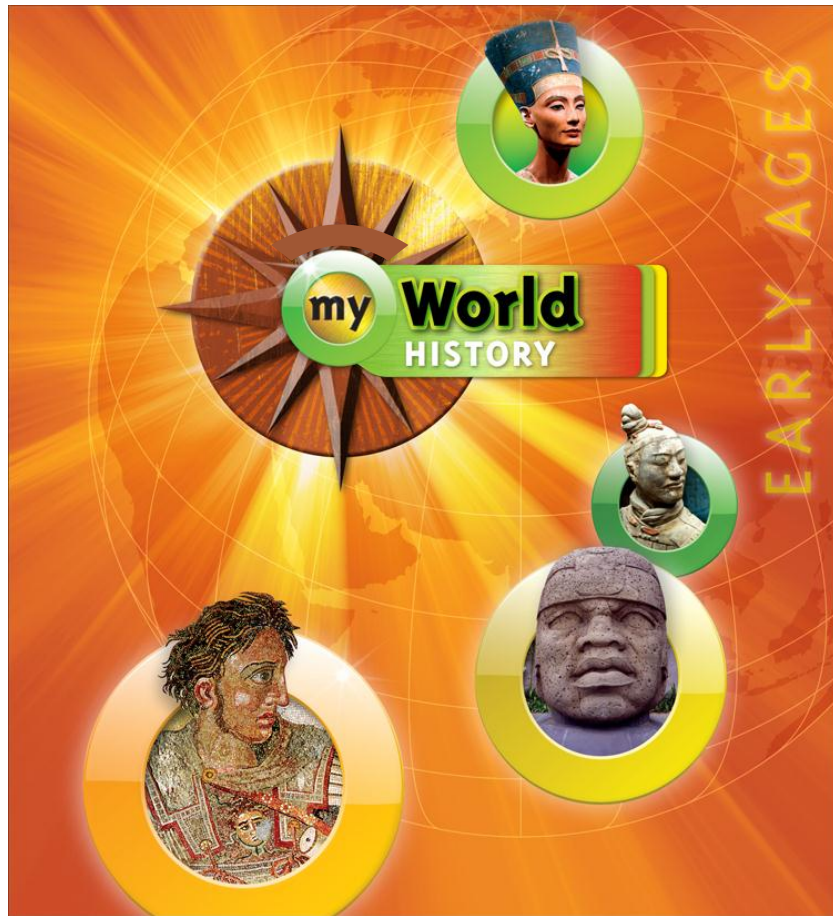


A Correlation of



To the

Arkansas Social Studies Curriculum Framework Grade 6

A Correlation of myWorld History, Early Ages to the Arkansas Social Studies Curriculum Framework, Grade 6

Introduction

This document demonstrates how **Savvas myWorld History, Early Ages** meets the Arkansas Social Studies Curriculum Framework for Grade 6. Correlation page references are to the Student Edition and Teacher’s ProGuide.

The ProGuide is a next generation Teacher’s Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive *Understanding by Design*™ lesson plans, activity-based curriculum options, and reproducible student resources.

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Arkansas Social Studies Curriculum Framework	Savvas myWorld History Early Ages
Grade 6	
Strand: Civics/Government	
Content Standard 1: Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.	
Era 1 - Beginnings to Era 5- 1500 C.E.	
Structure and Function	
C.1.6.1 Examine origins and purposes of government to 1500 C.E. (e.g., belief systems, Mandate of Heaven, resource allocation, Magna Carta) D2.Civ.3.6-8	SE/TP: The Importance of Resources, 93; Organized Governments, 94; The Right to Rule, 258-259; Democracy in Athens, 312-317; Oligarchy in Sparta, 318-320; Venn Diagram: Governments of Athens and Sparta, 321; Primary Source: Comparing Athens and Sparta, 354-355; The Government of the Republic, 370-375; Kings, Nobles, and the Magna Carta, 658-663
C.1.6.2 Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of <i>civilizations</i> D2.Civ.5.6-8	SE/TP: Monarchy, 23, 366; Cyrus the Great: King of the World, 107-109; Pharaoh, 149; Emperor Ashoka, 231-233; Rule of the First Emperor, 276-277; Athenian Democracy, 316-317; The Government of the Republic, 370-375; Kings, Nobles, and the Magna Carta, 658-663
C.1.6.3 Compare structure of government and functions of <i>civilizations</i> in different times and places (e.g., patriarchal, tribe, city-state, nation) D2.Civ.6, 14.6-8	SE/TP: Foundations of Government, 20-21; Political Systems, 22-23; also see: Absolute monarchy, 592; Athens, 321, 354; China, 256, 258-259, 275-280, 516, 518, 519, 520, 524-527, 530-531; City-states, 304-305, 312-317; Democracy, 314-317; England, 662, 663; Greece, 312-317, 346; Japan, 551-552; North Korea, 23; Roman empire, 395, 406; Roman republic, 366, 370-375, 379, 381-382; Self-government, 305, 755; Southwest Asia, 20; Sparta, 312, 318-319, 321, 354-355; Tyranny, 314; United Kingdom, 662, 663; United States, 19, 21, 24-25, 375

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C.1.6.4 Compare power, rules, and responsibilities of <i>civil societies</i> in different times and places D2.Civ.1, 6, 12, 14.6-8	SE/TP: Foundations of Government, 20–21; Political Systems, 22–23; also see: Absolute monarchy, 592; City-states, 304–305, 312–317; Democracy, 314–317; Self-government, 305, 755; Tyranny, 314; Athenian Democracy, 316–317; The Government of the Republic, 370–375; Kings, Nobles, and the Magna Carta, 658–663
Content Standard 2: Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.	
Citizenship	
C.2.6.1 Compare ways in which various <i>civilizations</i> foster social responsibility and <i>civic virtues</i> D2.Civ.1, 2, 7.6-8	SE/TP: Ten Commandments, 174; Ashoka’s Laws, 239, 290–291; Harsh Laws, 276; Closer Look: Be Good: Leading by Example. 264; The Teachings of Confucius, 265; Beliefs of Daoism, 266–267; European Feudalism, 640–645 Japanese Feudalism, 557; also see: Citizenship, 26–27
C.2.6.2 This SLE is specific to United States history; however, students should continue to demonstrate proper procedures for recitation of the Pledge of Allegiance and flag etiquette	SE/TE: For related material see: Citizenship, 26–27; Constitution, 374
C.2.6.3 Analyze rights, responsibilities, and privileges of individuals in various <i>societies</i> to 1500 C.E. D2.Civ.1.6-8	SE/TP: Citizenship, 26–27; Athens, 315; Greece, 307–308; Gupta Empire, 243; Roman Empire, 395; Roman Republic, 371–372
C.2.6.4 Examine <i>civic virtues</i> that guide government, society, and communities over time D2.Civ.8.3-5	SE/TP: Ten Commandments, 174; Ashoka’s Laws, 239, 290–291; Teachings of Confucius, 265; Beliefs of Daoism, 266–267; also see: Citizenship, 26–27

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Content Standard 3: Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.	
Processes, rules, and laws	
C.3.6.1 Evaluate the function and effects of rules, laws and treaties on <i>civilizations</i> to 1500 C.E. (Code of Hammurabi, Justinian Code) D2.Civ.3, 12.6-8	SE/TP: Rule of Law, 123, 371, 375, 662; Law Codes: Athens, 313; Byzantine Empire, 440-441; China, 276-277; Common Law, 663; Hammurabi's Code, 121-123; Islam, 455, 459, 462; Japan, 553; Magna Carta, 662-663; Roman Empire, 401, 440-441, 662; Sumer, 116-117, 120
C.3.6.2 Analyze ways rules and laws change society and reasons why people change rules and laws over time D2.Civ.12.3-5	SE/TP: Hammurabi's Code, 121-123; Ashoka, 239, 290-291; Twelve Tables, 401; Organizing Roman Law, 440-441; Magna Carta, 662-663
C.3.6.3 Explain the development of policies to address public problems in various <i>civilizations</i> over time D2.Civ.10, 12.6-8	SE/TP: Hammurabi's Code, 121-123; The Ten Commandments, 174; The Caste System, 209-210; Confucius, 265; Ashoka's Laws, 239, 290-291; Magna Carta, 662-663
Strand: Economics	
Content Standard 4: Economic Decision Making - Students will analyze economic decision making.	
Scarcity	
E.4.6.1 Examine ways <i>trade-offs</i> have allowed <i>civilizations</i> to get the most out of scarce resources D2.Eco.2.6-8	SE/TP: Scarcity, 28; Opportunity Cost, 29; Persia's Government, 128-129; Phoenician Trade Routes, 133; Egypt and the Nile, 145; Egyptian Society, 149; The Silk Road, 280-281; China's Economic Life, 285; The Growth of Trade, 776-783
Costs and Benefits	
E.4.6.2 Analyze historical developments in various regions across the world to 1500 C.E. using models of <i>economic decision making</i> (e.g., nomadic vs. <i>agrarian</i> , invasions, trade) D2.Eco.1.6-8	SE/TP: Early Agriculture, 82-89; Phoenician Trade Routes, 133; Alexander's Empire, 334-337; The Roman Empire, 390-395; Muslim Empires, 460-467; European Feudalism, 640-645; The Voyages of Discovery, 762-769; Mercantilism, 779-780

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Content Standard 5: Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.	
Human Resources	
E.5.6.1 Analyze ways <i>division of labor</i> and <i>specialization</i> affected the development of <i>civilizations</i> D2.Eco.6.6-8	SE/TP: Job Specialization, 95; Trade, 113; Phoenicia: Farming and Manufacturing, 133; Trade, 133; Egypt, 149; Labor Specialization, 491
Production and Consumption	
E.5.6.2 Analyze ways <i>human, natural, and capital resources</i> were organized to produce and deliver goods and services in early <i>civilizations</i> to 1500 C.E. (e.g., caravans, public works projects, Silk Road, trade routes) D2.Eco.3.6-8	SE/TP: Ziggurats, 114; Phoenician Trade Routes, 133; Egyptian Pyramids, 154–155; Trade in the Nile Valley, 159; Trade Routes from the Indus Valley, 204; Ashoka’s Roads, 241; The Silk Road, 280–281; China’s Economic Life, 285; Roads in China, 261, 275, 280–281; Roads in Roman Empire, 392, 393, 405; Roads in Incan Empire, 96, 604
Markets	
E.5.6.3 Compare effects of <i>supply</i> and <i>demand</i> on early <i>markets</i> D2.Eco. 4.6-8	SE/TP: Supply and Demand, 29; also see: Columbian Exchange, 776–778; Mercantilism, 779–780; Capitalism, 780–783
E.5.6.4 Evaluate the emergence of new <i>economic systems</i> and their impact on <i>civilizations</i> (e.g., manorialism, mercantilism, capitalism) D2.Eco.4.6-8	SE/TP: The Development of European Feudalism, 640–645; Mercantilism, 779–780; Capitalism, 780–783
Content Standard 6: Growth and Stability - Students will evaluate economic growth and stability.	
Money	
E.6.6.1 Analyze the development of currency as a medium of <i>exchange</i> D2.Eco.5.6-8	SE/TP: Currency in Rome, 364, 394–395, 415; Currency in China, 261, 275, 522; Greece, 310–311, 331; Persian Empire, 129
E.6.6.2 Examine roles of early <i>financial institutions</i> on economies in various regions worldwide D2.Eco.9.6-8	SE/TP: Banking Systems, 36–37; Banks in Middle Ages, 685; Banks in Renaissance, 715
Public goods and Services	
E.6.6.3 Investigate ways that governments in different regions pay for the goods and services they provide D2.Eco.12.6-8	SE/TP: Taxes and Taxation, 35, 146, 147, 236, 607

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Economic Factors	
E.6.6.4 Analyze the economic development of <i>civilizations</i> to 1500 C.E. using data D2.Eco.11.6-8	SE/TP: Aztec, 594; Capitalism, 780–783; China, 275, 285, 522; England, 782, 783; First Cities, 91; Greece, 309–311; Incan Empire, 607; Japan, 565; Maya people, 585; Mercantilism, 779–780; Middle Ages, 643–645; Muslims and, 468–470; Reformation, 755; Renaissance, 712–715; Roman Empire, 394–395, 415; Uruk, 91; West Africa, 506
E.6.6.5 Evaluate effects of war and conflict on <i>societies</i> and <i>civilizations</i> to 1500 C.E. using <i>economic factors</i> D2.Eco.11.6-8	SE/TP: Alexander’s Empire, 334–337; The Roman Empire, 390–395; Muslim Empires, 460–467; Religious Crusades, 664–671; Christians and Muslims in Spain, 672–675; A Changing Medieval World, 678–681; Revival of Trade and Towns, 682–687; Breakdown of Medieval Society, 694–699; The Conquest of the Americas, 770–775
Content Standard 7: Global Economy - Students will analyze economic interdependence within a global economy.	
Economic Interdependence	
E.7.6.1 Identify barriers to trade and ways those barriers influence trade among <i>civilizations</i> D2.Eco.14.6-8	SE/TP: Trade Barriers and Free Trade, 35
E.7.6.2 Identify benefits and costs of trade policies/guidelines/strategies to various individuals, businesses, and <i>societies</i> (e.g., prestige, wealth, conflict, competition, alliances) D2.Eco.15.6-8	SE/TP: Trade, 34–35; Africa, 15, 491–493, 500–503, 506, 573, 574–575; Asia, 572, 574–575; Aztec Civilization, 594; Byzantine Empire, 433; China, 35, 279, 280–281, 517, 522–523, 528–529, 533, 535, 536, 537–538, 541; Columbian Exchange, 776–778; Crusades, 671, 685; Cultural Traits, 46; Egypt, 148, 158–159; Europe, 657, 684–685; First Cities, 90; Greece, 311; Indus Valley Civilizations, 202, 203, 204; Japan, 561, 565; Mali, 495; Mayan Civilization, 586; Mercantilism, 779–780; Mesopotamia, 113; Middle Ages, 684–685; Mongol empire, 528–529; Muslim, 469–470; Nubia, 158–159, 160, 163; Phoenician Civilization, 133–136; Renaissance, 713–715; Roman Empire, 394–395, 415; Russia, 443; Silk Road, 279, 280–281, 285, 469, 513, 528–529, 533, 768; Spice, 762, 765; Sumer, 113, 202; Trans-Saharan, 491–492

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Strand: Geography	
Content Standard 8: Geographic Representations - Students will use geographic representations and skills to become geographically informed citizens.	
Spatial Views of the World	
G.8.6.1 Analyze locations of various <i>societies</i> and their cultural and <i>environmental characteristics</i> to 1500 C.E. using a variety of <i>geographic representations</i> D2Geo1, 2.6-8	SE/TP: Geography’s Five Themes, 10–11; Understanding Maps, 12–13; Historical Maps, 14–15; Maps, 10, 11, 12, 13, 14, 15, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 583, 584, 591, 603, 609, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777
G.8.6.2 Explain relationships between <i>physical</i> and human characteristics in various places using a variety of <i>geographic representations</i> D2.Geo.2.6-8	SE/TP: A Closer Look, 61, 73, 87, 134, 154, 172, 185, 225, 240, 256, 304, 350, 392, 418, 441, 508, 522, 604, 614, 644, 697, 765, 767
G.8.6.3 Synthesize information from a variety of sources to construct maps and other <i>geographic representations</i> to ask and answer <i>compelling questions</i> D2Geo3.6-8	SE/TP: 21 st Century Learning: Make Maps, 139, 165; also see: Plan a Cultural Web Site, 292–293; Plan a Museum Exhibit, 356–357
Content Standard 9: Human-Environment Interaction - Students will analyze the interaction between humans and the environment.	
Place, Region, and Culture	
G.9.6.1 Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E. D2.Geo.6.6-8	SE/TP: Human-Environment Interaction, 11; Modifying the Environment, 83; Farming, 48–49, 75, 82–84, 85–86, 88–89, 102–103, 111–112, 133, 146, 149, 160, 163, 202, 256, 285, 308, 394, 506, 520–521, 536, 550, 585, 591, 594, 602, 609, 610, 611, 615, 682–684; Irrigation, 49, 112, 192–193, 521, 536; Urbanization, 309, 520; Great Wall, 275, 512, 524, 533; Roads, 96, 129, 261, 275, 279, 280–281, 392, 393, 395; New Kinds of Shelters, 86

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G.9.6.2 Analyze ways <i>cultural characteristics</i> influenced population distribution in various <i>civilizations</i> up to 1500 C.E. D2.Geo.6.6-8	SE/TP: Egypt Under the Pharaohs, 144–151; The Origins of Judaism, 170–175; India’s Vedic Age, 206–211; The Spread of Buddhism, 226–227; Expansion Under the Han Dynasty, 278–287; Alexander’s Empire, 334–337; The Roman Empire, 390–395; The Spread of Christianity, 422–423; Muslim Empires, 460–467; The Mongol Empire, 524–529; The Spread of New Ideas, 722–727; The Origins of the Reformation, 746–749
G.9.6.3 Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment in various <i>civilizations</i> up to 1500 C.E. D2.Geo.4.6-8	SE/TP: Geography’s Five Themes, 10–11; Climate: Africa, 488, 489; Europe, 629; Indian Subcontinent, 201; Japan, 548; Mediterranean, 301; Mesoamerica, 583; Stone Age, 70; Ice Age, 70, 71, 74, 75, 82–83; Flooding, 145; Earthquakes, 549; Monsoons, 201
Content Standard 10: Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.	
Resources and Movement	
G.10.6.1 Analyze relationships between human settlements and movements and the location and use of <i>natural resources</i> in various regions up to 1500 C.E. D2.Geo.8.6-8	SE/TP: Adapting to Varied Environments, 70–71; The Importance of Resources, 93; Nile River Valley, 92, 93, 95; Geography of Mesopotamia, 111; Maps: The Fertile Crescent, 112; Geography of Ancient Egypt, 144–145; The Indian Subcontinent, 200–201; Geography of China, 254–255; Geography of the Greek World, 300–301; The Geography of Italy, 364; Location of Constantinople, 432; The African Landscape, 488–490; Geography of Japan, 548–549; Geography of Mesoamerica, 583; The Origins of the Indo-Aryans, 206–209; Migration, 46–47, 68–69, 71, 207, 309–310, 582, 583

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G.10.6.2 Analyze effects of <i>environmental</i> and <i>cultural characteristics</i> on the distribution and movement of people, goods, and ideas in various regions of the world using multiple sources of information (e.g., <i>push- pull-factors</i>) D2.Geo.7.6-8	SE/TP: The Origins of the Indo-Aryans, 206–209; Expansion Under the Han Dynasty, 278–281; Migrations in Greece, 309–310; Migration to the Americas, 582–583; Theories of Migration, 68–69; Alexander’s Empire, 334–337; Ancient Greek Beliefs and Arts, 338–343; Ancient Greek Learning, 344–351; The Spread of Christianity, 422–423; Roman Expansion, 369; Muslim Empires, 460–467; Muslim Achievements, 468–475; Religious Crusades, 664–671; Revival of Trade and Towns, 682–687; Urbanization, 309, 520
G. 10.6.3 Analyze the impact of global population shifts in various eras and regions (e.g., Bantu migration, urbanization) D2.Geo.12.6-8	SE/TP: The Origins of the Indo-Aryans, 206–209; Migrations in Greece, 309–310; Migration to the Americas, 582–583; Theories of Migration, 68–69; Revival of Trade and Towns, 682–687; Urbanization, 309, 520
Content Standard 11: Global Interconnections - Students will compare global places and regions and the connections between them.	
Changing Spatial Patterns	
G.11.6.1 Compare ways <i>spatial patterns</i> of economic activities in a place change over time because of interactions with nearby and distant places D2.Geo.11.6-8	SE/TP: Trade, 34–35; Trade, 34–35; Africa, 15, 491–493, 500–503, 506, 573, 574–575; Asia, 572, 574–575; Aztec Civilization, 594; Byzantine Empire, 433; Crusades, 671, 685; Cultural Traits, 46; Egypt, 148, 158–159; Europe, 657, 684–685; First Cities, 90; Greece, 311; Indus Valley Civilizations, 202, 203, 204; Japan, 561, 565; Mayan Civilization, 586; Mesopotamia, 113; Middle Ages, 684–685; Muslim, 469–470; Nubia, 158–159, 160, 163; Phoenician Civilization, 133–136; Renaissance, 713–715; Roman Empire, 394–395, 415; Silk Road, 279, 280–281, 285, 469, 513, 528–529, 533, 768; Spice, 762, 765; Trans-Saharan, 491–492
G.11.6.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war) D2.Geo.12.3-5	SE/TP: Flooding, 145, 146; Volcanoes, 394, 549, 583, 590, 806, 807; Black Death, 696–699; The Persian Wars, 328–330; The Peloponnesian War, 332–333

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Strand: History	
Content Standard 13: World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.	
Era 1: Beginnings of Human Civilization to 4000 B.C.E.	
H.13.6.1 Compare hunter-gatherer and <i>agrarian societies</i> (e.g., tools, shelter, diet, use of fire, cave paintings, <i>artifacts</i> , clothing, rituals, daily life, gender roles) D2.His.1, 2, 3.6-8	SE/TP: Hunter-Gatherer Societies, 64–67; Adapting to Varied Environments, 70–71; Developing Complex Cultures: The Evidence of Art, 72; Closer Look: The Caves of Altamira, 73; Beginning of Civilization, 79–81; Early Agriculture, 82–89; Cities and Civilizations, 90–97; Chapter Assessment: Core Concepts, 98
H.13.6.2 Construct arguments about lasting achievements of early <i>civilizations</i> using multiple sources D2.His.3, 10, 16.6-8	SE/TP: Cities and Civilizations, 90–97; Chapter Assessment, 98–99; Sumerian Arts, 117; Hammurabi’s Code, 121–122; Art, Architecture, and Learning in Egypt, 152–157; The Teachings of Judaism, 176–181; The Jewish People, 182–187; The Caste System, 209–210; Gupta Culture, 244–247; Hinduism, 212–219; Buddhism, 220–227; Han Achievements, 286–287; Ancient Greek Beliefs and Arts, 338–343; Ancient Greek Learning, 344–351; Roman Culture and Its Legacy, 396–401; Beliefs of Christianity, 408–413
Era 2: Early Civilizations 4000-1000 B.C.E.	
H.13.6.3 Analyze early river valley <i>civilizations</i> to determine similarities and differences, using a variety of sources (e.g., <i>artifacts</i> , Epic of Gilgamesh, hieroglyphics, oracle bones) D2.His.1, 2, 3, 13.6-8; D3.1.6-8	SE/TP: Cuneiform, 115; Egyptian Writing, 153; The Story of Gilgamesh, 79–81; Closer Look, 87, 122, 136–137, 147, 150; Artifacts, 89, 95, 117, 118, 203, 215, 237, 261, 281
H.13.6.4 Construct arguments about characteristics necessary for a <i>civilization</i> using multiple sources (e.g., writing systems, government, religion, <i>specialization</i> of labor, technology, <i>economic systems</i> , education) D2.His.2, 3, 16.6-8	SE/TP: Features of Civilization, 93–97; Chapter Assessment, 98–99

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<p>H.13.6. 5 Compare characteristics, contributions, and achievements of early river valley <i>civilizations</i></p> <ul style="list-style-type: none"> • Mesopotamia • Egypt • Indus River Valley • China <p>D2.His.1, 2, 3.6-8</p>	<p>SE/TP: The Fertile Crescent, 106–109, 110–117, 118–123, 124–131, 132–137, 138–139; Ancient Egypt and Nubia, 140–143, 144–151, 152–157, 158–163, 164–165; Judaism and the Jewish People, 166–169, 170–175, 176–181, 182–187, 188–189; Civilizations of Early India, 196–199, 200–205, 206–211, 212–219, 220–227, 228–229; Ancient China, 250–253, 254–257, 258–261, 262–267, 268–269</p>
<p>H.13.6.6 Identify social and cultural effects of militarization and the emergence of new <i>kingdoms</i> on early <i>civilizations</i> (e.g., chariot transport, warfare, invaders) D2.His.1, 2, 3, 14, 15.6-8</p>	<p>SE/TP: Weapons: Assyrian Empire, 124 China, 257, 261; Macedonia, 335; Mycenaean Civilization, 302; Phalanx, 313, 329; The Maurya Empire, 234–241; The Gupta Empire, 242–247; Shi Huangdi Unites China, 274–277; Alexander’s Empire, 334–337; The Roman Empire, 390–395; Muslim Empires, 468–475; Wheel, 101; Roads, 129, 241, 261, 275, 392, 393, 406</p>
Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 B.C.E.-300 C.E.	
<p>H.13.6.7 Compare reasons for the rise and decline of major <i>empires</i> and <i>civilizations</i> using a variety of sources</p> <ul style="list-style-type: none"> • Greece • Gupta • China • Rome • Olmec <p>D2.His.1, 2, 3, 15.6-8</p>	<p>SE/TP: The Gupta Empire, 242–247; China Under the Zhou Dynasty, 258–261; Shi Huangdi Unites China, 274–277; Expansion Under the Han Dynasty, 278–281; The Rise of City-States, 300–305; War in Ancient Greece, 328–333; Alexander’s Empire, 334–337; The Rise of the Roman Republic, 364–369; Republic’s Growth and Crisis, 380–383; The Roman Empire, 390–395; Decline of the Roman Empire, 414–419; The Olmecs and Zapotecs, 583</p>
<p>H.13.6.8 Analyze the significance of contributions made by major <i>empires</i> and <i>civilizations</i> of the world (e.g., concept of zero, crossbow, architecture, government, calendar) D2.His.3.6-8</p>	<p>SE/TP: Sumerian Arts, 117; Hammurabi’s Code, 121–122; Art, Architecture, and Learning in Egypt, 152–157; The Teachings of Judaism, 176–181; The Jewish People, 182–187; The Caste System, 209–210; Gupta Culture, 244–247; Hinduism, 212–219; Buddhism, 220–227; Han Achievements, 286–287; Ancient Greek Beliefs and Arts, 338–343; Ancient Greek Learning, 344–351; Roman Culture and Its Legacy, 396–401; Beliefs of Christianity, 408–413; The Maya, 582–589; The Aztecs, 590–595</p>

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H.13.6.9 Examine causes and effects of conflict within and among the major <i>empires</i> (e.g., Persian War, Punic Wars, Greek city-states) D2.His.14.6-8	SE/TP: The Persian Wars, 328–330; The Peloponnesian War, 332–333; The Struggle With Carthage, 380–381
H.13.6.10 Examine key concepts and influences of major belief systems on <i>societies</i> <ul style="list-style-type: none"> • Buddhism • Christianity • Confucianism • Hinduism • Judaism D2.His.1, 3, 4, 5.6-8	SE/TP: Religion, 44–45; Judaism, 170–175, 176–181, 182–187, 351, 403, 405, 453, 456, 461, 462; Christianity, 387–389, 402–407, 408–413, 436–439, 501, 502, 506–507, 631–633, 634–639; Islam, 447–449, 452–457, 459, 460–464, 466–467, 468–475, 478–479, 485–487, 495–499, 503, 506–507, 826; Buddhism, 220–227, 230, 238, 239, 281, 244, 527, 538–539, 540, 541, 551–553, 565–569; Hinduism, 196, 212–219, 222, 225, 238, 239, 244; Confucius, 265
Era 4: Expanding Zones of Exchange and Encounter 300 C.E.-1000 C.E.	
H.13.6.11 Analyze the rise and contributions of major <i>empires</i> and <i>civilizations</i> of the world using a variety of sources (e.g., decimal, art, literature, Code of Justinian, Li Bo, Al Bakir) <ul style="list-style-type: none"> • African <i>kingdoms</i> • Byzantine <i>Empire</i> • Muslim <i>empires</i> • Tang China • Maya D2.His.3, 4.6-8	SE/TP: The Byzantine Empire, 428–445; Muslim Empires, 460–467; A Trading Empire, 488–493; Muslim Empires of West Africa, 494–499; East African Civilizations, 500–503; Tang and Song China, 516–523; The Maya, 582–589
H.13.6.12 Examine causes and effects of conflict within and among the major <i>empires</i> and <i>civilizations</i> D2.His.14.6-8	SE/TP: Survival of the Eastern Empire, 432–435; The Division of the Christian Church, 436–439; Muslim Empires, 460–467; Tang and Song China, 516–523; The Mongol Empire, 524–529; The Ming Dynasty, 530–533; Europe in the Early Middle Ages, 628–634
H.13.6.13 Evaluate how the fall of the Roman <i>Empire</i> affected Europe (e.g., Norse invasions, rise of the power of the Roman Catholic Church, Frankish <i>Kingdoms</i> , Charlemagne) D2.His.15.6-8	SE/TP: Decline of the Roman Empire, 414–419; Charlemagne and Leo, 625–627; Europe in the Early Middle Ages, 628–634; The Spread of Christianity in Europe, 634–639; The Development of European Feudalism, 640–645

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<p>H.13.6.14 Examine key concepts and influences of major belief systems on <i>societies</i></p> <ul style="list-style-type: none"> • Buddhism • Christianity • Confucianism • Hinduism • Judaism • Islam <p>D2.His.1, 3, 4, 5.6-8</p>	<p>SE/TP: Judaism, 170–175, 176–181, 182–187, 351, 403, 405, 453, 456, 461, 462; Christianity, 387–389, 402–407, 408–413, 436–439, 501, 502, 506–507, 631–633, 634–639; Islam, 447–449, 452–457, 459, 460–464, 466–467, 468–475, 478–479, 485–487, 495–499, 503, 506–507, 826; Buddhism, 220–227, 230, 238, 239, 281, 244, 527, 538–539, 540, 541, 551–553, 565–569; Hinduism, 196, 212–219, 222, 225, 238, 239, 244; Confucius, 265</p>
Era 5: Global Interactions 1000 C.E.-1500 C.E.	
<p>H.13.6.15 Analyze the global influence and impact of the achievements and perspectives of various individuals (e.g., Gutenberg, Joan of Arc, Niccolo Machiavelli, Saladin, Sundiata Keita, Mansa Musa, Genghis Khan) D2.His.4.6-8</p>	<p>SE/TP: Johann Gutenberg, 724–725; Joan of Arc, 623, 679–681, 695; Niccolo Machiavelli, 717; Saladin, 666; Sundiata Keita, 494–495; Mansa Musa, 482, 485–487, 495–497, 504; Genghis Khan, 513, 524–525, 526</p>
<p>H.13.6.16 Examine effects of invaders from various regions on <i>societies</i> (e.g., disease, famine, cultural assimilation, Mongols, Vikings, Crusade, Maya, Aztecs) D2.His.15.6-8</p>	<p>SE/TP: The Germanic Tribes, 416; The Mongol Empire, 524–529; The Maya, 582–589; The Aztecs, 590–595; Vikings, 640–641; Religious Crusades, 664–671; Black Death, 696–699</p>
<p>H.13.6.17 Analyze long-term effects of technological innovations on <i>civilizations</i> (e.g., Zheng He’s war ships, printing press, Maya calendar, Great Zimbabwe) D2.His.1.6-8</p>	<p>SE/TP: The Voyages of Zheng He, 532–533; Maya Achievements, 586–589; New Ways of Viewing the World, 716–721; The Spread of New Ideas, 722–727;</p>
<p>H.13.6.18 Analyze ways new ideas contributed to the development of the modern world using multiple sources and perspectives (e.g., <i>empire</i> building, Humanism, isolationism, education) D2.His.2.6-8</p>	<p>SE/TP: Humanism, 716–717, 732; The Spread of New Ideas, 722–727; New Ways of Viewing the World, 716–721; The Origins of the Reformation, 740–745; The Counter Reformation, 746–749; The Reformation Divides Europe, 750–755; The Voyages of Discovery, 762–769</p>

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<p>H.13.6.19 Analyze effects of cultural interactions and connections among <i>societies</i> over time (e.g., art, literature, religion, architecture, music, science, technology) D2.His.1.6-8</p>	<p>SE/TP: Christians and Muslims in Spain, 672–675; Trade and Industry Grow, 684–685; Growing Towns, 686–687; The Origins of the Renaissance, 712–715; New Ways of Viewing the World, 716–721; The Spread of New Ideas, 722–727; The Legacy of the Renaissance, 728–733; The Origins of the Reformation, 740–745; The Counter Reformation, 746–749; The Reformation Divides Europe, 750–755</p>
<p>H.13.6.20 Examine advantages and disadvantages of a growing interdependent world (e.g., Hundred Years’ War, Crusades, Black Death, cultural diffusion, exploration, education, trade, tributes) D2.His.15.6-8</p>	<p>SE/TP: Religious Crusades, 664–671; Religious Crusades, 664–671; Christians and Muslims in Spain, 672–675; Hundred Years’ War, 679–681; Revival of Trade and Towns, 682–687; The Black Death, 696–699; Primary Source, 702–703; The Origins of the Renaissance, 712–715; The Origins of the Reformation, 740–745; The Voyages of Discovery, 762–769; The Conquest of the Americas, 770–775; The Growth of Trade, 776–783</p>