

**Houghton Mifflin Harcourt**  
**Ancient Civilizations © 2019**

correlated to the

**Nebraska Social Studies Standards (2019):**  
**Grade 6**

Standard	Descriptor	Citations
<b>Civics</b>		
<b><i>Forms and Functions of Government</i></b>		
SS 6.1.1	Investigate the foundations, structures, and functions of governmental institutions.	
SS 6.1.1.a	Analyze the different forms of government through the study of early civilizations. <i>For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy</i>	SE/TE: 31–33, 58, 110–111, 167, 232–233, 264–271, 336–345, 656
SS 6.1.1.b	Identify the development of written laws and artifacts. <i>For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities</i>	SE/TE: 82–83, 123–125, 174, 195–197, 230–231, 238–239, 271, 339–340, 530–533
SS 6.1.1.c	Communicate the various ways governmental decisions have impacted people, places, and history. <i>For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy</i>	SE/TE: 271, 309–310, 360–361, 375–376, 698–701, 830–836
SS 6.1.1.d	Investigate important government principles. <i>For example: democracy, rule of law, justice, equality, toleration</i>	SE/TE: 31–33, 58, 267–271, 338, 375–376, 451, 838
<b><i>Civic Participation</i></b>		
SS 6.1.2	Investigate the roles, responsibilities, and rights of citizens.	
SS 6.1.2.a	Describe ways individuals participate in the political process. <i>For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership</i>	SE/TE: 31–33, 58, 267–271, 338, 355, 851

Standard	Descriptor	Citations
SS 6.1.2.b	Compare and contrast the roles and rights of individuals In Ancient Civilizations to those in the United States today. <i>For example: military service, voting, civic engagement, decision making, leadership</i>	SE/TE: 120–122, 269–271, 338–342, 355, 852, R14–R15
<b>Economics</b>		
<b><i>Economic Decision Making</i></b>		
SS 6.2.1	Investigate how economic decisions affect the well-being of individuals and society.	
SS 6.2.1.a	Compare the benefits and costs of economic decisions made by Ancient Civilizations. <i>For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert</i>	SE/TE: 57, 69, 79, 299, 301, 315, 655
SS 6.2.1.b	Examine how social and governmental decisions impact economic well-being. <i>For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.</i>	SE/TE: 28–29, 57, 98, 152–154, 271, 309–310, 314–315, 812–818
<b><i>Financial Literacy</i></b>		
SS 6.2.2	Not addressed at this level	
<b><i>Exchanges and Markets</i></b>		
SS 6.2.3	Explain the interdependence of producers and consumers.	
SS 6.2.3.a	Identify producers and consumers for Ancient civilizations. <i>For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.</i>	SE/TE: 57, 88, 106, 139, 258–259, 615–618, 642, 677–679

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SS 6.2.3.b	Explain how the interaction between producers and consumers satisfied economic wants and needs. <i>For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.</i>	SE/TE: 26, 57, 73, 88–89, 120–122, 258–259, 677–679, 812–818
<b>National Economy</b>		
SS 6.2.4	Not addressed at this level	
<b>Global Economy</b>		
SS 6.2.5	Not addressed at this level	
<b>Geography</b>		
<b>Location and Place</b>		
SS 6.3.1	Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.	
SS 6.3.1.a	Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. <i>For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)</i>	SE/TE: 55–58, 66–67, 70–71, 82–83, 104–106, 146–148, 187–188
SS 6.3.1.b	Investigate the human and physical characteristics of early patterns of civilizations and empires. <i>For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron</i>	SE/TE: 17–19, 55–58, 67–69, 70–71, 109, 146–148, 187–188
<b>Regions</b>		
SS 6.3.2	Not addressed at this level	
<b>Human Environment Interaction</b>		
SS 6.3.3	Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	
SS 6.3.3.a	Describe the impact of natural processes on the human and physical environments. <i>For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</i>	SE/TE: 19, 262–263 TE Only: 19b, 259

Standard	Descriptor	Citations
SS 6.3.3.b	Summarize how early humans utilized and adapted to their physical environment. <i>For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources</i>	SE/TE: 45–49, 52–54, 68, 98, 104–107, 106–107, 187, 648–649
<b><i>Movement</i></b>		
SS 6.3.4	Interpret and summarize patterns of culture around the world.	
SS 6.3.4.a	Compare and contrast characteristics of groups of people/settlements. <i>For example: characteristics of river civilizations</i>	SE/TE: 70–71, 98, 136, 178, 656, 658, R15–R15
SS 6.3.4.b	Explain how cultural diffusion occurs. <i>For example: trade routes, migration, conquest/empire building</i>	SE/TE: 50, 92–94, 149–151, 164, 216–218, 440–441, 448–453, 520–522
<b><i>Geospatial Skills and Geo-literacy</i></b>		
SS 6.3.5	Not addressed at this level	
<b><i>History</i></b>		
<b><i>Change, Continuity, and Context</i></b>		
SS 6.4.1	Analyze patterns of continuity and change over time in world history.	
SS 6.4.1.a	Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. <i>For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam</i>	SE/TE: 55–58, 155–159, 160–166, 242–248, 292–298, 316–320, 371–376, 396–399
SS 6.4.1.b	Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. <i>For example: Hammurabi's Code, symbols of world religions</i>	SE/TE: 75–76, 82–83, 127, 223 MC1–223 MC2, 245, 394–395, 711 MC1–711 MC2
<b><i>Multiple Perspectives</i></b>		
SS 6.4.2	Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	

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SS 6.4.2.a	Identify evidence from multiple perspectives and sources to better understand the complexities of world history. <i>For example: Macedonian Empire, Persian Empire</i>	SE/TE: 53, 570–571, 749, 819
SS 6.4.2.b	Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: foundational texts of world religions</i>	SE/TE: 10–11, 137, 139, 662
SS 6.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 6.4.3.a	Identify how differing experiences can lead to the development of perspectives. <i>For example: religious, ethnic and racial groups</i>	SE/TE: 8–9, 242–248, 436, 824–825, 853 TE Only: 261
SS 6.4.3.b	Interpret perspectives of marginalized and underrepresented regions around the world. <i>For example: inclusion of non-Eurasian civilizations</i>	SE/TE: 473–477, 498–503, 504–505, 513, 650–656
<b><i>Historical Analysis and Interpretation</i></b>		
SS 6.4.4	Interpret and evaluate sources for historical context.	
SS 6.4.4.a	Compare and contrast primary and secondary sources of history. <i>For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.</i>	SE/TE: 137, 139, 662, 819 TE Only: 10, 11
SS 6.4.4.b	Analyze the relationships among historical events in the world and relevant contemporary issues. <i>For example: agriculture, technology, written laws</i>	SE/TE: 48, 102–103, 454–455 TE Only: 236
<b><i>Historical Inquiry and Research</i></b>		
SS 6.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 6.4.5.a	Construct and answer inquiry questions using multiple historical sources. <i>For example: What defines an empire?</i>	SE/TE: 37, 382, 405, R20–R23 TE Only: 919
SS 6.4.5.b	Identify and cite appropriate sources for research about world history, including primary and secondary sources. <i>For example: Hammurabi's Code, Twelve Tables</i>	SE/TE: 746–747, 767, R20–R23 TE Only: 286

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SS 6.4.5.c	Gather, analyze, and communicate historical information about the world from multiple sources. <i>For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation</i>	<b>SE/TE:</b> R20–R23 <b>TE Only:</b> 202, 398