

6th Grade Milestone Review

SS6G1 The student will locate selected features of Latin America and the Caribbean.

a. Locate on a world and regional political-physical map:

Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.

b. Locate on a world and regional political-physical map the countries of **Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.**



 Anguilla	 Antigua and Barbuda	 Aruba	 Bahamas
 Barbados	 Belize	 Costa Rica	 Cuba
 Dominica	 Dominican Republic	 El Salvador	 Grenada
 Guadeloupe	 Guatemala	 Haiti	 Honduras
 Jamaica	 Martinique	 Montserrat	 Netherlands Antilles
 Nicaragua	 Panama	 Puerto Rico	 Saint Kitts and Nevis
 Saint Lucia	 Trinidad and Tobago	 Virgin Islands	



SIERRA MADRES
MTNS.



Atacama Desert – Located in Chile

La Mano del Desierto (Hand of the Desert)

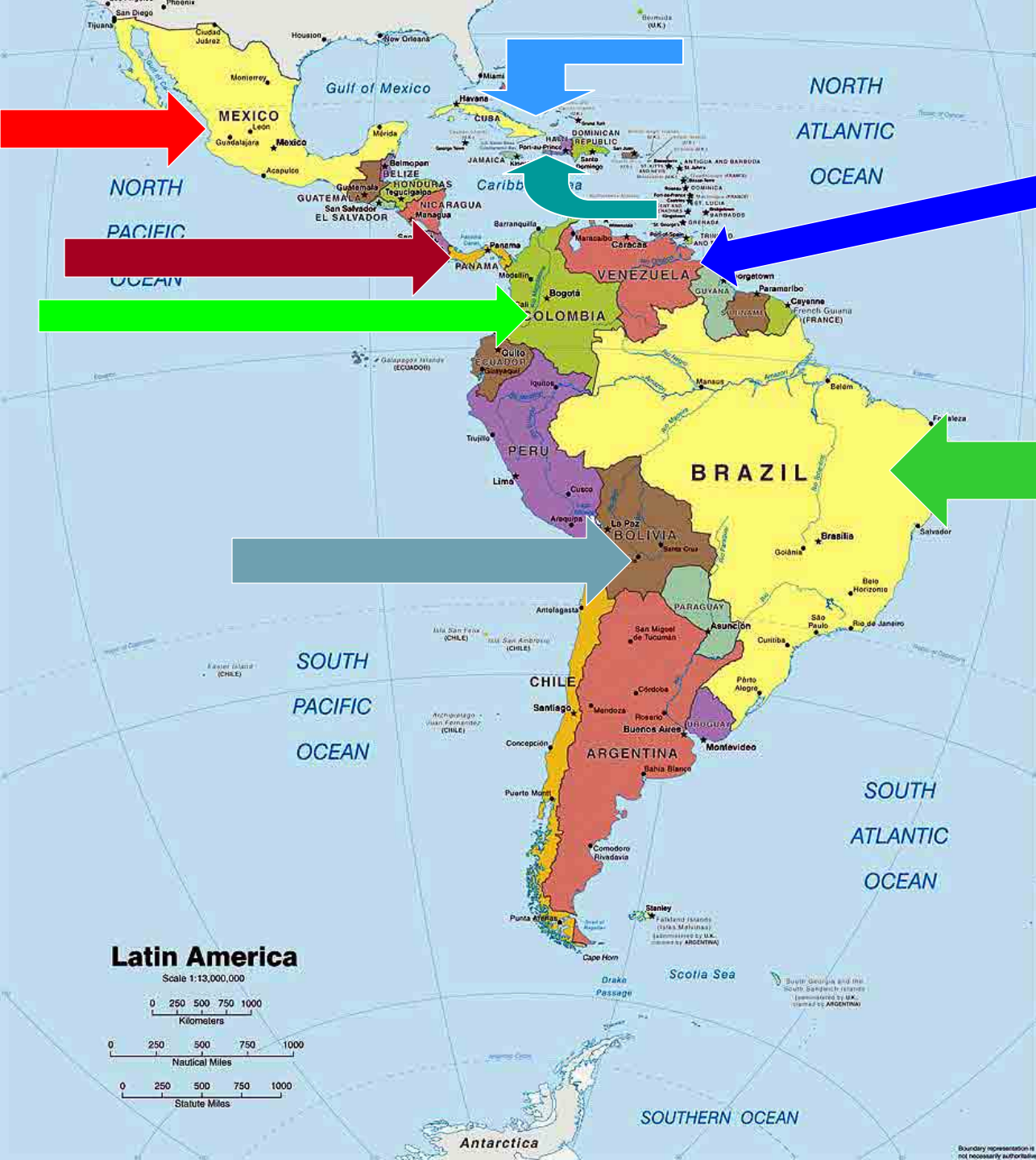




Andes Mountains

Scale 1:35,000,000
Azimuthal Equal Area Projection





You Must Know:

- Mexico
- Haiti
- Brazil
- Bolivia
- Colombia
- Venezuela
- Cuba
- Panama

SS6G2 The student will discuss environmental issues in Latin America.

- a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.



First thing to remember...pollution is not a good thing. Once you realize that it's not too hard to answer the standard.



The Brazilian Rainforest are essentially the “lungs” of South America. If photosynthesis involves plants converting CO₂ to Oxygen, then cutting down those plants is not such a good idea. ...not to mention the destruction of wildlife and habitat for native peoples there.



Mexico City has most of it's wind currents blocked by surrounding hills and mountains. Therefore, air pollution sometimes can't be blown out of the area for days...sometimes weeks!



In Venezuela, the discovery of oil brought new wealth to the government. The same government that is supposed to regulate oil pollution and clean up. (*does that look clean to you?*)

SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.

- Compare how the location, climate, and natural resources of **Mexico** and **Venezuela** affect where people live and how they trade.
- Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.



 Anguilla	 Antigua and Barbuda	 Aruba	 Bahamas
 Barbados	 Belize	 Costa Rica	 Cuba
 Dominica	 Dominican Republic	 El Salvador	 Grenada
 Guadeloupe	 Guatemala	 Haiti	 Honduras
 Jamaica	 Martinique	 Montserrat	 Netherlands Antilles
 Nicaragua	 Panama	 Puerto Rico	 Saint Kitts and Nevis
 Saint Lucia	 Trinidad and Tobago	 Virgin Islands	

Teacher Talk: Compare how the location, climate, and natural resources of _____ affect where people live and how they trade.

Translation: “How does where a place is, what it feels like and what it has, compare to another place?”

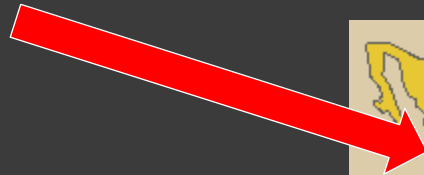
Now all you have to do is make a simple comparison:

	Country A	Country B
Where is it?		
What's it feel like?		
What's it got?		

Are there advantages for one country (or countries) over another (or others)?

MEXICO

VENEZUELA



Where is it?

Both nations have large coastlines and populations that rely on the sea for their living.

Mexico is part of North America, but **Venezuela** is part of South America.
Climate?

Both **Mexico** and **Venezuela** have warm to semi-tropical climates in some parts of their countries. Both are influenced by weather patterns brought into their countries by the oceans.

Natural Resource? **Petroleum** is now the chief natural resource for both countries. Venezuela has done a better job of exploiting that natural resource, but Mexico is working hard to catch up.

Summary: Mexico and Venezuela are similar in climate and natural resources.

CUBA

BRAZIL

Where is it?

Cuba is located about 90 miles from the southern tip of Florida. It is an island nation in The Caribbean Sea. **Brazil** is the largest country in South America with an extensive coastline touching the Atlantic Ocean where most of its people live. Many larger cities are surrounded by *Favelas* or large slum areas.

Climate?

Cuba's climate is generally warm, mild and semi-tropical. It is often affected by ocean storms and hurricanes. Brazil's **climate is tropical and humid** in many locations and warm and mild along the coastline.

Natural Resources?

Cuba has limited natural resources. They have nickel, copper and arable land. **Brazil** has extensive timber resources, as well as, gold and petroleum deposits.



SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.

- a. Describe the results of blending of ethnic groups in Latin America and the Caribbean.
- b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.
- c. Evaluate how the literacy rate affects the standard of living.



 Anguilla	 Antigua and Barbuda	 Aruba	 Bahamas
 Barbados	 Belize	 Costa Rica	 Cuba
 Dominica	 Dominican Republic	 El Salvador	 Grenada
 Guadeloupe	 Guatemala	 Haiti	 Honduras
 Jamaica	 Martinique	 Montserrat	 Netherlands Antilles
 Nicaragua	 Panama	 Puerto Rico	 Saint Kitts and Nevis
 Saint Lucia	 Trinidad and Tobago	 Virgin Islands	

People of European, African and Native American heritage make up the 3 main ethnic groups in Latin America and The Caribbean.

When European explorers began to land and colonize, they inter-married with many of the local Native American people. Those descendants make up a large percentage of the population in some countries. (and are sometimes referred to as *Mestizos*)

The importation of African slaves into The Caribbean and Central and South America introduced another ethnic population into the region. Descendants of European and African mixed race are sometimes referred to as *Mulattoes*.



Most of the languages spoken in Latin America today are based on Spanish or Portugese because those two European powers did most of the exploring and conquering in Latin America.



(since both Spanish and Portugese are based on the old Latin language of the Romans.....Latin America)

That is also why the Roman Catholic branch of Christianity is the predominant religion there. Both Spain and Portugal were (and are) Catholic nations.



A person who is able to read and write is considered literate.

Literacy is a major factor in whether a person is able to get a job and be successful in the workplace.

The ability to read and write ensures that knowledge can be passed down from one generation to the next.

The lower the literacy rate the more than likely the country is very poor.

In some cultures it is believed to be more important for boys to have an education than girls.

In some countries, the government does not, or cannot, provide free public education.

Many times the communities cannot afford to pay for teachers and schools.

Workers are stuck in the lowest-paying jobs.

People can't get an education, so they can only get low-paying jobs. Because they can only get low-paying jobs they cannot get enough money to pay for their children's education.

SS6G5 The student will locate selected features of Canada.

a. Locate on a world and regional political-physical map: the **St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.**





The Canadian Shield....what is it?

The Canadian Shield is a large geographic area in eastern and central Canada composed of bare rock that is between 540 million to 4.5 billion years old. It is also called the Precambrian Shield, or Laurentian Shield. The Canadian Shield is made up of some of the planet's oldest rock. It is not ideally suited for farming, but contains lots of mineral deposits that are valuable.





The Rocky Mountains are the largest mountain chain in North America.

The Rockies cross parts of Colorado, Wyoming, Utah, Idaho, Montana, and Washington in the United States and parts of Alberta, British Columbia, the Yukon Territory, and the Northwest Territories in Canada. The length of the system is about 3,300 miles; the width is as much as 400 miles.

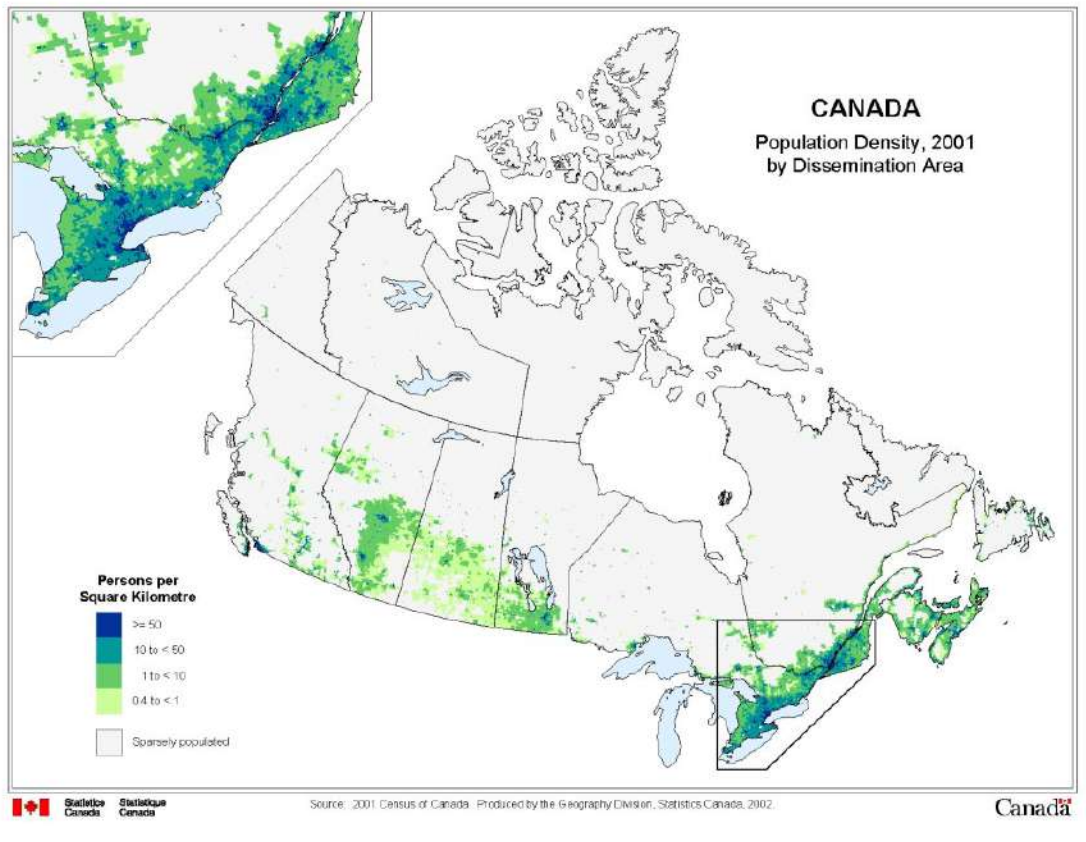
The Continental Divide runs along the crest of the Rocky Mountains throughout most of their course. Rivers drain east to the Atlantic Ocean or Gulf of Mexico, west to the Pacific Ocean, or north to the Arctic Ocean.

SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.

- a. Describe how Canada's location, climate, and natural resources have affected where people live.

- b. Describe how Canada's location, climate, and natural resources impact trade.





Most of Canada's population live in the southern part of their country.

Climate plays a big role in where Canadians live as they share some of the same latitudes as countries like Norway and Russia.

Because of their proximity (closeness) to the United States, the US is Canada's leading trading partner.

Even though Canada has great mineral wealth and many other natural resources, most of those are not located near large cities.



SS6G7 The student will discuss environmental issues in Canada.

- a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.

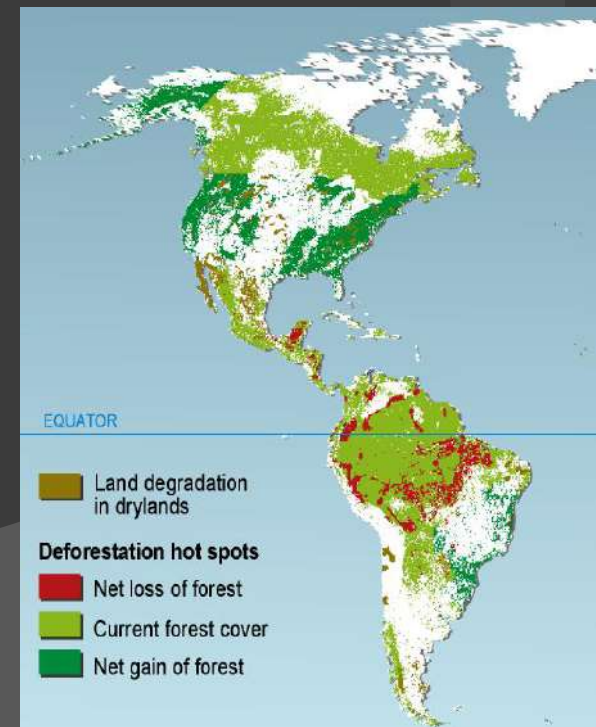
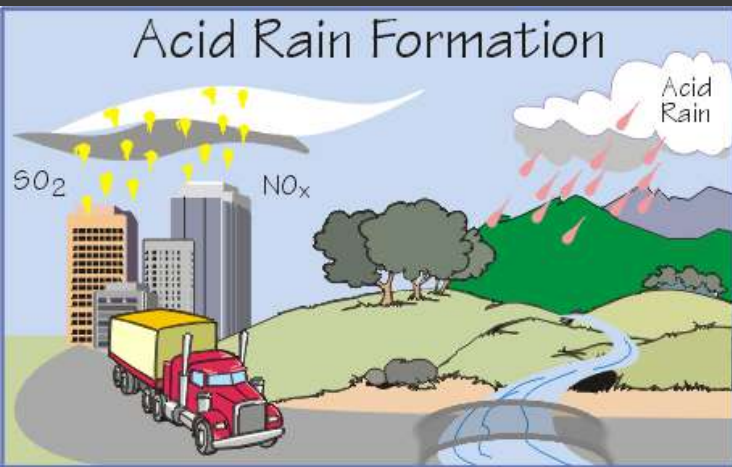


Acid Rain in Canada: Because so much of it's population, cities and industry are located in the southern part of their country, so is most of Canada's pollution. Gases emitted from factories, cars and even coal burning stoves can mix with water vapor in clouds and cause acid rain. Acid rain can kill plant life, poison waterways and destroy buildings (eats away marble and stone).



Logging and timber companies are big business in Canada. They provide thousands of jobs for Canadians. However, because past generations of loggers and timbermen failed to properly re-plant and manage their forests...Canada is not growing it's woodlands as fast as it should.

Over 35 million US and Canadian citizens live along The Great Lakes. The Lakes provide food, employment, transportation and recreation for both countries. Industrial pollution and run-off from cities and large farms risk pushing The Great Lakes to the point where they may not be able to recover.



SS6CG1 The student will compare and contrast various forms of government.

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominate forms of democratic governments: parliamentary and presidential.

Governmental System, *not type of government* = How is the power moved?



= The Central Government (The “Big Government”)



= The State’s or Province’s Government (The Little Government)



= The People...that’s us.

Understanding a governmental system means understanding how these groups interact

There are 3 basic governmental system models to choose from: **Unitary**, Confederate or Federal

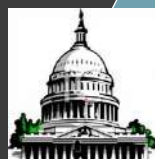
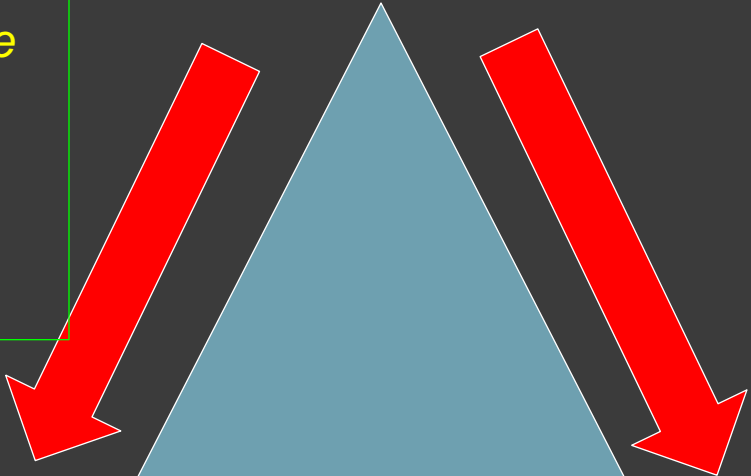
UNITARY GOVERNMENTAL SYSTEM



In a Unitary System, power flows from the "Top down". The people have little or no say in how their government operates. Ex: dictatorships and absolute monarchies

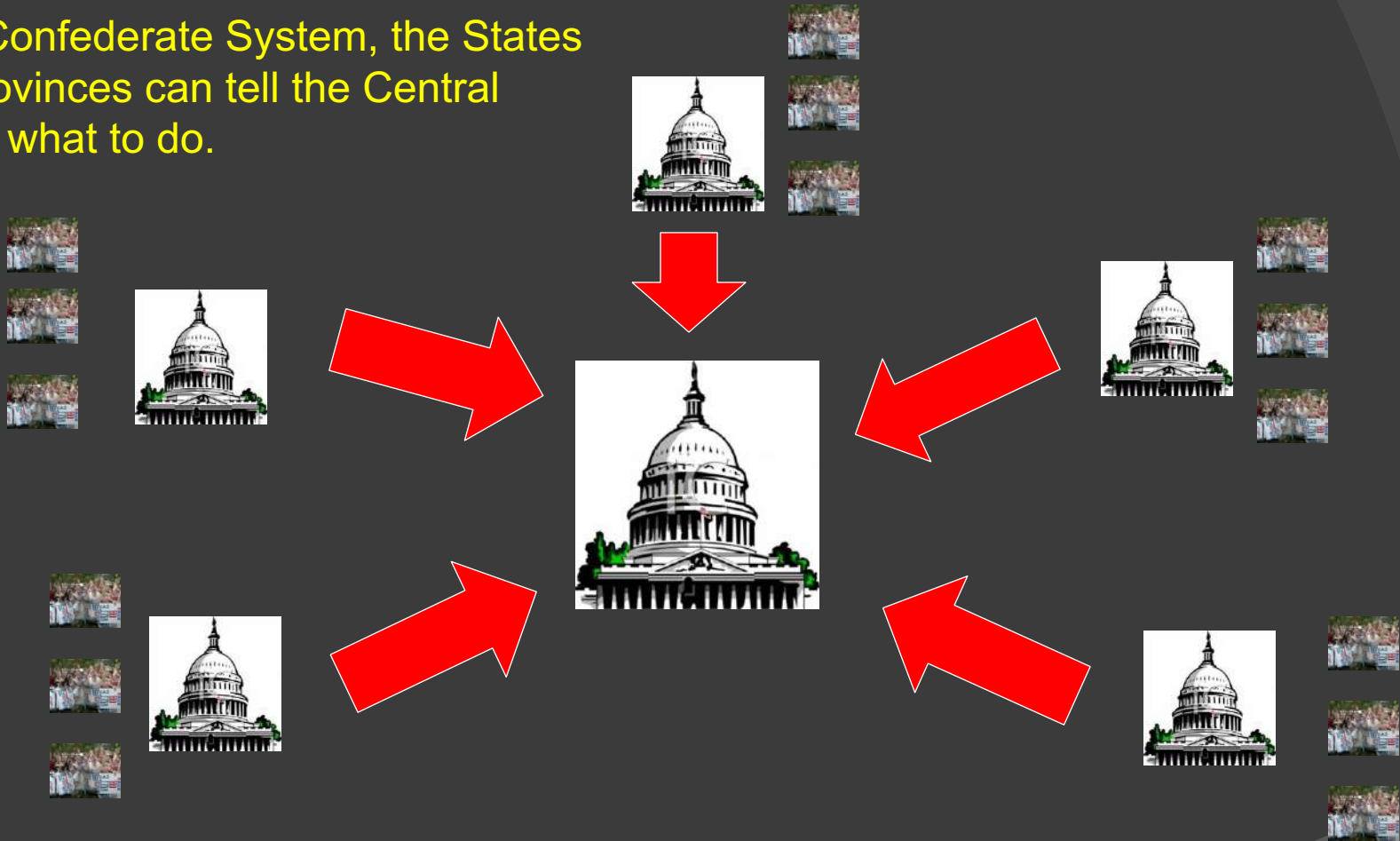
Benefits: Government policies are enacted quickly.

Downside: Little to no way for the people to have much say so in government



A CONFEDERATE SYSTEM OF GOVERNMENT

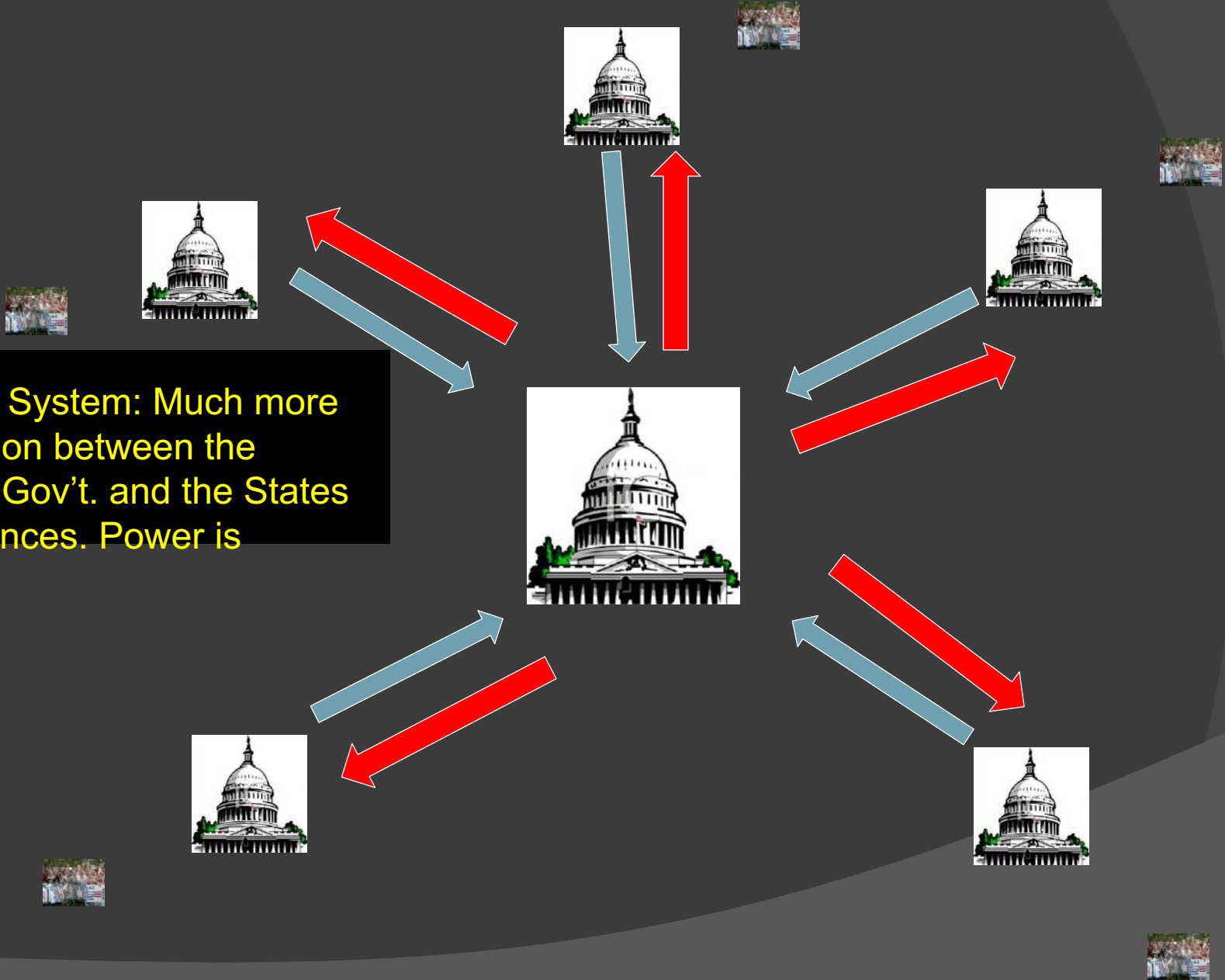
In a Confederate System, the States or Provinces can tell the Central Gov't what to do.



Benefits: Each state has an equal say in how the National Gov't. is run.

Downside: It can take a long time to get all of the states to agree on legislation. Gov't. is forced to wait on agreements.

FEDERAL SYSTEM OF GOVERNMENT



Federal System: Much more interaction between the Central Gov't. and the States or Provinces. Power is shared.

b.determine citizen participation: autocratic, oligarchic, and democratic, etc.....

Democracy - a form of government in which governmental power is retained by the people. (is usually exercised indirectly through a system of representation and regulated by elections)

Oligarchy - a government in which control is exercised by a small group of individuals whose authority generally is based on wealth or power. (ex: Large landowners of European descent in Central and South America)

Theocracy - a form of government in which a religious figure or belief is recognized as the supreme ruler, but the everyday laws are interpreted by religious leaders; a government subject to religious authority.

Autocracy - A system of government in which supreme political power is held by one person.

BIG QUESTION TO ASK: “How much say so would the people have under each of these forms of government?”

c.the two predominate forms of democratic governments: **parliamentary** and **presidential**

Sounds complicated, but it's not.....

Parliamentary government – The executive branch of government is nominated to their position by parliament, and are directly responsible to it; this type of government can be dissolved at will by the parliament

Ex: In Canada, the Prime Minister gets his job from the members of Parliament. They can boot him out, if they aren't happy with his performance at any time. Therefore...he has to keep the members of Parliament happy most of the time in order to keep his job.



Presidential - a system of government where the executive branch exists separately from a legislature and is generally elected by the people themselves.

Ex: In the US, the President is elected directly by the people. He (or she) doesn't have to worry about making congressmen and senators happy all the time. His position is stable for 4 years (until the next election). It is not a "popularity contest" with the legislative branch of government.



SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean.

- a. Compare the federal-republican systems of the **Federative Republic of Brazil (Brazil)** and the **United Mexican States (Mexico)** to the dictatorship of **the Republic of Cuba (Cuba)**, distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.



 Anguilla	 Antigua and Barbuda	 Aruba	 Bahamas
 Barbados	 Belize	 Costa Rica	 Cuba
 Dominica	 Dominican Republic	 El Salvador	 Grenada
 Guadeloupe	 Guatemala	 Haiti	 Honduras
 Jamaica	 Martinique	 Montserrat	 Netherlands Antilles
 Nicaragua	 Panama	 Puerto Rico	 Saint Kitts and Nevis
 Saint Lucia	 Trinidad and Tobago	 Virgin Islands	

SS6CG3 The student will explain the structure of the national government of Canada.

- a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms.



CANADA is all three.....

Canada is a constitutional monarchy

In 1534 the King of France claimed possession of what is now Canada. Later, the British made Canada part of its Empire, and then granted it independence. The British Monarchy is part of all three branches of government. The Prime Minister, reports to The Queen's representative in Canada (The Governor General); the monarchy is also a part of Parliament, and finally, all decisions made by the courts are given in the Crown's name.

Canada is a parliamentary democracy

The people elect members of Parliament to represent them. The executive branch of government is nominated to their position by Parliament, and are directly responsible to it; this type of government can be dissolved at will by the Parliament

Canada is a federation

Power is divided and shared between the central government and the provinces so that each region retains some management of its internal affairs. The central government, in Ottawa, create policies that directly affect upon both individuals as well as the provinces and territories

Canadian citizens are able to exercise their rights through a federal democratic election process that allows them to elect members of Parliament, who represent them in the central government



SS6E1 The student will analyze different economic systems.

- a. Compare how traditional, command, and market, economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.



A traditional economy - a very underdeveloped economy that often based on agriculture. A traditional economy is sometimes known as a subsistence economy. In some cases, currency may not even be used and barter may take place.

A market economy - prices are determined by what the market will bring. Whatever people are willing to pay, determines the market value of an item. Ex: USA

A command economy - prices and supplies are determined by the government
Ex: Cuba



Most countries have a mixed economic system. Areas like military defense cannot be allowed to operate as “free market” so the government controls it.

Worse case scenario if a country had a total free market economy

Dear Soldier,

Our Free Market economy didn't raise enough money in taxes, so we couldn't afford bullets. Please tell the enemy not to invade us,
Love,

Uncle Sam



How much the government controls the economy really determines what type of economic system they have.

Ex: **Cuba** = Communist gov't. = lots of gov't. control = Command

Canada = Parliamentary democracy = less gov't. control (except military, education, health care) = Mixed



SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.

a. Explain how specialization encourages trade between countries.

b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

c. Explain the functions of the North American Free Trade Agreement (NAFTA).

d. Explain why international trade requires a system for exchanging currencies between nations.



 Anguilla	 Antigua and Barbuda	 Aruba	 Bahamas
 Barbados	 Belize	 Costa Rica	 Cuba
 Dominica	 Dominican Republic	 El Salvador	 Grenada
 Guadeloupe	 Guatemala	 Haiti	 Honduras
 Jamaica	 Martinique	 Montserrat	 Netherlands Antilles
 Nicaragua	 Panama	 Puerto Rico	 Saint Kitts and Nevis
 Saint Lucia	 Trinidad and Tobago	 Virgin Islands	



Specialization – economic term that refers to a country relying on a limited number of sources to generate income. Ex: Saudi Arabia has oil...but not much food. Yes they are rich, but they HAVE to buy groceries from other countries.

TRADE BARRIERS: barriers that can limit trade

Examples would be:

tariff – a tax that can be placed on goods coming into a country from another country.
“Yes Japan, you can sell your Toyotas here, but it’ll cost you \$300.00 per car.”

quota – a limit on the amount of goods that one country will allow another to bring into their country.

“Japan will only be allowed to sell 1000 Toyotas in The United States.”

embargo – a complete trade restriction on some or all goods being sold between nations.

“Japan is not allowed to sell Toyotas in The United States anymore”

NAFTA – North American Free Trade Agreement



1994 Agreement between The United States, Canada and Mexico designed to promote trade and eliminate trade barriers between the 3 nations.



SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- d. Describe the role of entrepreneurship.



First, Just what is Gross Domestic Product (GDP)?

-GDP is value of all final goods and services produced within a nation in a given year.

Ex: The US has many different resources that we can use to make money. We have gold, silver, petroleum, etc... (things of value)

For countries that do not have many high valued resources, their GDP is probably very low. So how can they maximize what they DO have????

- 1) Educate and train their people = **human capital**
- 2) Purchase or build items that will allow you to make more money ex: a tractor or build an airport = **capital investment**

Bottom line: countries with limited natural resources are less likely to be as successful as those with lots of natural resources...not always, but usually.



SS6E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing





Income- Money received in exchange for labor or services, from the sale of goods or property, or as profit from financial investments.

Ex: salary

Spending- To pay out or expend money.

Ex: buy something or pay a bill



Credit - An arrangement for deferred payment of a loan or purchase.

Ex: Visa or MasterCard credit card

Savings- Avoidance of excess expenditure; economy.

(2) A reduction in expenditure or cost. (3) Something saved

Ex: savings account or a reduction in what is owed



Investing- To commit (money or capital) in order to gain a financial return

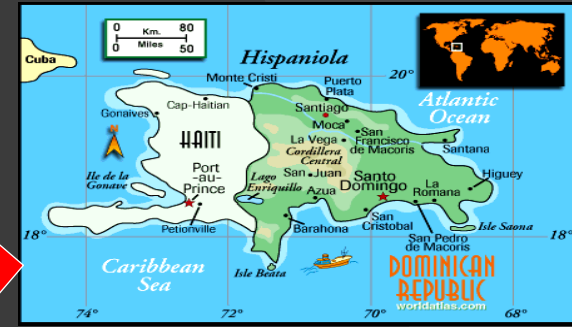
Ex: college education, buying stock

SS6H1 The student will describe the impact of European contact on Latin America.

- a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.
- b. Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.



EARLY SPANISH EXPLORERS OF THE NEW WORLD



1500 First contacts between Maya and Spaniards

1502 Montezuma II becomes Aztec emperor

1511-26 The island of Hispaniola (present day Haiti and Dominican Republic) is governed by Diego Columbus, Christopher Columbus' son as Spain's 1st New World possession.

1513 Balboa discovers Pacific Ocean, Ponce de Leon names Florida

1519 Magellan, Portuguese explorer working for Spain, begins his voyage to circumnavigate the Earth, Hernando Cortés conquers Mexico

1521 Cortés captures and destroys Aztec city Tenochtitlán, will be renamed by Spanish as Mexico City

1524 –1546 Major period of Spanish conquest of Maya states

1532 Pizarro, with 180 men, takes Peru and destroys Inca Empire

1539-43 Hernando de Soto lands in Florida and explores territory that will become the Southeast United States (from Georgia to Texas).

1540 Father Bartolomé de las Casas denounces oppression of Indians by Spanish



Hernan Cortes (Cortez) who defeated the **Aztecs** and conquered Mexico



Pizarro capturing the **Incan** Emperor **Atahualpa**, thereby crushing the Incan Empire.

The impact of The Columbian Exchange on Latin America (or after Columbus, then what...?)

Exactly what types of things were “exchanged”?

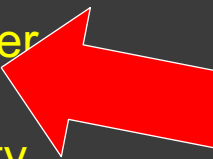
To the New World

FROM EUROPE (or because of

it):

- Gunpowder
- Horses
- Christianity
- Slaves
- Cattle
- Pigs
- Sheep
- Wheat
- Oranges
- Bananas
- Coffee
- Rice
- Sugar Cane
- Grapes
- Olives
- Smallpox
- Influenza
- Measles

Helped Spanish conquer and basic mode of transportation for hundreds of years

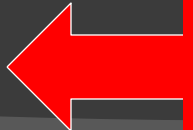


To Europe

FROM THE NEW WORLD:

- Corn
- Potatoes
- Tomatoes
- Peppers
- Pumpkins
- Squash
- Chocolate
- Sweet Potatoes
- Turkey
- Tobacco

Killing thousands who did not have any immunity to these sicknesses

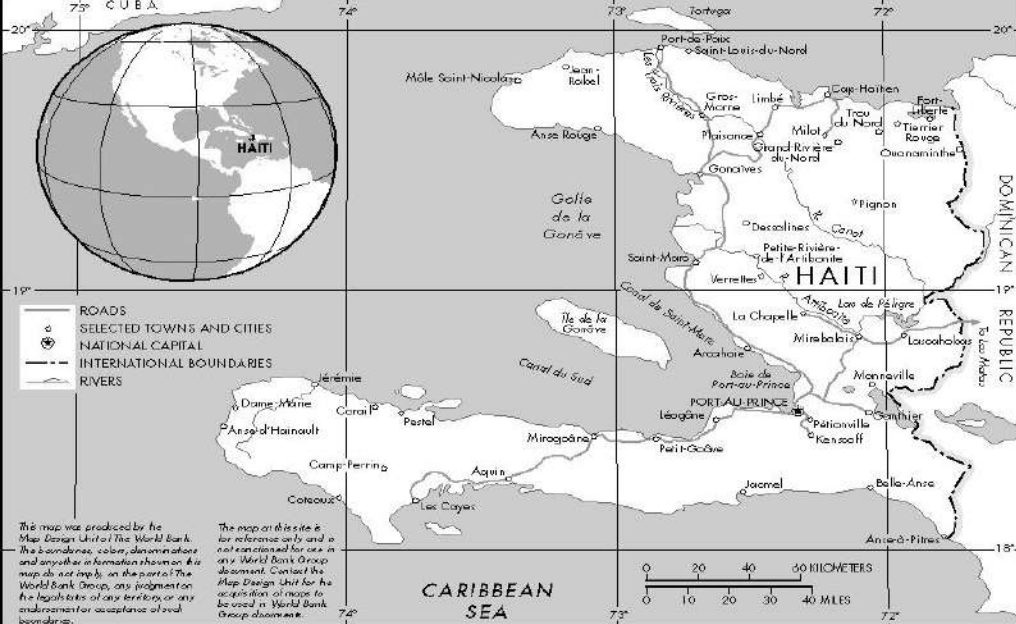


SS6H2 The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.

- Describe the influence of African slavery on the development of the Americas.
- Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.
- Explain the Latin American independence movement; include the importance of Toussaint L'Ouverture, Simon Bolivar, and Miguel Hidalgo.



 Anguilla	 Antigua and Barbuda	 Aruba	 Bahamas
 Barbados	 Belize	 Costa Rica	 Cuba
 Dominica	 Dominican Republic	 El Salvador	 Grenada
 Guadeloupe	 Guatemala	 Haiti	 Honduras
 Jamaica	 Martinique	 Montserrat	 Netherlands Antilles
 Nicaragua	 Panama	 Puerto Rico	 Saint Kitts and Nevis
 Saint Lucia	 Trinidad and Tobago	 Virgin Islands	



Toussaint L'Ouverture Haiti



Led a slave uprising against the French. British and Spanish forces invaded the French colony. Haitian leader Toussaint L'Ouverture defeated the European generals in battle, then ruled Haiti until 1802. Toussaint L'Ouverture's success inspired others in Latin America to strive for independence from colonial rule.

Simon Bolivar Bolivia, Colombia, Ecuador, Peru, and Venezuela

Arguably the most important man in South American history, Simón Bolívar helped win independence from Spain for Bolivia, Colombia, Ecuador, Peru, and Venezuela. Revered throughout South America, Bolívar earned the name **The Liberator**.



Miguel Hidalgo y Costilla

Mexico

Miguel Hidalgo y Costilla, a Mexican priest and supporter of the poor and native Meso-Americans, became a revolutionary hero when he led an unsuccessful rebellion against Spanish rule in 1810. Killed by Spanish soldiers



Jose de San Martin Argentina

Argentine general José de San Martín helped lead South America to freedom from Spanish rule. San Martín is regarded as one of Argentina's foremost heroes



SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.

a. Explain the impact of the Cuban Revolution.

b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.



 Anguilla	 Antigua and Barbuda	 Aruba	 Bahamas
 Barbados	 Belize	 Costa Rica	 Cuba
 Dominica	 Dominican Republic	 El Salvador	 Grenada
 Guadeloupe	 Guatemala	 Haiti	 Honduras
 Jamaica	 Martinique	 Montserrat	 Netherlands Antilles
 Nicaragua	 Panama	 Puerto Rico	 Saint Kitts and Nevis
 Saint Lucia	 Trinidad and Tobago	 Virgin Islands	

The Cuban Revolution

In 1959, Cuban rebels (led by Fidel Castro) overthrew the corrupt government of President Fulgencio Batista.

Castro would turn to communist countries for financial and military aid, when it was discovered that the U.S. was trying to overthrow him (in large part because of U.S. business pressure on the U.S. government)

Cuba would be the first country in the western hemisphere to become communist. They would actively attempt to spread that to other nations

Fidel Castro



Impact: Threat of Communism in the Western Hemisphere forced the U.S. to stay actively involved in Latin American politics.

U.S. initiated a trade embargo on Cuba

Proved that the underprivileged of Latin America could be receptive to the idea of communism

The Zapatista Guerrilla Movement in Mexico

Based in the Mexican state of Chiapas, they are a revolutionary group that has declared war on the Mexican government.

Many of the poor in that area have been attracted to the Zapatista's because they claim that the Mexican government has forgotten them and only cares about making money and big businesses.

In 1994 they openly took control of several towns in southern Mexico in response to Mexico signing the NAFTA. The Mexican army was forced to go in and put down the rebellion. The Zapatistas still have a lot of support in the poorer areas of Mexico.



SS6H4 The student will describe the impact of European contact on Canada.

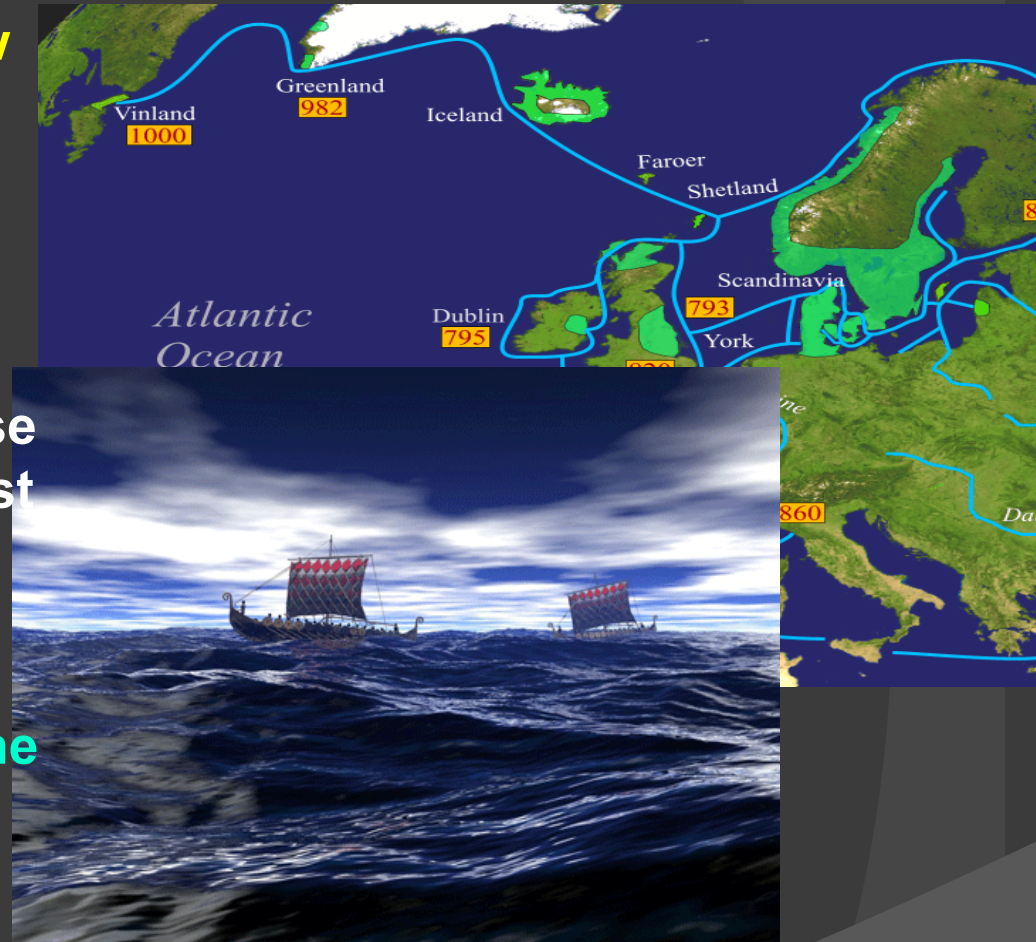
- a. Describe the influence of the French and the English on the language and religion of Canada.
- b. Explain how Canada became an independent nation.



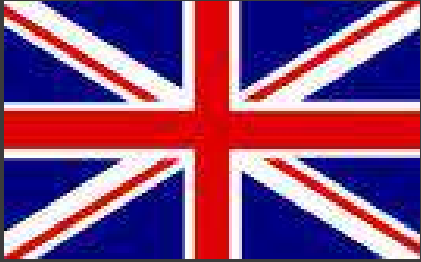
The earliest discovery of the New World was made by Norse seafarers known as Vikings.

In AD 985 Norse seamen sailing from Iceland to Greenland were blown far westward off their course and sighted the coast of what must have been Labrador off the Canadian coast.

In AD 1000 Leif Ericson became the first European to land in North America



John Cabot



The 2nd European discovery of Canada was by John Cabot, an explorer who worked for King Henry VII of England.

He left Europe in 1497 and sailed west. He hoped to find a shortcut to Asia. Instead, he landed on the east coast of what is now Canada.

This is important, because in later years, Great Britain will claim much of the territory located on the east coast of North America as theirs...since Cabot was working for them when the east coast was discovered.

In 1524, French King Frances I sent Giovanni da Verrazano to explore the eastern shore of what is now Canada. From those explorations, France would also claim ownership of Canada.



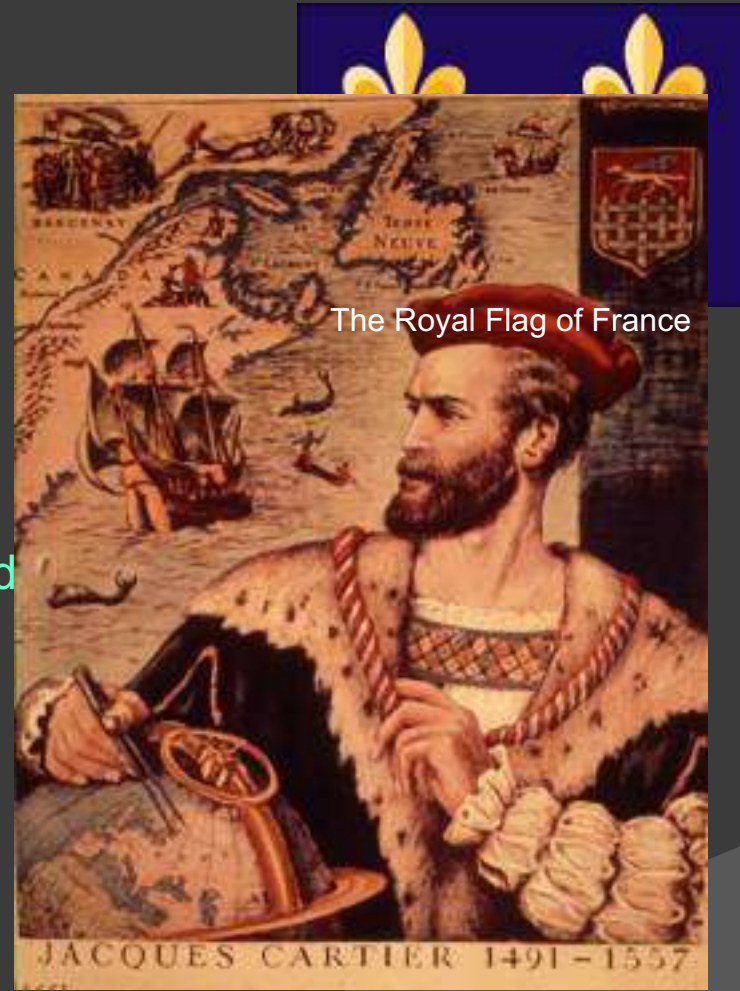
After Verrazano's voyage, French King Francis sent another explorer to the New World.

Jacques Cartier

In 1534, Jacques Cartier was sent to further explore the new land. France wanted to know what the interior of the territory was like.

Over a 2 year period, Cartier sailed up the St. Lawrence River and explored Canada, discovered the Native Americans (Indians) that lived within the country and discovered what would become the cities of Quebec and Montreal.

Because of his efforts, the French government (not England) actually understood what natural resources and potential wealth really lie within the new land



The Royal Flag of France

Early French Success



French explorer Samuel Champlain established France's first permanent colony in Canada at Quebec in 1608.

He made friends with the Huron tribe and helped them fight their traditional enemy the Iroquois Indians. The Iroquois swore to fight the French, from then on.

The colony became wealthy by trade in furs, timber and fish

Considered a French-Canadian Hero

British and French Rivalry in Canada

In general, English settlers and soldiers controlled the eastern coastal areas.

France controlled the interior of the country and limited eastern areas.

BUT, when the French were able to sail all the way from Canada down the Mississippi River and establish trading posts, it posed a threat to what England had done in America. In essence, they were controlling the “backdoor” of America

In 1689 and again in 1697 the British and French fought each other in Canada



America's impact on Canada's Early History

Land ceded to Britain as a result of the French and Indian War



The British American colonies were much more populated than the French Canadians.

In 1754, the French and Indian War broke out in the northern part of America and into Canada. At almost the same time France and Great Britain opened hostilities in Europe and the 7 Years War broke out there.

The British were able to use their superior numbers, better navy and Indian allies to defeat the majority of French forces on the North American continent. By 1763, Great Britain controlled Canada and America.

SS6H5 The student will analyze important contemporary issues in Canada.

a. Describe Quebec's independence movement.



Former French strongholds of Quebec and Montreal maintained a mostly pro-France population.

British efforts to control the region were always met with defiance

Both language and religious differences kept the Quebec area isolated from the rest of the country

Beginning in the 1960s Quebec was the center of militant uprising to separate it from Canada and establish a French-speaking nation. In 1970 terrorist acts by alleged separatists were climaxed by the kidnapping and murder of Quebec's minister of labor and immigration. The federal government sent in troops and temporarily suspended civil liberties. In 1974 French became the official language of the province.

Quebec voters narrowly rejected secession from Canada in a 1995 referendum.

SS6G8 The student will locate selected features of Europe.

- a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.

- b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.



The Major Rivers of Europe



France

Seine

Loire

Rhone

Great Britain

Thames

Germany

Rhine

Danube

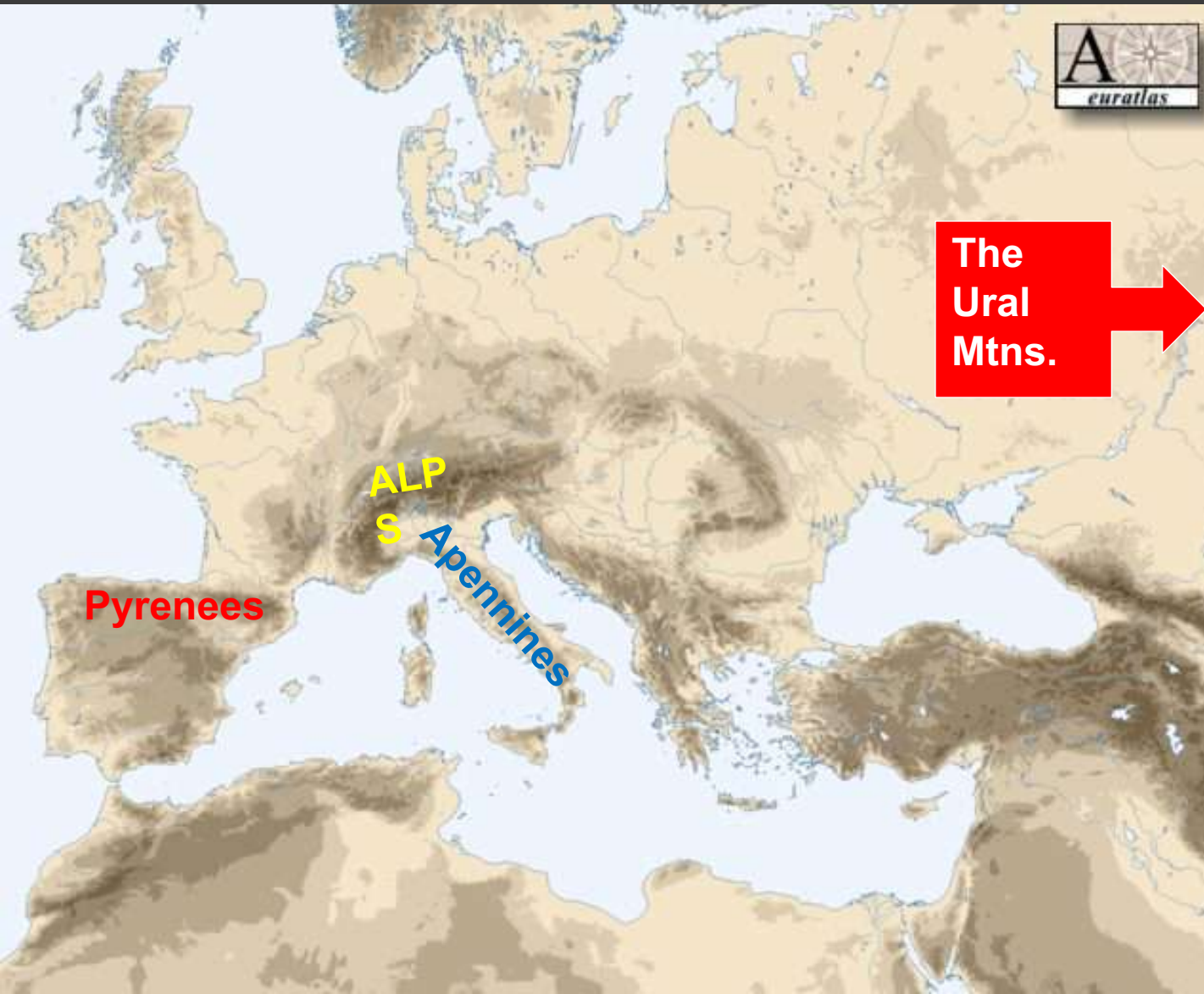
Elbe

Russia

Volga

Don

Major Mountains of Europe



The Pyrenees separate Spain and France

The Alps are shared by Switzerland, Germany, Italy and France

The Apennines run almost the entire length of Italy

The Urals separate the European part of Russia from the Asian part of

SS6G9 The student will discuss environmental issues in Europe.

- a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.



Chernobyl - the dead city

On April 25th -26th, 1986 the World's worst nuclear power accident occurred at Chernobyl in the former USSR (now Ukraine). A chain reaction in the reactor went out of control creating explosions and a fireball which blew off the reactor's heavy steel and concrete lid.

The Chernobyl accident killed more than 30 people immediately, and as a result of the high radiation levels in the surrounding 20-mile radius, 135,000 people had to be evacuated....forever.



The abandoned city. Note the reactor in the background



Dump of contaminated trucks, used in the first few days after meltdown in 1986.
0.96.07.03.02 DEC 1995
CHERNOBYL UKRAINE D
© Greenpeace/Shirley



Abandoned school inside 30km exclusion zone around Chernobyl NPS. Pripyat, Ukraine.
0.96.07.02.15 DEC 1995
CHERNOBYL UKRAINE D
© Greenpeace/Shirley



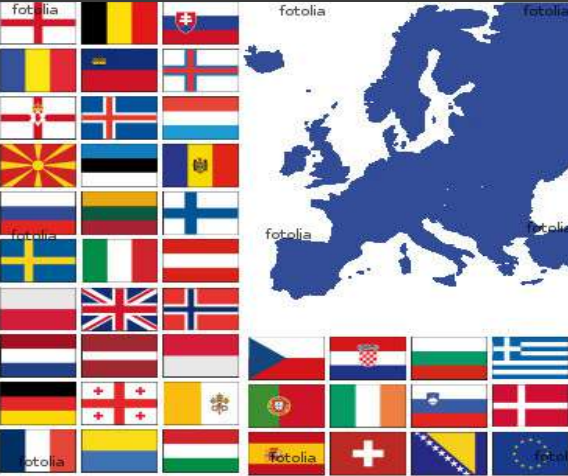
Abandoned school inside 30km exclusion zone around Chernobyl NPS. Illinsty, Ukraine.
3.96.07.10.20 OCT 1995
CHERNOBYL UKRAINE D
© Greenpeace/Spasokukotskiy



Deserted secondary school near Chernobyl. Illinsty, Ukraine.
0.96.07.01.19 DEC 1995
CHERNOBYL UKRAINE D
© Greenpeace/Shirley

SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.

- a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.
- b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade



SS6G11 The student will describe the cultural characteristics of Europe.

- a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.
- b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.
- c. Explain how the literacy rate affects the standard of living in Europe.



SS6CG4 The student will compare and contrast various forms of government.

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS6CG5 The student will explain the structure of modern European governments.

- a. Compare the parliamentary system of the **United Kingdom of Great Britain and Northern Ireland (United Kingdom)**, the federal system of **the Federal Republic of Germany (Germany)**, and the federation of **the Russian Federation (Russia)**, distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.
- b. Describe the purpose of the European Union and the relationship between member nations.



SS6E5 The student will analyze different economic systems.

- a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.
- c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.



SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.

- a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.
- b. Explain why international trade requires a system for exchanging currencies between nations.



SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- d. Describe the role of entrepreneurship.



SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.

- a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.
- b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.
- c. Trace the colonization of Australia by the United Kingdom.
- d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.



SS6H7 The student will explain conflict and change in Europe to the 21st century.

a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.

b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.

c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.



SS6G12 The student will be able to locate selected features of Australia.

- a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.





The Great Dividing Range
(Mtns. That divide the East coast from the rest of Australia)

Bass Strait

Australia

Australia map © bugbog.com

SS6G13 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.

- a. Describe how Australia's location, climate, and natural resources have affected where people live.
- b. Describe how Australia's location, climate, and natural resources impact trade.





Things to think about:

- 1) Notice that the names look “English”. That’s a good hint as to who colonized them.
- 2) Ask, “*why are most of the cities located on the East Coast of Australia?*”
- 3) Why haven’t they developed the interior of the country?



6 states and 2 territories;

- Australian Capital Territory
- New South Wales
- Northern Territory
Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia

SS6G14 The student will describe the cultural characteristics of people who live in Australia.

- a. Explain the impact of English colonization on the language and religion of Australia.
- b. Evaluate how the literacy rate affects the standard of living.



SS6CG6 The student will compare and contrast various forms of government.

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominate forms of democratic governments: parliamentary and presidential.

SS6CG7 The student will explain the structure of the national government of Australia.

- a. Describe the federal parliamentary democracy of Australia, distinguishing form of leadership, type of legislature, and the role of the citizen in terms of voting and personal freedoms.



SS6E8 The student will analyze different economic systems.

- a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.
 - c. Describe the economic system used in Australia.

SS6E9 The student will give examples of how voluntary trade benefits buyers and sellers in Australia.

- a. Explain how specialization makes trade possible between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas and embargos.
- c. Explain why international trade requires a system for exchanging currency between nations.



SS6E10 The student will describe factors that influence economic growth and examine their presence or absence in Australia.

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- d. Describe the role of entrepreneurship.



SS6H8 The student will describe the culture and development of Australia prior to contact with Europeans.

a. Describe the origins and culture of the Aborigines



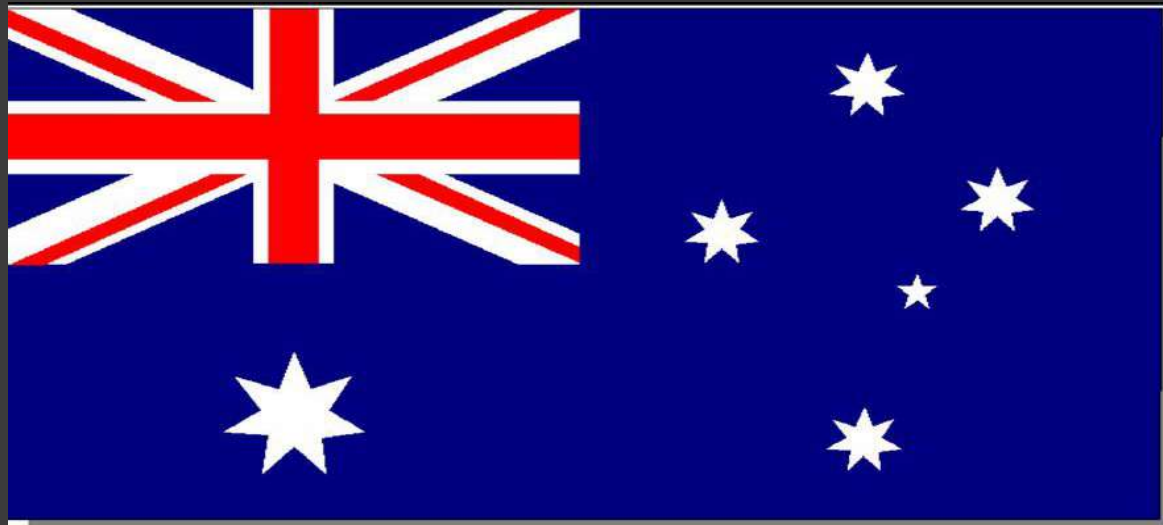
SS6H9 The student will explain the impact European exploration and colonization had on Australia.

- a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.

- b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia



Aboriginal settlers arrived on the continent from Southeast Asia about 40,000 years before the first Europeans began exploration in the 17th century. No formal territorial claims were made until 1770, when **Capt. James Cook** took possession in the name of Great Britain. Six colonies were created in the late 18th and 19th centuries; they federated and became the **Commonwealth of Australia in 1901**.





CENTRAL AMERICA AND THE CARIBBEAN



OCEANIA



Scale 1:4,000,000
Mercator Projection

EUROPE



- The system of acquiring foreign empires for trade and military advantage is called _____? (Imperialism)
- Many Brazilian cities are surrounded by _____? (Favelas)
- What can an increased literacy rate do for a nation? (higher standard of living)
- Items that one nation sells to another are called ____? (exports)
- Because of their proximity to the ocean, what is a major export of many Central American countries? (fish)
- Pollution and deforestation are examples of _____? (environmental issues)
- What organization consists of 27 countries that share a common currency and similar cultures? (The European Union)
- Mountains, valleys and rivers can be formed by _____? (tectonic activity)
- The nation of Haiti is located on the landmass known as _____?(Hispanola)
- The mountain range that divides Europe from Asia is know as the _____? (Ural Mountains)
- The Panama Canal did what? (will be none of the above)
-
- The body of water that seperates Tasmania from mainland Australia is _____? (Bass Strait)
- What land feature in Argentina closely resembles a desert? (Patagonia)
- The Great Dividing Range is located in _____? (Australia)
- The Mayan Empire spread throughout mountains and highlands of Mexico and SW America from what peninsula? (Yucatan)
- The Aztecs inhabited what is now Mexico City. It was known as ____? (Tenochtilan)
- What event prompted the start of WWI? (assassination of Archduke Franz Ferdinand of Austria-Hungary)
- The people who lived in Australia before the Europeans colonized it are known as _____? (Aborigines)
- Japan was among the _____ powers of WWII? (Axis)
-
- Australia was a colony of what European country? (Great Britain)
- The primary religion practiced in most of Central America is _____? (Roman Catholicism)
- What group of Europeans probably reached the New World first? (Vikings)
- Mexico has a _____ type of government, which is similar to the US? (Federal Republic)