

Correlation

**CALIFORNIA FRAMEWORKS AND STANDARDS FOR GRADE SIX –
WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS
AND
EXPLORE THE ANCIENT WORLD**

Explore the Ancient World is a comprehensive social studies program that tells the story of world history from the time before written history to the fall of Rome.



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Correlation between the California Frameworks and Standards for Grade Six—World History and Geography: Ancient Civilizations & *Explore the Ancient World*¹

Frameworks and Standards	Explore the Ancient World
<p><i>In the sixth-grade curriculum, students learn about those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and of China. In studying the ancient world, students should come to appreciate the special significance of geographic place in the development of the human story. They should acquire a sense of the everyday life of the people; their problems and accomplishments; their relationships to the developing social, economic, and political structures of their society; the tools and technology they developed; the role of trade, both domestic and international, in their lives; the art they created; the architecture they lived with; the literature produced by their finest poets, narrators, and writers; their explanations for natural phenomena; and the ideas they developed that helped transform their world. In studying each ancient society, students should examine the role of women and the presence or absence of slavery. Among the major figures whom students should come to know are those who helped to establish these early societies and their codes of ethics and justice and their rule of law, such as Hammurabi, Abraham, Moses, David, Pericles, and Asoka; those who extended these early empires and carried their influence into much of the ancient world, including Alexander the Great, Julius Caesar, and Augustus Caesar; and those whose ideas and teachings became enduring influences in Western and non-Western thought, especially Socrates, Jesus, the Buddha, and Confucius. For all these societies, emphasis should be placed on those major contributions, achievements, and belief systems that have endured across the centuries to the present day.</i></p> <p>Early Humankind and the Development of Human Societies</p> <p>This unit should develop the students’ awareness of prehistoric peoples’ chronological place on the historical time line. Attention should be given to paleontological discoveries in East Africa by Donald Johanson, Tim White, and the Leakey Family (Louis, Mary, and Richard) supporting the belief that ancestors of present-day humans lived in these regions 4.5 million years ago. Studies of the Old Stone Age (Paleolithic), Middle Stone Age (Mesolithic), and New Stone Age (Neolithic) should provide students with an understanding of the interaction between the environment and the developing lifestyles of prehistoric peoples as they moved from hunter-gatherers to food producers. These studies also should focus on early peoples’ attempts to explain the universe through cave art and elemental forms of religion; the development of stone tools from simple to complex to metal; and the development of language as a medium for transmitting and accumulating knowledge.</p> <p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.</p>	<p>Unit 1: Prehistoric Times Student Textbook – Chapters 1-4 Teacher’s Edition – pp. 12-51 Resource Masters – 1-26</p>

¹ The *Explore the Ancient World* social studies program is closely aligned to the California Frameworks and Standards for Sixth Grade. For more information about the *Explore the Ancient World* program, contact Ballard & Tighe, Publishers, 480 Atlas Street, Brea, CA 92821, (800) 321-4332, or www.ballard-tighe.com

<p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p>	
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The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt, and Kush

In this unit students learn about the peoples of Mesopotamia, with an emphasis on the Sumerians, their early settlements between the Tigris and Euphrates rivers and the major events marking their sojourn: the spread of their agricultural villages by 4000 B.C. to lower Mesopotamia; their technological and social accomplishments, including invention of the wheel, plow, and irrigation systems; their systems of cuneiform writing, of measurement, and of law; and the developing social, economic, and political systems that these accomplishments made possible. Moving on to ancient Egypt, the teacher introduces students briefly to the early reign of Khufu and then moves to an emphasis on the New Kingdom in the reigns of Queen Hatshepsut and Ramses II, or “Ramses the Great.” During Queen Hatshepsut’s reign, Egyptian art and architecture flourished, and trade extended Egyptian influence throughout the Middle East. Ramses II, more typical of the New Kingdom pharaohs, was concerned with warfare and maintaining an Egyptian empire that extended north into the region known as Canaan. Attention should be given to the daily lives of farmers, tradespeople, architects, artists, scribes, women, children, and slaves, as reflected in the detailed images and models from burials. Geographic learnings include the importance of the Nile to Egypt’s development and of irrigation practices that are still in use. This unit concludes with Africa’s oldest interior empire, the kingdom of Kush, which conquered Egypt in 728 B.C. and established the twenty-fifth dynasty of pharaohs. Conquered in turn by the Assyrians, the kings of Kush reestablished their capital farther south. Students should be introduced to the culture that developed there, including the development of iron agricultural tools and weapons; an alphabet; and a profitable trade that extended to Arabia, India, sub-Saharan Africa, and possibly China.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi’s Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

The Foundation of Western Ideas: The Ancient Hebrews and Greeks

One of the principal roots of Western civilization can be found in the enduring contributions of the ancient Hebrews to Western ethical and religious thought and literature, most notably by the Old Testament. To understand these traditions, students should read and discuss Biblical literature that is part of the literary heritage and ethical teachings of Western civilization; for example, stories about the Creation, Noah, the Tower of Babel, Abraham, the Exodus, the Ten Commandments, Ruth and Naomi, David, and Daniel and the Lion’s Den; selections from the Psalms and Proverbs; and the Hebrew people’s concepts of wisdom, righteousness, law, and justice. Another principal root of Western civilization is the Greco-Roman civilization. In studying the civilization of the ancient Greeks, students learn of the early democratic forms of government; the dawn of rational thought expressed in Greek philosophy, mathematics,

Unit 2: Early Middle Eastern Civilizations

Student Textbook – Chapters 5-7

Teacher’s Edition – pp. 52-81

Resource Masters – 27-43B

Unit 5: The Foundation of Western Ideas

Student Textbook – Chapters 14-16

Teacher’s Edition – pp. 142-171

Resource Masters – 75-92

science, and history; and the enduring cultural contributions of Greek art, architecture, drama, and poetry. In this unit students will learn about the Greek polis (city-state); the rise of Athens; the transition from tyranny and oligarchy to an early form of democracy; the role of slavery, even in democratic Athens; the importance of the great fleet of Athens and its location at the crossroads of the ancient world; the rivalry between Athens and Sparta, culminating in the Peloponnesian War; the Macedonian conquests under Alexander the Great and the emergence and spread of Hellenistic culture throughout the Mediterranean and Middle Eastern worlds; and the fall of Greece to Rome. Attention should be paid to the daily life of women and children in Athens and Sparta, the games and sports of the Olympiad, the education of youths, and the trial of Socrates. Particular emphasis should be placed on reading and discussing the rich mythology and Homeric literature that have deeply influenced Western art, drama, and literature.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

West Meets East: The Early Civilizations of India and China

Alexander the Great's conquest of Persia and its territories provides the bridge to a study of the great eastern civilization of India. Students should understand that the culture Alexander encountered in 327 to 325 B.C. was not the first civilization of this region. Over a thousand years earlier, the Harappan civilization had developed and reached its zenith in the Indus River Valley, having developed complex cities, brick platforms, script, granaries, and craft workshops. After its collapse, succeeding waves of Aryans from the north spread their influence across the Punjab and Ganges plains. This resulted in a composite civilization rich in its aesthetic culture (architecture, sculpture, painting, dance, and music) and in its intellectual traditions (Arabic numbers, the zero, medical tradition, and metallurgy). Students should be introduced to one of the major religious traditions of India: Buddhism, a great civilizing force that emerged in the sixth century B.C. in the life and moral teachings of "The Buddha" or Siddhartha Gautama. Through the story of the Buddha's life, his Hindu background, and his search for enlightenment, students can be introduced to the Buddha's central beliefs and moral teachings: unselfishness (returning good for evil); compassion for the suffering of others; tolerance and nonviolence; and the prohibition of lying, stealing, killing, finding fault with others, and gossiping. While Buddhism did not survive on Indian soil, Jainism, which introduced the idea *ahimsa*, or nonviolence, has continued to play a role in modern India, especially through Gandhi's idea of nonviolent civil disobedience. Students should also study the development of Hinduism and the role of one of its most revered texts, the *Bhagavad Gita*. Students also should learn about Asoka, the great philosopher-king who unified almost all of India, renounced violence as a national policy, and established Buddhism as the state religion. The northward spread of Buddhism in the first century A.D. provides students with a bridge to a study of China during the Qin and Han Dynasties (221 B.C. to A.D. 220). Students should be helped to understand that the roots of this great civilization go far back into ancient times when Shang society (the "molders" of China) first emerged around 1500 B.C. in the Huang-He Valley and established the Chinese language and a highly developed technique of working with bronze. During succeeding centuries, especially the Zhou Dynasty, China grew by conquering the people on its borders and absorbing the lands of these people as frontier states within Chinese society. By the sixth century B.C., the balance of power between the princes of these newer states and the old imperial centers of central China had broken down, plunging China into political chaos and war. It was during this time, when traditional values were neglected and government was in disarray, that Confucius lived and wrote. He tried to make sense of a troubled world and proposed ways in which individuals and society could achieve goodness. The good person in Confucius's teaching practiced moderation in conduct and emotion, kept one's promises, learned the traditional ways, respected one's elders, improved oneself through education, and avoided people who were not good. Confucius's teaching promoted the dignity and authenticity of humanity. Attention should be paid to the role of women in Confucian society.

Between 221 and 207 B.C. the Qin Dynasty was able to unite China. The longer-lasting Han Dynasty built on the unification, made Confucian teachings official, and placed governmental administration in the hands of the educated civil service. Attention should be paid to the lives of ordinary people and the educated classes during this time of stability and prosperity. Confucian filial piety and family ties strengthened the social structure of Han society. Art, literature, and learning flourished. Agriculture, trade, and manufacturing thrived. Map study should help students analyze the growing trade and cultural inter-change among China, India, and Rome at this time. The great caravan, or "Silk Road," that linked China and the Middle East was in operation by the first century B.C. By the second century A.D., the various legs of the sea journey that linked China, Malaya, South India, and Egypt were completed, connecting the Far East with the Mediterranean world and Rome in one great commercial network.

Units 3: Ancient India
Student Textbook –
Chapters 8-10
Teacher's Edition – pp.
82-111
Resource Masters –
44-61B

Units 4: Ancient China
Student Textbook –
Chapters 11-13
Teacher's Edition – pp.
112-131
Resource Masters –
62-74

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

East Meets West: Rome

The land and sea routes of the China trade provide students with a bridge for a return to the Mediterranean world and the study of imperial Rome. Students should learn about everyday life in Roman society, including slavery, social conflict, and the rule of Roman law. They should learn about the emergence of the Roman Republic and the spread of the Roman Empire; and about Julius Caesar, his conquests, and his assassination in 44 B.C. They also should learn about the reign of Augustus, the “Pax Romana,” and the eventual division of the Roman Empire: Rome in the West and the rising Byzantine Empire in the East. Students should learn about the rise and spread of Christianity throughout the Mediterranean world and of its origins in the life and teachings of Jesus; Roman efforts to suppress Christianity; the consequences of Constantine’s acceptance of Christianity (A.D. 313); and its subsequent establishment by Theodosius I as the official religion of the empire. Through selections from Biblical literature, such as the Sermon on the Mount and the parables of the Good Samaritan, the lost sheep, and the Prodigal Son, the students will learn about those teachings of Jesus that advocate compassion, justice, and love for others. Finally, students should compare Roman contributions in art, architecture, engineering, political thought, religion, and philosophy with those of the earlier Greeks and consider the influence of both cultures on Western civilization and on our lives today. Throughout these grade-six studies, students should be engaged in higher levels of critical thinking. They should consider, for example, why these societies developed where they did (the critical geographic relationships between site, resources, and settlement exemplified in the river valley settlements of Mesopotamia, Egypt, India, and China); the roles of technological, agricultural, and economic development and international trade; why societies rose to dominance at particular times in the ancient world (the importance of “relative location” in the case of ancient Greece, for example); and why great civilizations fell, including the collapse of the Indus civilization of India, the decline of Egypt in the years of the later empire, and the fall of Greece to Rome. Students should examine factors of continuity and change across time in the development of these civilizations, observing how major beliefs, social organization, and technological developments of an earlier era were carried through the centuries and have contributed to our own lives. Students should engage in comparative analyses across time and across cultures. They should compare, for example, the factors contributing to the evolution of ancient societies across the whole of the ancient world; the evolution of language and its written forms in Mesopotamia, Egypt, and China; and the origins of major religions and ethical belief systems that unified cultures and defined the good and right way to live. To support their analyses, students should develop mathematically accurate time lines that place events in chronological order and support comparative analyses of events simultaneously occurring in different cultural areas of the world. Students should be engaged in mapping activities that support their analyses of where these societies first developed, the course of their spatial development over time, and their spatial interactions illustrated in the geographic movement of ideas, religious beliefs, economic trade, and military expansion throughout the ancient world. To make these studies relevant for today, students should develop appreciation of the continuity of human experience, the great debt we owe to those who came before us and established the foundations on which modern civilizations rest, and the responsibilities we owe to those who will come after us.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire,

Unit 6: Ancient Rome

Student Textbook –

Chapters 17-19

Teacher’s Edition – pp.
172-201

Resource Masters –
93-103

<p>including how the empire fostered economic growth through the use of currency and trade routes.</p> <ol style="list-style-type: none">4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	
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Source: History–Social Science Framework for California Public Schools Kindergarten Through Grade Twelve 2001 Updated Edition with Content Standards; Developed by the History–Social Science Curriculum Framework and Criteria Committee; Adopted by the California State Board of Education, October 11, 2000; Published by the California Department of Education.