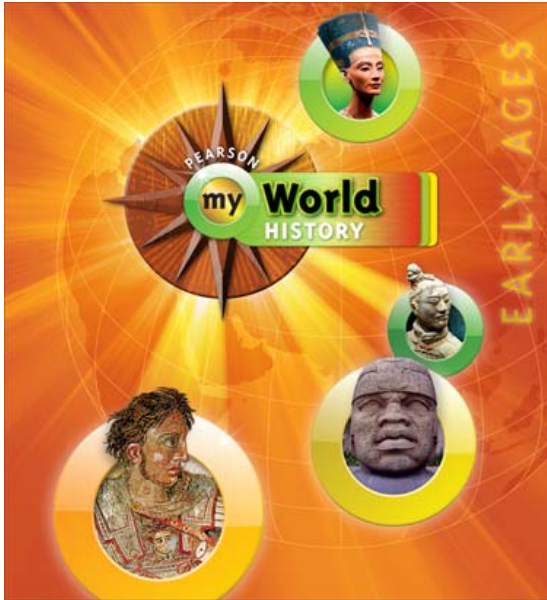
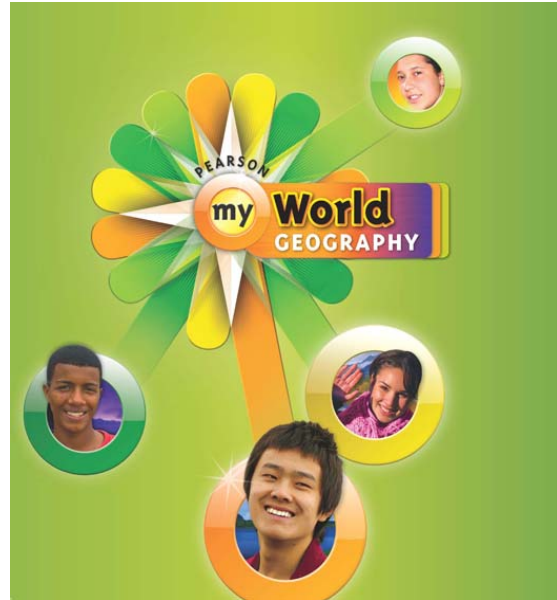


**A Correlation of  
Pearson**



**myWorld  
History  
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**myWorld  
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Digital Support**

to the  
**North Carolina Essential Standards  
for Social Studies  
Grade 6**

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North Carolina Essential Standards for Social Studies, Grade 6	MyWorld History, Early Ages and myWorld Geography, Survey Edition
<b>Grade 6</b>	
<b>History</b>	
<b>Essential Standard</b>	
6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.	<b>SE/PG:</b> Think Critically, 98, 352; 21 <sup>st</sup> Century Learning, 99, 165, 323, 571; Essential Questions, 229, 445, 511, 677 <b>PG:</b> Ancient Greece: Interview a Warrior, T40-T42; Ancient Rome: A Moving Experience, T34-T36; Tonight's Guest Is..., T64-T66; Civilizations of the Americas: The MyWorld Journal of History, T4-T7
<b>Clarifying Objectives</b>	
6.H.1.1 Construct charts, graphs and historical narratives to explain particular events or issues over time.	<b>SE/PG:</b> Essential Question, 99, 229, 677, 701; Document-Based Questions, 189; 21 <sup>st</sup> Century Learning, 139, 165, 292-293, 480-481, 574-575
6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	<b>SE/PG:</b> Historical Sources, 6-7; Historical Maps, 14-15; Polytheism and Monotheism, 190-191, Document-Based Questions, 249, 289, 385, 477, 571, 735; Comparing Athens and Sparta, 354-355
6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.	<b>SE/PG:</b> Analyze Primary and Secondary Sources, 76; Document-Based Questions, 139, 289, 445, 597, 785; Polytheism and Monotheism, 190-191; The Spread of Islam, 478-479; The Crusades 702-703; Spanish Conquest of the Americas, 786-787
<b>Essential Standard</b>	
6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.	<b>SE/PG:</b> What is Culture?, 43; Section 1 Assessment, 89; Essential Question, 383, 541; Think Critically, 476, 596, 646, 676; The Crusades, 702-703; The Origins of the Reformation, 740-745 <b>PG:</b> Origins: Pass the Civilization Test, T40-T43; The Byzantine Empire and Islamic Civilization: Time for Class, T52-T54; Europe and the Middle Ages: Crusade Diary, T46-T48; Windows on the Middle Ages, T59-T61

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<b>Clarifying Objectives</b>	
6.H.2.1 Explain how invasions, conquests and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).	<p><b>SE/PG:</b> Essential Question, 123, 211, 333, 529, 775; Think Critically, 322, 596; The Growth of Vedic Civilization, 208; Migration to the Americas, 582; The Crusades, 702-703</p> <p><b>PG:</b> Ancient Greece: Alexander’s Bio T46-T48; African and Asian Civilizations: A Demand for Rights, T46-T48; Civilizations of the Americas: Human Monument Game, T10-T12</p>
6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.	<p><b>SE/PG:</b> Citizenship, 26-27; Economic Systems, 32-33; Trade, 34-35; Think Critically, 38, 50, 76, 375, 733; 21<sup>st</sup> Century Learning, 39, 445</p> <p><b>PG:</b> The Ancient Near East: Standard for Modern Times, T10-T13</p> <p><b>Pearson myWorld Geography eText</b> Population Growth, 74–75; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; Families and Societies, 88–89; Cultural Diffusion and Change, 96–97; Science and Technology, 98–99; Conflict and Cooperation, 110–111; Essential Question &amp; 21<sup>st</sup> Century Learning, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857</p>
6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).	<p><b>SE/PG:</b> Digging for Clues, 100-101; Hold an Agricultural Fair, 102-103; Essential Question, 67, 117, 123; Think Critically, 157, 248, 261, 288, 769</p> <p><b>PG:</b> The Ancient Near East: Mesopotamian Trade and Transport, T5-T7; Ancient India and China, T94-T96; Ancient Rome: The Following Announcement..., T40-T42; Civilizations of the Americas: A Knotty Problem, T28-T30; The Rise of Europe: Around the World in 1,000 Days, T59-T61</p>

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6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).	<b>SE/PG:</b> Think Critically, 267, 277, 281, 633, 756; Essential Question, 289, 499, 733; Document-Based Questions, 269; Renaissance Literature, 732-733 <b>PG:</b> Ancient India and China: Another Brick in the Wall, T82-T84; African and Asian Civilizations: Creating Paper-Plate Leaders, T16-T18; African and Asian Civilizations: Close the Doors, T52-T54; Europe and the Middle Ages: T5-T7; The Rise of Europe: Conquest Biographies, T80-T81
<b>Geography and Environmental Literacy</b>	
<b>Essential Standard</b>	
6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions (i.e. Africa, Asia, Europe, and the Americas) over time.	<b>SE/PG:</b> Essential Question, 99, 163, 227, 229; Think Critically, 305, 595, 616, 646, 769; Analyze Visuals, 734 <b>PG:</b> Ancient Rome: Location, Location!, T10-T12; The Byzantine Empire and Islamic Civilization: Living in Arabia, T34-T36
<b>Clarifying Objectives</b>	
6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).	<b>SE/PG:</b> Essential Question, 99, 157, 205, 227, 257; Analyze Visuals, 138, Think Critically, 164, 322, 419, 503 <b>PG:</b> Ancient India and China: Clues to Ancient China, T53-T55 <b>PG:</b> The Byzantine Empire and Islamic Civilization: Put It Here, T10-T12
6.G.1.2 Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).	<b>SE/PG:</b> Think Critically, 98, 700, 734, 756, 769, 775, 784; Essential Question, 99, 139, 783 <b>PG:</b> The Ancient Near East: Mesopotamian Trade and Transport, T3-T7; Best Advice, T50-T53; Ancient India and China: The Empire Game, T77-T79; African and Asian Civilizations: African Museum, T4-T7; A Trading Empire, T10-T12; Trade With Other Lands, T34-T36; The Rise of Europe: Mercantilism Mixer, T76-T78

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<b>North Carolina Essential Standards for Social Studies, Grade 6</b>	<b>MyWorld History, Early Ages and myWorld Geography, Survey Edition</b>
6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).	<b>SE/PG:</b> Think Critically, 123, 151, 164, 205, 467, 509; Essential Question, 131, 435; Analyze the Documents, 355, 573
6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).	<b>SE/PG:</b> Think Critically, 98, 117, 228, 322, 542; Essential Question, 137, 157, 205, 219, 419 <b>PG:</b> The Ancient Near East: Water in the Desert: T35-T37; T40-T42
<b>Essential Standard</b>	
6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.	<b>SE/PG:</b> Assessment, 15; Think Critically, 16; Map Skills, 69, 171, 204, 365, 418, 469, 630; Analyze Visuals, 188 <b>PG:</b> Origins: The Road to Civilization, T29-T31; The Rise of Europe: A Memorable Map, T64-T66
<b>Clarifying Objectives</b>	
6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.	<b>SE/PG:</b> Map Skills, 126, 207, 332, 406, 433, 469, 630, 667; Analyze Visuals, 248, 384
6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population and resource distribution patterns).	<b>SE/PG:</b> Essential Question, 99, 229, 785; 21 <sup>st</sup> Century Learning, 102-103, 139, 353, 480-481, 574-575, 620-621, 735

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<b>Economics and Financial Literacy</b>	
<b>Essential Standard</b>	
6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.	<b>SE/PG:</b> Essential Question, 151, 157, 503; Think Critically, 261, 379, 499, 510, 542, 676, 700
<b>Clarifying Objectives</b>	
6.E.1.1 Explain how conflict, compromise and negotiation over the availability of resources (i.e. natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).	<b>SE/PG:</b> Assessment, 31, 33; Think Critically, 499, 523, 542, 595, 784; Essential Question, 503, 783; Analyze the Documents, 573 <b>PG:</b> Ancient Greece: Digging the Hellenistic World, T35-T37
6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.	<b>SE/PG:</b> Think Critically, 493, 499, 509, 510, 784; Essential Question, 257, 769, 775, 783
<b>Civics and Government</b>	
<b>Essential Standard</b>	
6.C&G.1 Understand the development of government in various civilizations, societies and regions.	<b>SE/PG:</b> Assessment, 23; Think Critically, 117, 247, 248, 317, 352, 384; Essential Question, 317; Chart Skills, 592
<b>Clarifying Objectives</b>	
6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).	<b>SE/PG:</b> Foundations of Government, 20-22; Political Systems, 22-23; Political Structures 24-25; Democracy in Athens, 312-317; Essential Question, 369, 375; Chart Skills: 592 <b>PG:</b> Ancient Greece: Report from Athens, T22-T24; Ancient Rome: Speech to the Roman Government, T5-T7; Ancient Rome: Who Decides, T16-T18; It's Your Call, T28-T30; Europe and the Middle Ages: Which Had More Impact, T40-T42

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6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).	<b>SE/PG:</b> The Rise of City States. 300-305; Essential Question, 97, 407, 633, 639; Think Critically, 268, 317, 420, 561; Greek Society and Economy, 306-311 <b>PG:</b> Ancient India and China: Announcement of Power, T64-T66
6.C&G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.	<b>SE/PG:</b> Citizenship, 26-27; Think Critically, 151, 241, 384, 509; Essential Question, 241, 305, 317, 375 <b>PG:</b> Ancient Rome: A Day in the Life, T22-T24
6.C&G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.	<b>SE/PG:</b> Think Critically, 116, 123, 375, 407, 553, 663; Essential Question, 317; Document-Based Questions, 445, 677 <b>PG:</b> The Ancient Near East: An Eye for an Eye, T17-T19
<b>Culture</b>	
<b>Essential Standard</b>	
6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.	<b>SE/PG:</b> Essential Question, 401, 439, 733; Think Critically, 444, 733; 21 <sup>st</sup> Century Learning, 445, 543, 732; Closer Look, 730-731; The Origins of the Reformation, 740-745; The Rise of Europe: Guess Who, T35-T37; Reformation News, T41-T42; Life at Court, T52-T54
<b>Clarifying Objectives</b>	
6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).	<b>SE/PG:</b> Closer Look, 87, 392-393; Sumerian Arts, 117; Knossos, 302; Poetry, 471; The Arts, 473; West African Art and Culture 508; The Japanese Tea Ceremony, 563; The Oral Tradition, 595; Aztec Achievements, 594-595 <b>PG:</b> Origins: Pass the Civilization Test, T41-T43; The Ancient Near East: Math and the Pyramids, T46-T47; Ancient India and China: A Bronze Pot Tells a Story, T58-T60; Ancient Greece: Digging the Hellenistic World, T35-T37; Greek Art Mural, T52-T54; African and Asian Civilizations: Oral Storytelling Telephone Game, T28-T30; Civilizations of the Americas: Acrostic Visual Poem, T16-T18; Conventions in America, T38-T40

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<p align="center"><b>North Carolina Essential Standards for Social Studies, Grade 6</b></p>	<p align="center"><b>MyWorld History, Early Ages and myWorld Geography, Survey Edition</b></p>
<p>6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).</p>	<p><b>SE/PG:</b> Religion, 129; Think Critically, 227, 569; The Right Way to Govern, 290-291; The Spread of Christianity, 405-407; Christianity in East Africa, 501-502; Religion and Thought, 538-540; The Spread of Christianity in Europe, 634-639; Closer Look, 742-743</p> <p><b>PG:</b> Ancient India and China: A Trip Through India, T5-T7; What's My Step, T28-T30; Ideas Shape Lives, T70-T72; Ancient Rome: Comparing Religions, T52, T54; The Byzantine Empire and Islamic Civilization: T4-T6; Spread the Word, T22-T24; Islamic Community Center, T28-T30; Ways of Thinking and Believing, T58-T60; Europe and the Middle Ages: A Knight's Journal, T4-T7; Who Triumphed?, T34-T36</p>
<p>6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).</p>	<p><b>SE/PG:</b> City-States in Sumer, 112-113; Egyptian Society, 149; The Caste System, 209; A Disciplined Society, 320-321; Men and Women, 376; Society in the Arab Muslim Empire, 462; Society and Culture, 504-509; Feudalism in Japan, 557-559; Aztec Society, 593-594; The Development of European Feudalism, 640-645</p> <p><b>PG:</b> Ancient India and China: Caste Tableau, T16-T18; Ancient Greece: Taking Sides, T16-T18; The Byzantine Empire and Islamic Civilization: Who Was When?, T46-T48; African and Asian Civilizations: A Samurai Remembered, T76-T78; Europe and the Middle Ages: Matching Game, T22-T24; Spain Over Time, T52-T54</p>