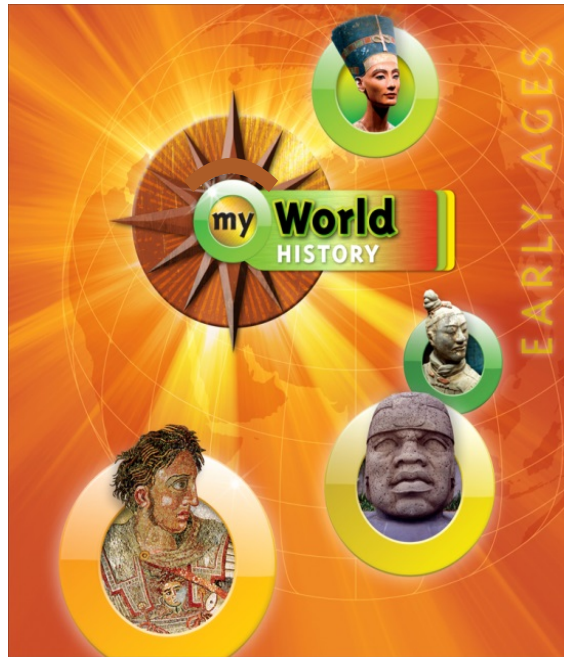


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To the

Kansas Academic Standards
for Grade 6
Ancient World History

**A Correlation of Pearson myWorld History, Early Ages, ©2012
To the
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Introduction

This document demonstrates how **Pearson myWorld History, Early Ages, ©2012** meets the Kansas Academic Standards for Grade 6, Ancient History. Correlation page references are to the Student Edition and Teacher 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.

- **myWorld History** engages 21st century learners by integrating myWorldHistory.com and the Student Edition with the goal of connecting history to their lives today.
 - **Connect** Watch your students connect to engaging stories from some of the most compelling and eventful times in the history of our world through *myStory*.
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myWorldHistory.com & myWorld History Early Ages Units

Unit 1: Origins

Unit 2: The Ancient Near East

Unit 3: Ancient India and China

Unit 4: Ancient Greece

Unit 5: Ancient Rome

Unit 6: The Byzantine Empire and Islamic Civilization

Unit 7: African and Asian Civilizations

Unit 8: Civilizations of the Americas

Unit 9: Europe in the Middle Ages

Unit 10: The Rise of Europe

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UNIT 1 - Early River Civilizations (approx. 7000 BCE –approx. 500 CE)	
<p>1. Choices have consequences. Sample Compelling Question: Why did Siddhartha Gautama decide to leave his home and what was the result of that decision?</p>	<p>SE/PG: Essential Question: 117, 123, 131, 137; Summarize: 138; Analyze Cause and Effect: 219; The Life of Buddha: 220-222; Key Ideas: 227 (#4), 241 (#6), 257 (#5), 277 (#4); Ashoka Turns to Peace: 238-239; Ashoka’s Aftermath: 241; Key Terms and Ideas: 268 (#1, #3), 288 (#3, #6)</p>
<p>2. Individuals have rights and responsibilities. Sample Compelling Question: How did Hammurabi’s Code affect the rights and responsibilities of the citizens of Babylon?</p>	<p>SE/PG: Written Laws: 116-117; Hammurabi’s Code: An Eye for an Eye: 122-123; Key Ideas: 123 (#5), 211 (#6), 267 (#3); Analyze Visuals 164 (#17, #18); Synthesize: 219; A New Empire in India: 242-243; Compare and Contrast: 247; Key Terms and Ideas: 248 (#8); Draw Conclusions: 267; Core Concepts: Citizenship: 268; Essential Question: 277</p>
<p>3. Societies are shaped by beliefs, idea, and diversity. Sample Compelling Question: How did the beliefs of Brahmanism and Hinduism impact Indian society?</p>	<p>SE/PG: Key Ideas: 117 (#6), 163 (#4), 211 (#5), 219 (#4), 277 (#5); Draw Inferences: 138, 228; Discuss: 164, 188; Essential Question: 175, 181, 187, 211 (#6), 219, 227, 247, 281 (#5); Synthesize: 188, 228; Core Concepts: Religion: 188, Science and Technology: 248; Beliefs About God: 215; Beliefs About Life: 216-217; Think Critically: 225, 267; Analyze Cause and Effect: 227, 248, 288; Key Terms and Ideas: 228 (#2, #6, #7), 248 (#6), 268 (#5); Draw Conclusions: 228, 268; Compare Viewpoints: 228, 288, Analyze Visuals: 248 (#17), 288 (#14, #15)</p>
<p>4. Societies experience continuity and change over time. Sample Compelling Question: What are some of the differences between the Shang, and Zhou dynasties?</p>	<p>SE/PG: Assessment: 47; Key Ideas: 97 (#4), 137 (#5), 163 (#6), 247 (#5), 261 (#4); Empires Rise and Fall: 120, Describe: 164; Compare and Contrast: 164, 205, 211, 227, 261, 268, 281; New Ways to Worship: 186; The Legacy of Judaism: 187; Synthesize: 187; Summarize: 188; Analyze Cause and Effect: 277; Draw Inferences: 248; Zhou Society: 260-261; Han Society: 282-283</p>

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<p>5. Relationships between people, place, idea, and environments are dynamic. Sample Compelling Question: How did geography influence the development of early river civilizations?</p>	<p>SE/PG: New Ways of Living: 86-89; The Rise of Civilizations: 93; Key Ideas: 97 (#5), 137 (#4), 219 (#6), 281 (#5); Map Skills: 126; Explain: 138; Draw Conclusions: 138, 187, 288; Core Concepts: Historical Sources: 138, Cultural Diffusion and Change: 288; Analyze Visuals 138 (#14); Essential Question: 140, 151, 157, 163, 205, 211, 219, 257, 261, 267; Draw Inferences: 163, 164, 188; Analyze Cause and Effect: 164, 188, 268; Compare Viewpoints: 241; Make Inferences: 261</p>
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2. Individuals have rights and responsibilities. Sample Compelling Question: How were the rights and responsibilities of citizens the same and different in Athens and Sparta?	SE/PG: Greek Society: 307-308; Education for Democracy: 315; Essential Question: 317, 321; Key Ideas: 321 (#3, #4); Recall: 322; Primary Source-Comparing Athens and Sparta: 354-355
3. Societies are shaped by beliefs, idea, and diversity. Sample Compelling Question: How do Greek myths and literature still influence our world today?	SE/PG: Key Ideas: 305 (#4), 311 (#3), 317 (#3), 333 (#4); 343 (#3, #4), 351 (#3, #4); Essential Question: 311; Make Inferences: 321, 351; Compare Viewpoints: 321, 333; Compare and Contrast: 322; Synthesize 343, 351; Draw Conclusions: 343; Key Terms and Ideas: 352 (#2, #6, #7, #8); Draw Inferences: 352; Analyze Visuals: 352
4. Societies experience continuity and change over time. Sample Compelling Question: How did Alexander the Great change the lands he conquered?	SE/PG: Synthesize: 305; Key Ideas 311 (#4), 317 (#2, #4), 333 (#3), 337 (#4); Analyze Cause and Effect: 322; Essential Question: 333; Key Terms and Ideas: 352 (#4); Core Concepts: Political Basics: 352
5. Relationships between people, place, idea, and environments are dynamic. Sample Compelling Question: How did the geography of Greece both help and hinder its development?	SE/PG: Key Ideas: 305 (#2); Compare and Contrast: 305, 352; Make Inferences: 311; Draw Conclusions: 317, 322, 333, 337; Key Terms and Ideas: 322 (#1); Draw Inferences: 322; Core Concepts: Migration Basics: 322

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