



Ancient Civilizations Through the Renaissance

correlated to the

**South Carolina
Social Studies Academic Standards:
Grade 6, Early Cultures to 1600**



Holt McDougal
***World History: Ancient Civilizations Through the Renaissance* © 2014**

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Standards		Page References
Standard 6-1		
The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.		
Enduring Understanding		
The first humans were nomads who continually traveled in search of food. As these hunter-gatherers developed better ways of doing things, they began to develop into the world’s earliest civilizations. Civilized societies have established written languages, permanent structures, forms of government, dependence on agriculture, and specializations of labor. These societies have also developed customs such as formal religions and traditions in family structure, food, and clothing that have endured. To understand how early civilizations evolved, the student will utilize the knowledge and skills set forth in the following indicators:		
6-1.1	Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment.	SE: 32-34, 36-39, 45-46
6-1.2	Explain the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses.	SE: 40- 43, 45-46, 55-57, 79
6-1.3	Compare the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government,	SE: 54-59, 60-64, 65-66, 68-69, 73, 76-77, 79-80, 86-95, 96-98, 99-100, 102-103, 104-106, 110-111, 113, 116, 123,

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	trade systems, architecture, and forms of social order.	126-131, 142-145, 147-148, 151, 154, 162-165, 166-168, 171
6-1.4	Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).	SE: 130-132, 133-135, 136-139, 140-141, 144-145, 153-154, 169-171, 188-189, 194, 202-207, 208-213, 214-219, 221, 222
Standard 6-2		
The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.		
Enduring Understanding		
The foundations of government, science, technology, and the arts are legacies of ancient civilizations. To understand that the contributions of these ancient civilizations have endured and are evident in our society today, the student will utilize the knowledge and skills set forth in the following indicators:		
6-2.1	Describe the development of ancient Greek culture (the Hellenic period), including the concept of citizenship and the early forms of democracy in Athens.	SE: 229-223, 236-241, 243-245, 253-254, 263-265, 266-271
6-2.2	Analyze the role of Alexander the Great (Hellenistic period), Socrates, Plato, Archimedes, Aristotle, and others in the creation and spread of Greek governance, literature, philosophy, the arts, math, and science.	SE: 272-276, 277-282, 283, 285-286
6-2.3	Describe the development of Roman civilization, including language, government, architecture, and engineering.	SE: 296-299, 302-307, 308-313, 314-316, 327-328, 347MC1-347MC2
6-2.4	Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius).	SE: 297-299, 322-326, 328, 329, 345
6-2.5	Explain the decline and collapse of the Roman Empire and the impact of the Byzantine Empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture, and	SE: 339-343, 346

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	government.	
6-2.6	Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity.	SE: 242-245, 334-338, 345-346
Standard 6-3		
The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.		
Enduring Understanding		
Asian cultures were developing in ways both similar to and different from those in other parts of the world. The cultures of China, India, Japan, and the Middle East influenced each other’s growth and development as well as that of the rest of the world. To understand the contributions of Asian societies that have endured and are evident in our society today, the student will utilize the knowledge and skills set forth in the following indicators:		
6-3.1	Summarize the major contributions of the Chinese civilization from the Qin dynasty through the Ming dynasty, including the golden age of art and literature, the invention of gunpowder and woodblock printing, and the rise of trade via the Silk Road.	SE: 172-177, 178-183, 184-185, 186-189, 190-191, 193-194, 410-413, 414-416, 417-419, 420-423, 424-426, 427-429, 433-434
6-3.2	Summarize the major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and works of art and literature.	SE: 442-443, 444-445, 446-450, 452-453, 454-459, 461-462, 512-515
6-3.3	Summarize the major contributions of India, including those of the Gupta dynasty in mathematics, literature, religion, and science.	SE: 130-135, 136-141, 142-146, 147-151, 154
6-3.4	Explain the origin and fundamental beliefs of Islam and the geographic and economic aspects of its expansion.	SE: 354-357, 358-361, 362-367, 373
Standard 6-4		
The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.		

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<p>Enduring Understanding African and American cultures were developing independently in ways similar to and different from those in other parts of the world. These cultures also influenced the development of the rest of the world. To understand that the contributions of African and American cultures have endured and are evident in our society today, the student will utilize the knowledge and skills set forth in the following indicators:</p>		
6-4.1	Compare the major contributions of the African civilizations of Ghana, Mali, and Songhai, including the impact of Islam on the cultures of these kingdoms.	SE: 386-389, 390-393, 394-395, 402
6-4.2	Describe the influence of geography on trade in the African kingdoms, including the salt and gold trades.	SE: 380-382, 384-385, 386-388
6-4.3	Compare the contributions and the decline of the Maya, Aztec, and Inca civilizations in Central and South America, including their forms of government and their contributions in mathematics, astronomy, and architecture.	SE: 468-473, 474-478, 479-483, 484-485, 487-488
6-4.4	Explain the contributions, features, and rise and fall of the North American ancestors of the numerous Native American tribes, including the Adena, Hopewell, Pueblo, and Mississippian cultures.	SE: 602-607
<p>Standard 6-5 The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.</p>		
<p>Enduring Understanding Political systems are made up of the people, practices, and institutions that use power to make and enforce decisions. Feudalism during the Middle Ages in Europe was a political and economic system in which control of land was the main source of power. To understand feudalism and its relationship to the development of the European nation-states, the student will utilize the knowledge and skills set forth in the following indicators:</p>		

Standards		Page References
6-5.1	Explain feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system.	SE: 506-511, 512-515, 518, 542
6-5.2	Explain the effects of the Magna Carta on European society, its effect on the feudal system, and its contribution to the development of representative government in England.	SE: 540-541, 543, 552
6-5.3	Summarize the course of the Crusades and explain their effects on feudalism and their role in spreading Christianity.	SE: 528-532, 551
6-5.4	Explain the role and influence of the Roman Catholic Church in medieval Europe.	SE: 500-502, 518, 524-527, 533-539, 552, 546-549
6-5.5	Summarize the origins and impact of the bubonic plague (Black Death) on feudalism.	SE: 543, 544-545, 552
<p>Standard 6-6 The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.</p>		
<p>Enduring Understanding The Renaissance, the Reformation, and the Age of Exploration were times of great discovery and learning that affected the way individuals viewed themselves and the world around them. To understand the connections among the Renaissance, the Reformation, and the exploration of the world, the student will utilize the knowledge and skills set forth in the following indicators:</p>		
6-6.1	Summarize the contributions of the Italian Renaissance, including the importance of Florence, the influence of humanism and the accomplishments of the Italians in art, music, literature, and architecture.	SE: 558-564, 580

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6-6.2	Identify key figures of the Renaissance and the Reformation and their contributions (e.g., Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther).	SE: 562-564, 566-568, 571-572, 575
6-6.3	Explain the causes, events, and points of contention and denominational affiliations (of nations) of the Reformation and the Catholic Reformation (Counter Reformation).	SE: 569-575, 580
6-6.4	Compare the economic, political, and religious incentives of the various European countries to explore and settle new lands.	SE: 478, 593-594, 598-601
6-6.5	Identify the origin and destinations of the voyages of major European explorers.	SE: 478, 482-483, 593-596
6-6.6	Explain the effects of the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange).	SE: 478, 597-599
Literacy Skills for Social Studies		
Explain change and continuity over time and across cultures.		SE: This standard is addressed throughout the text. For example, see pages 9, 21, 45, 135, 194, 286, 305, 413, 423, 504, 580
Interpret parallel time lines from different places and cultures.		SE: 2-3, 24-25, 50-51, 82-83, 120-121, 156-157, 198-199, 224-225, 256-257, 290-291, 318-319, 346, 350-351, 376-377, 394, 406-407, 436-437, 464-465, 492-493, 520-521, 554-555, 584-585
Identify and explain the relationships among multiple causes and multiple effects.		SE: This standard is addressed throughout the text. For example, see pages 84-85, 113, 116, 168, 346, 434, 462, 477, 488, 580

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Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.	SE: 268, 395, 552, 580
Analyze evidence, arguments, claims, and beliefs.	SE: This standard is addressed throughout the text. For example, see pages 73, 97, 129, 151, 170, 240, 251, 280, 300, 305, 335
Select or design appropriate forms of social studies resources to organize and evaluate social studies information.	SE: This standard is addressed throughout the text. For example, see pages 11, 17, 22, 27, 34, 39, 43, 57, 64, 69, 77, 89, 100, 106, 113, 154, 222, 252, 254, 286, 292-293, 316, 320-321, 378-379, 578, 580
Interpret Earth’s physical and human systems by using maps, mental maps, geographic models, and other social studies resources.	SE: This standard is addressed throughout the text. For example, see pages 14-15, 18-19, 55, 58, 61, 78, 87, 98, 125, 129, 161, 203, 206, 217, 229, 264, 295, 298, 314, 330-331, 400, 411, 432, 458, 497, 501, 550
Compare the locations of places, the conditions at places, and the connections between places.	SE: This standard is addressed throughout the text. For example, see pages 14-15, 17, 54-55, 86-87, 124-126, 160-161, 228-230, 294-295, 354-355, 380-382, 440-441, 496-499
Explain his or her relationship to others in the global community.	SE: H8-H9
Understand responsible citizenship in relation to the state, national, and international communities.	SE: H8-H9
Explain how political, social, and economic institutions are similar or different across	SE: This standard is addressed throughout

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time and/or throughout the world.	the text. For example, see pages 134, 240-241, 245, 266-271, 304, 326-328, 335, 398, 419, 457, 512-515, 537, 599
Explain how the endowment and development of productive resources affects economic decisions and global interactions.	SE: This standard is addressed throughout the text. For example, see pages 189, 190-191, 230-233, 384-385, 486
Apply economic decision making to understand how limited resources necessitate choices.	SE: 76, 194, 402, 486, 488
Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	SE: This standard is addressed throughout the text. For example, see pages 76-77, 187-189, 190-191, 229-233, 384-385, 488, 593-594, 597-601
Examine the costs and the benefits of economic choices made by a particular society and explain how those choices affect overall economic well-being.	SE: This standard is addressed throughout the text. For example, see pages 41-43, 56-57, 76-77, 97-98, 111, 430, 459, 473, 486, 488, 509-511, 558-561, 593-601
Explain the use of a budget in making personal economic decisions and planning for the future.	SE: H8-H9
Explain how entrepreneurship and economic risk-taking promotes personal and social economic development in the past and the present.	SE: H8-H9, 600-601
Partnership for the 21st Century Skills	
Elaborate and refine ideas in order to improve and maximize creative efforts.	SE: 2, 22, 24, 46, 47WW1-47WW2, 82, 116, 117WW1-117WW2, 195WW1-195WW2, 224, 254, 256, 286, 287WW1-287WW2, 318, 346, 347WW1-347WW2, 403WW1-

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	403WW2, 406, 434, 489WW1-489WW2, 554, 580, 582-583, 611WW1-611WW2
Articulate his or her own thoughts and ideas and those of others objectively through speaking and writing.	SE: 47WW1-47WW2, 50, 80, 117WW1-117WW2, 156, 194, 195WW1-195WW2, 287WW1-287WW2, 290, 316, 347WW1-347WW2, 350, 374, 376, 402, 403WW1-403WW2, 406, 434, 436, 462, 464, 488, 489WW1-489WW2, 520, 552, 582-583, 584, 610, 611WW1-611WW2
Demonstrate the ability and willingness to make compromises to accomplish a common team goal.	SE: H8-H9, 608
Create a thesis supported by research to convince an audience of its validity.	SE: 47WW1-47WW2, 195WW1-195WW2, 287WW1-287WW4, 347WW1-347WW2, 489WW1-489WW2, 611WW1-611WW2
Literacy in History/Social Studies, Science, and Other Technical Subjects	
Cite specific textual evidence to support the analysis of primary and secondary sources.	SE: This standard is addressed throughout the text. For example, see pages 71, 114, 116, 123, 185, 250-251, 300-301, 337, 426, 447, 571
Integrate information from a variety of media sources with print or digital text in an appropriate manner.	SE: 80, 154, 195MC1-195MC2, 254, 255MC1-255MC2, 347MC1-347MC2, 374, 463MC1-463MC2, 489MC1-489MC2, 518, 553MC1-553MC2