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correlated to the

California Social Studies Standards

<i>California Journeys</i> – Grade 6	Page Citations	California Social Studies Standards
Teacher’s Edition Unit 1		
Lesson 3		
Whole Group		
Read the Anchor Text: <i>The Making of a Book</i>	T168–T79	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 9. Trace the evolution of language and its written forms. 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.
Connect to the Topic: <i>History of the Book</i>	T186–T188	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 9. Trace the evolution of language and its written forms. 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

<i>California Journeys</i> – Grade 6	Page Citations	California Social Studies Standards
Teacher’s Edition Unit 2		
Lesson 6		
Whole Group		
Teacher Read Aloud: <i>The Power of Print</i>	T12–T13	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

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Teacher’s Edition Unit 4		
Lesson 16		
Small Group		
Leveled Reader: <i>From Raider to Peacemaker</i> (Struggling Readers)	T64	6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. 6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
Lesson 17		
Whole Group		
Read the Anchor Text: <i>Qin’s Brain: The Man Behind the Emperor</i>	T84–T85	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
Connect to the Topic: Informational Text: <i>The Emperor’s Silent Army</i>	T90–T103	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
Small Group		
Vocabulary Reader: <i>The First Emperor</i>	T136–T137	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
Leveled Reader: <i>The Silk Road</i> (Struggling Readers)	T140	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
Leveled Reader: <i>Confucius, Teacher for a Troubled Time</i> (On Level)	T141	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. 4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

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Leveled Reader: <i>Innovations from Ancient China</i> (Advanced)	T142	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
Leveled Reader: <i>A Teacher Named Confucius</i> (ELL)	T143	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. 4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
Lesson 18		
Whole Group		
Teacher Read Aloud: <i>The Flight of Icarus</i>	T160–T161	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 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.
Read the Anchor Text: <i>The Hero and the Minotaur</i>	T166–T179	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 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.
Connect to the Topic: Article/Myth: <i>The Ancient News</i>	T186–T188	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 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.

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Small Group		
Vocabulary Reader: <i>Athena</i>	T212–T213	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 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.
Leveled Reader: <i>Tales of Hercules</i> (Struggling Readers)	T216	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 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.
Leveled Reader: <i>The Fate of Achilles</i> (On Level)	T217	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 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.
Leveled Reader: <i>Tales from the Odyssey</i> (Advanced)	T218	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 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.
Leveled Reader: <i>Proud Achilles</i> (ELL)	T219	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 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.

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Lesson 19		
Whole Group		
Teacher Read Aloud: <i>The Scribes of Ancient Egypt</i>	T236–T237	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. 9. Trace the evolution of language and its written forms.
Read the Anchor Text: <i>The Princess Who Became a King</i>	T242–T255	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. 7. Understand the significance of Queen Hatshepsut and Ramses the Great.
Connect to the Topic: Informational Text: <i>Kush</i>	T262–T264	domestication of plants and animals and new sources of clothing and shelter. 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
Small Group		
Vocabulary Reader: <i>Life in Ancient Egypt</i>	T288–T289	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. 5. Discuss the main features of Egyptian art and architecture.
Leveled Reader: <i>Alexander the Great</i> (Struggling Readers)	T292	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
Leveled Reader: <i>The Rulers of Persia</i> (On Level)	T293	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 5. Outline the founding, expansion, and political organization of the Persian Empire.
Leveled Reader: <i>Mysteries of the Phoenicians</i> (Advanced)	T294	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.

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Leveled Reader: <i>The Kings of Persia</i> (ELL)	T295	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 5. Outline the founding, expansion, and political organization of the Persian Empire.
Lesson 20		
Small Group		
Leveled Reader: <i>Rome Is Burning</i> (Struggling Readers)	T374	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.
Leveled Reader: <i>The Remarkable Romans</i> (On Level)	T375	6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. 2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.