faces around Giant's Causeway and is often seen soaring over the sea.



Legend says the Giant's Boot (above) was left behind by Benandonner as he fled Ireland. The seagoing fulmar (top) is often seen resting among the rocks that resemble a giant pipe organ (above left), a giant's highchair (lower left), or a cobblestone walkway to the sea (far left).

Focus on Curriculum

Language Arts/Social Studies

Referencing

- Use the index, illustrations, captions, maps, and photographs as a strategy to gather information.

Knowing and Understanding

- Understand how places influence people and people influence places
- Understand how people's management of resources impacts on environmental and social stability.
- Understand how the idea and actions of people in the past have had a significant impact on people's lives

Interpreting

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Investigating

- Investigate the water cycle and its effect on climate, landforms, and life.
- Describe how natural features are changed and resources affected by natural events and human actions
- Explore and describe natural features and resources

WORLD BOOK

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