

Wallingford Public Schools

6th Grade Social Studies Course Outline

Regions & Cultures Of the World I



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**6th Grade
Social Studies
Course Outline**

**Regions & Cultures
Of the World I**

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6th Grade Social Studies

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Title: Regions & Cultures of the World I

Grade Level Description:

The study of world cultures begins in sixth grade with a focus on the following regions: Africa, Eastern Europe and Russia, Asia, the Middle East, and Southern Europe. Students will develop important skills and use geographical tools and concepts as they learn about the history, geography, peoples, and current issues of these regions.

Objectives *The student will:*

ACQ Acquiring Information

- ACQ1 - Use media center resources
- ACQ2 - *Develop investigative questions about topics being studied*
- ACQ3 - *Gather information from multiple print, non-print, and electronic resources in order to appreciate the need for multiple perspectives*
- ACQ4 - *Interpret data from maps, artifacts, photographs, graphs, charts and other visual tools for reference and information*
- ACQ5 - *Assess the validity of researched information*
- ACQ6 - *Be active learners through cultural experiences such as museums, historical exhibitions, cultural performances, guest speakers etc.*

ORG Organizing Information

- ORG1 - Listen for *important* information and follow teacher directions
- ORG2 - *Compile* an organized notebook with information from a variety of sources: text, teacher, audio-visual materials, other reference materials
- ORG3 - *Distinguish between primary and secondary sources*
- ORG4 - Organize data extracted from resource materials (*e.g. graphic organizers, outlines, note-taking, charts, graphs, timelines*)
- ORG5 - *Extract the main idea and supporting details from written and visual materials*
- ORG6 - Prepare summaries *in response to readings on various topics*

APP Applying Information

- APP1 - *Identify* cause and effect relationships
- APP2 - Compare and contrast *information from a geographic perspective*
- APP3 - *Connect events, people, and places studied to their own location*
- APP4 - *Recognize bias in researched information*
- APP5 - Recognize courses of action within a historical perspective
- APP6 - *Use researched information to analyze multiple perspectives*
- APP7 - *Examine researched data to distinguish fact from opinion*
- APP8 - *Form conclusions based on the data obtained*
- APP9 - *Present investigated information in a formal manner with visual aids*

Objectives *The student will:*

PGI Developing Personal and Group Interaction

PGI1 - Work individually and with others to decide on and implement appropriate courses of action

PGI2 - Adjust own behavior to fit the group and situational dynamics

PGI3 - Communicate own beliefs, feelings, and convictions as they relate to historical, *geographical, and cultural* concepts

SOC Developing Social and Political Participation

SOC1 - *Explore current events and their effects on society*

SOC2 - *Relate current events to historical and geographical studies*

HIS History

HIS1 - *Examine major concepts, issues, events, and influences from the following regions:*

- *Africa*
- *Middle East*
- *Asia (with a focus on China & India)*
- *Eastern Europe (with a focus on Russia)*
- *Southern Europe*

HIS2 - *Identify key people and their contributions*

HIS3 - *Describe how the origins and growth of civilizations are influenced by the physical features of the land*

HIS4 - *Describe the relationships between historical subject matter and other academic subjects, current issues, and personal concerns*

CIV Civics and Government

CIV1 - Compare and contrast the structure of governments

CIV2 - Explain how the roles and status of people have differed based on gender, age, class, race, and ethnicity

CIV3 - *Explore the options available to parties involved in conflicts or decision-making*

ECO Economics

ECO1 - Differentiate among forms of *currency* and exchange

ECO2 - *Explore how trade affects economic activities*

ECO3 - *Identify the resources used by various cultures, countries and/or regions throughout the world*

ECO4 - *Examine historical and current controversies about the use of resources*

Objectives *The student will:*

GEO Geography

- GEO1 - *Explore the essential features and functions of maps, globes, and other geographic tools*
- GEO2 – *Analyze a variety of maps (e.g. political, physical, specialty) to increase understanding of geographic concepts*
- GEO3 - *Create maps, graphs, and charts applying geographic data*
- GEO4 - *Understand how geographers classify information using the theme of region*
- GEO5 - *Utilize concepts of relative & absolute location*
- GEO6 - *Describe the human and natural characteristics of places and how they impact an area and its people*
- GEO7 - *Explain ways that humans depend on, adapt to, and alter the physical environment*
- GEO8 - *Analyze the causes and effects of movement among groups of people*
- GEO9 - *Evaluate the impact of significant international events on various nations of the world*

CUL Culture

- CUL1 - *Describe the elements that contribute to the development and transmission of culture (e.g. language, architecture, arts, traditions, beliefs, values, behavior)*
- CUL2 - *Explore the achievements of selected individuals from around the world*
- CUL3 - *Understand that culture and experience influence people's perceptions of other regions around the world*
- CUL4 - *Explain why individuals and groups respond differently to their environments*

Required Text:

World Cultures and Geography: Eastern Hemisphere; McDougal Littell, 2005

Supplemental Instructional Materials:

- *The Material World*, Peter Menzel, Poster Education & workbook; 1997
- *Culturegrams*, hardcopy & online edition
- *History Alive! Contemporary World Cultures*, Teacher's Curriculum Institute; 2000
- *Teaching The Five Themes of Geography*, Frank Schaffer; 1994
- *Map Skills: Inventive Exercises to Sharpen Skills & Raise Achievement*, Marjorie Frank; 2000

Suggested Teacher Resources:

- Classroom maps and globes
- *National Geographic*, magazine and website: www.nationalgeographic.com
- Newspapers
- *Junior Scholastic Magazine*
- *Cobblestone Magazine*
- *Faces Magazine*
- *Time For Kids*
- Wallingford Public Library
- Travel brochures
- www.desteo.com (free travel brochures)
- www.lonelyplanet.com (high quality travel information)
- www.icons.umd.edu/pls/reslib/reslib, ICONS Country Research Library
- www.mrdowling.com/ (browse the world in a virtual classroom)
- www.countryreports.org/ (6,600 pages and 6,400 related links on over 260 countries!)
- www.odci.gov/cia/publications/factbook/index.html (The World Factbook provides a "snapshot" of the world.)
- www.pbs.org/teachersource/ (PBS showcases the work of hundreds of diverse producers and local PBS stations, who in turn tap the creative minds of top thinkers from around the world to create education's best content.)
- www.techtrekers.com (virtual fieldtrips, a virtual library, thematic units, web quests, internet links, ask an expert, simulations and lots more!)
- www.geosense.net/ (Test your knowledge of world geography alone or against another player in this online game.)
- www.yale.edu/ycias/pier/resourcecenter.htm
 - The PIER Resource Center at the Yale Center for International and Area Studies is a lending library of print, audiovisual, and computer software resources on Africa, East and South Asia, Latin America and the Caribbean, the Middle East, Russia, Europe, and International and Global Issues.

Suggested Products & Assessments

Written

- Advertisement
- Biography
- Book report/review
- Brochure
- Crossword puzzle
- Editorial
- Essay
- Historical fiction
- Journal
- Letter
- Log
- Magazine article
- Memo
- Newscast
- Newspaper article
- Play
- Poem
- Position paper
- Proposal
- Research report
- Research rubric
- Script
- Story
- Test
- Web site

Oral

- Audiotape
- Conversation
- Debate
- Discussion
- Dramatization
- Dramatic reading
- Interview
- Radio script
- Oral presentation
- Poetry reading
- Puppet show
- Rap
- Role play
- Simulation
- Skit
- Speech
- Song
- Demonstration
- Radio or TV broadcast
- Teach a lesson

Visual

- Advertisement
- Banner
- Cartoon
- Collage
- Computer graphic
- Data display
- Diagram
- Display
- Drawing
- Filmstrip
- Flyer
- Game
- Graph
- Map
- Model
- Power Point show
- Photograph
- Questionnaire
- Painting
- Photo album
- Poster
- Postcard
- Scrapbook
- Sculpture
- Slide show
- Storyboard
- Storybook
- Videotape
- Web site
- Travel brochure

Instructional Tips for Teachers:

This Regions & Cultures of the World course was designed to be taught with a thematic approach. When delivering a thematic curriculum, there should be consistent topics integrated into each unit of study.

The themes for this course are:

- The 5 Themes of Geography
- The Components of Culture
- Geography Tools and Map Skills

After introducing students to the thematic areas of study for this course, these themes should be integrated into each world region unit and referred to when appropriate. The thematic topics should be incorporated into each regional unit to provide a consistent structure through which to teach students about the various world regions and cultures.

→ Teachers will begin the school year instructing students in the three thematic topic areas:

- The 5 Themes of Geography
- What is Culture?
- Geography Tools and Map Skills

→ The regions of Africa, the Middle East, Eastern Europe/Russia, and Asia can be taught in any order.

→ Teachers must end the school year with the region of Southern Europe.

In seventh grade, students begin the school year examining Western Europe and the impact exploration had on the Americas.

6th Grade Social Studies: Regions & Cultures of the World I

Topic Area: The Five Themes of Geography

Suggested Timeframe: 2-3 weeks

Enduring Understandings:

- The Five Themes of Geography help us to put the earth and its people into a geographical perspective.
- The Five Themes of Geography help us to analyze and develop an understanding of different world cultures.

Essential Questions:

- What is geography?
- How do geography, climate, and natural resources affect the way people live and work?
- How does geography influence lifestyle and point of view?
- Why should we study other cultures and what does it teach us?
- What affect do people have on their environment?

Required Content Topics:

- The Five Themes of Geography
 - Location
 - Place
 - Movement
 - Human-Environment Interaction
 - Region

Suggested Activities:

1. Students examine various photographs from *National Geographic* magazines that contain people and analyze how those peoples' lives are affected by their environment. (ACQ4, GEO6, GEO7)
2. Where in the World game: post various pictures from different countries on a bulletin board and have students determine which locations are depicted in the pictures. (ACQ4, GEO6)
3. Conduct a comparative study of various thematic maps, graphs, and charts. (e.g. population, language, climate, religion) (GEO2, GEO3, ACQ4)
4. Create a Five Themes of Geography picture book or poster in which students illustrate each of the five themes through pictures. (APP2, APP9)
5. Utilize the theme of location to teach students about latitude and longitude. (GEO1, GEO2, GEO5, ACQ4)
6. Write and act out skits demonstrating the numerous means of movement. (APP9, PGI1, GEO8)

7. Conduct a study of Wallingford applying the Five Themes of Geography. (APP3, APP8, ACQ2, ACQ5, ACQ6, GEO3)
8. Create a map with a grid system of your school to help students better understand the themes of place and location. Students will use the grid system on their maps to locate various places within the school. (GEO3, GEO5, GEO6)
9. Take a Five Themes of Geography tour - choose physical features on each continent to visit on your tour. (GEO5, GEO6, GEO7, GEO8, ACQ4, APP2, APP3)
10. Through the theme of place, have students discover various landforms.
 - Create landforms picture books.
 - Sketch a cartoon map with landforms on it and create a fictional story to go along with the map.(ACQ4, APP3, APP8, APP9, GEO6)

Suggested Teacher Resources:

- The Five Themes of Geography handout (appendix B)
- *Teaching The Five Themes of Geography*, Frank Schaffer, 1994
- The Five Themes of Geography poster set
- *Five Themes of Geography*, video
- See list of additional resources on page 6

Suggested Student Resources:

- Student atlases
- Maps/globes
- School library
- Wallingford Public Library

Suggested Assessments:

- Projects
- Student participation
- Role plays/skits
- Research rubric (appendix D)
- Maps
- Written assignments
- See list of additional assessments on page 7

6th Grade Social Studies: Regions & Cultures of the World I

Topic Area: Geography Tools and Map Skills

Suggested Timeframe: 3-4 weeks

Enduring Understandings:

- Maps and globes portray the surface of the earth in different ways.
- All maps have parts in common.
- Climate is determined by many factors.

Essential Questions:

- What is geography?
- How do geography, climate and natural resources affect the way people live and work?
- How does geography influence lifestyle and point of view?
- What makes places unique and different?
- How do maps and globes reflect history, politics, and economics?

Required Content Topics:

- **Maps and globes**
 - Parts
 - Title
 - Compass Rose
 - Key or legend
 - Symbols
 - Latitude and Longitude
 - Scale
 - Key Vocabulary
 - Hemispheres
 - Landforms
 - Bodies of water
 - Types
 - Physical
 - Political
 - Various projections and related distortions
 - Specialty maps (e.g. population, climate, road, state)
 - Reading maps
 - Uses of maps & globes
- **Climate**
 - The influence of latitude, altitude, and other factors on climate.
 - Connect to the themes of Place and Human-Environment Interaction.
- **World Time Zones**
 - The influence of longitude on world time zones.

Suggested Activities:

1. Students create antique treasure maps on tea-soaked or shoe-polished parchment paper, being sure to include the various map parts.
 - Students can create a fictional story to go with their map.(GEO1, GEO3, APP9)
2. In groups, students collaborate and hand draw large 8'x10' world maps using teacher-drawn latitude/longitude lines and atlases as their guides.
 - Map parts should be incorporated onto the large maps.
 - Various landforms and continents can be color coded.(PGI1, PGI2, GEO1, GEO3, GEO5)
3. Students are given a physical description of a place and students must determine the latitude and longitude of the place. (GEO5, GEO6)
4. Spy tracker, students answer questions to find mystery locations from around the world. (GEO2, GEO4, GEO5, GEO6)
5. Create a climograph for various cities around the world. (GEO3, APP2, APP8, APP9)
6. Research geography related careers. (ACQ1, ACQ2, ACQ3, ACQ5, ACQ6)

Suggested Teacher Resources:

- Classroom maps
- *World Explorer Geography Tools and Concepts* textbook, Prentice Hall
- *Map Skills: Inventive Exercises to Sharpen Skills & Raise Achievement*, Marjorie Frank; 2000
- See list of additional resources on page 6

Suggested Student Resources:

- Atlases
- Maps
- Globes
- School library
- Wallingford Public Library

Suggested Assessments:

- Map assessments
- Student participation
- Research rubric (appendix D)
- Written assignments
- Climographs
- See list of additional assessments on page 7

6th Grade Social Studies: Regions & Cultures of the World I

Topic Area: What is Culture?

Suggested Timeframe: 1 week

Enduring Understandings:

- Culture is a way of life of a group of people who share similar beliefs and customs.

Essential Questions:

- What is culture?
- Why should we study other cultures and what does it teach us?

Required Content Topics:

- **Culture**
 - Components of culture
 - History
 - Geography
 - Economics
 - Political Science/Government
 - Sociology
 - Religion & Philosophy
 - Knowledge, Education, & Arts
- **The components of culture help provide a complete understanding of the culture of any given group of people.**

Suggested Activities:

(There are limited activities listed in this strand as this information should be applied to each regional unit of study.)

1. Graphic organizer or mind map to help students remember the different components of culture. (ORG4, CUL1)
2. Choose a group of people or region to have students focus on and apply the components of culture to that group. (ORG4, CUL1)

Suggested Teacher Resources:

- Seven Components of Culture handout (appendix C)
- *Culturegrams*, hard copy and online edition
- *The Material World*, Peter Menzel, Poster Education & workbook; 1997
- See list of additional resources on page 6

Suggested Assessments:

- Graphic organizers
- Research rubric (pages 33-34)
- Student participation
- See list of additional assessments on page 7

6th Grade Social Studies: Regions & Cultures of the World I

Topic Area: Africa

Suggested Timeframe: 5-6 weeks

Description:

From its early civilizations to modern times, Africa has had a tremendous influence on the world stage. Utilizing the Five Themes of Geography and an integrated approach, the physical, historical, and cultural geography of Africa will be explored. Areas of study will include physical geography, major historical events and people that shaped the area, and the culture of the continent. Our study of Africa will specifically include early kingdoms, colonialism, the slave trade, nationalism, modern day issues, and specific country studies. By examining the past, students will better understand the present.

Enduring Understandings:

- The study of the continuum of human civilizations reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past creates an awareness of the modern world and anticipated future events.
- Trade affects local, national and international relationships.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills
- Culture is a way of life of a group of people who share similar beliefs and customs.
- People respond to and resolve conflicts by choosing among various responses that have immediate and long-term outcomes.

Essential Questions:

- How does the evaluation of past events help us to make future decisions?
- How am I connected to those in the past?
- How can we know if we weren't there?
- What impact does trade have on society?
- How does geography influence lifestyle and point of view?
- Why should we study other cultures and what does it teach us?
- Why do people fight?
- What is worth fighting for?
- What happens when cultures collide?

Suggested Content Topics:

- **Geography of the Region**
 - The Five Themes of Geography
 - Physical geography & map skills
- **History**
 - Ancient kingdoms (e.g. Egypt, Kush, Axum, Ghana, Mali, Zimbabwe)
 - Nationalism/independence movements
 - Slave trade – African perspective
 - Colonialism – partition of Africa
 - Apartheid/South Africa

- **Modern Day Africa**
 - **Culture of the Region**
 - Components of culture (i.e. daily life, the arts, religion, literature)
 - **Current Issues**
 - Famines, droughts, desertification
 - Civil wars (e.g. Somalia, Sudan, Liberia, Sierra Leone, Angola)
 - AIDS and other health problems
 - Specific country studies (e.g. Nigeria, Kenya, South Africa, Egypt, Somalia)
 - Environment
 - Music
 - Art forms
 - Language
 - Economy
 - Government

Suggested Activities:

1. Have students work in small groups to research ancient African kingdoms and setup museum exhibits for those kingdoms in class. Groups can then visit each kingdom's exhibit which could include information about daily life, artifacts, maps, and achievements. Students can post their research and findings in their exhibit and can compare and contrast the various kingdoms represented.
(PGI1, HIS1, HIS2, HIS4, ACQ1, ACQ2, ACQ3, ACQ4, ACQ5, ACQ6, ORG3, ORG4, APP5, APP6, APP8, APP9)
2. Field trip to Amistad (ACQ6)
 - Slave journal/letters home to family (APP4, ORG4, APP5, APP6, APP9)
 - *The Captive*, Joyce Hansen, Teaching Geography Through Literature; J. Weston Walch (ACQ3)
3. Scramble for Africa (ACQ1, ACQ2, ACQ3, ACQ4)
 - Develop a natural resource map of Africa. (GEO3)
 - Assign the various European countries involved in African colonialism to groups of students. (HIS1)
 - Groups will examine why these countries colonized specific African countries. (ORG4, ORG6, APP4, APP5, APP6, APP7, APP8)
4. Explore noteworthy Africans
 - National leaders
 - Independence leaders
 - Major reformers
 - Entertainers & sports figures
(ACQ1, ACQ2, ACQ3, ACQ5, ORG3, ORG4, APP2, APP8, CUL2, HIS2)

5. Public Service Announcement
 - Radio or TV ad
 - Travel brochure
 - Travel advisory for a specific African country
 - Civil wars
 - Health issues
 - Political problems – Apartheid
 - Desertification
 - Travel warnings

(ACQ2, ACQ3, ACQ5, ORG4, APP2, APP3, APP4, APP7, APP8, APP9)
6. Compare, interpret, and/or act out folklore from various African countries.
(APP2, APP8, ACQ6, CUL1)
7. Explore the native music of the region. (CUL1, CUL4, ACQ6)
8. Research and journal a day in the life of a teen from an African country.
(ACQ1, ACQ3, ACQ4, ACQ5, APP3, APP6, APP7, CUL3)

Suggested Teacher Resources:

- www.africatoday.com
- See list of additional resources on page 6

Suggested Student Resources:

- Student atlases
- Maps/globes
- School library
- Wallingford Public Library

Suggested Assessments:

- Research rubric (appendix D)
- Student presentations
- Projects
- Written assignments
- Maps
- Travel brochures
- Simulations
- See list of additional assessments on page 7

6th Grade Social Studies: Regions & Cultures of the World I

Topic Area: Middle East

Suggested Timeframe: 5-6 weeks

Description:

Due to its geographic location between the continents of Asia, Africa, and Europe, the Middle East has historically been a crossroads of culture, religion, and trade. Utilizing the Five Themes of Geography and an integrated approach, the physical, historical, and cultural geography of the Middle East will be explored. Areas of study will include physical geography, major historical events and people that shaped the area, and the culture of the region. Our study of the Middle East will provide students with an awareness and understanding of the cultures and issues of this region of long-standing conflict.

Enduring Understandings:

- The study of the continuum of human civilizations reveals the ideals, beliefs, values, and institutions of its people.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- People respond to and resolve conflicts by choosing among various responses that have immediate and long-term outcomes.
- People develop systems that exercise power in order to manage conflict and create order.

Essential Questions:

- What does it mean to be "civilized"?
- Are modern civilizations more "civilized" than ancient ones?
- Why should we study other cultures and what does it teach us?
- How does geography influence lifestyle and point of view?
- Why do people fight?
- What is worth fighting for?
- Why do we have rules and laws and what would happen if we didn't?

Suggested Content Topics:

- **Geography of the Region**
 - The Five Themes of Geography
 - Physical geography & map skills
- **History**
 - Rise of civilization
 - Rise of empires
 - Origins of 3 major religions
 - Judaism
 - Christianity
 - Islam

- **Modern Day Middle East**
 - **Culture of the Region**
 - Components of culture (i.e. daily life, the arts, religion, literature)
 - **Current Issues**
 - Role of women
 - Economics, in particular the role of oil
 - Religious and cultural conflict
 - Current events

Suggested Activities:

1. Students explore the various countries of the region and create a scrapbook. The scrapbook could be pictorial, written, or both. (ACQ1, ACQ3, ACQ4, ACQ5, ORG4, APP7, APP8, APP9, CUL3)
2. Conduct a comparative study of the holidays of the region. (CUL3, CUL4, ACQ2, ACQ3, ACQ5, ORG3, ORG4, APP8)
 - Students can role play some of the customs and traditions associated with the holidays. (e.g. Jewish Yom Kippur, Muslim Ramadan) (APP6, APP9)
 - Compare and contrast holidays of the Middle East with those commonly celebrated in the United States. (APP2, APP3)
3. Create Islamic calendars. (CUL1, CUL3, APP8, APP9)
4. Role-play a Seder (Passover meal) and compare to customs and traditions from other cultures. (APP2, ACQ6, CUL1, CUL3)
5. Compare and contrast the roles of women in the Middle East to those in the United States. (HIS1, CUL3, APP6, SOC1, SOC2)
6. Research and journal a day in the life of a teen from a Middle Eastern country. (ACQ1, ACQ3, ACQ4, ACQ5, APP3, APP6, APP7, CUL3)

Suggested Teacher Resources:

- *Not Without My Daughter*, VHS/DVD (Iran)
- See list of additional resources on page 6

Suggested Student Resources:

- Student atlases
- Maps/globes
- School library
- Wallingford Public Library

Suggested Assessments:

- Research rubric (appendix D)
- Projects
- Written assignments
- See list of additional assessments on page 7
- Role plays
- Student presentations

6th Grade Social Studies: Regions & Cultures of the World I

Topic Area: Asia (with a focus on China & India)

Suggested Timeframe: 5-6 weeks

Description:

Utilizing the Five Themes of Geography and an integrated approach, the physical, historical, and cultural geography of Asia will be explored. Areas of study will include physical geography, major historical events and people that shaped the area, and the culture of the region. While the focus is on China and India, teachers may choose to cover additional countries in Asia as current events unfold.

Enduring Understandings:

- The study of the continuum of human civilizations reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past creates an awareness of the modern world and anticipated future events.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- People develop systems that exercise power in order to manage conflict and create order.
- Trade affects local, national and international relationships.
- Scientific and technological developments affect people's lives and the environment, and transform societies.

Essential Questions:

- Are modern civilizations more "civilized" than ancient ones?
- What are the significant symbols and icons of civilizations/cultures?
- How can we know if we weren't there?
- What is culture?
- Why should we study other cultures and what does it teach us?
- How do geography, climate, and natural resources affect the way people live and work?
- Why do we have rules and laws and what would happen if we didn't?
- How are governments created, structured, maintained and changed?
- What impact does trade have on society?
- How do the various levels of technological development affect different cultures?

Suggested Content Topics:

- **Geography of the Region**
 - The Five Themes of Geography
 - Physical geography & map skills

- **History**
 - **China**
 - Early people of China
 - Major dynasties of China
 - Imperialist China
 - Communist China
 - **India**
 - Early people of India
 - Indian empires
 - Origins of Hinduism and Buddhism
 - British India
 - Independence

- **Modern Day China**
 - **Culture of the Region**
 - Components of culture (i.e. daily life, the arts, religion, literature)
 - **Current Issues**
 - Taiwan
 - Population
 - Economics and trade
 - International relations

- **Modern Day India**
 - **Culture of the Region**
 - Components of culture (i.e. daily life, the arts, religion)
 - Elimination of the caste system
 - **Current Issues**
 - Population
 - Indian and Pakistani relations (e.g. Kashmir)
 - Nuclear power/proliferation

Suggested Activities:

1. Comparative study of Chinese dynasties, including their contributions. (HIS1, HIS2, CIV1, APP5, APP8)
2. Plan a menu and prepare traditional dishes from various Asian countries (consider diet restrictions due to religious beliefs). (ACQ1, ACQ2, ACQ6, CUL1, CUL3)
3. Research and journal a day in the life of a teen from an Asian country. (ACQ1, ACQ3, ACQ4, ACQ5, APP3, APP6, APP7, CUL3)
4. Write a diary or journal from the point of view of people who witnessed major events throughout Asian history. (HIS1, HIS2, ACQ3, APP5, APP6, APP8)
5. Research and create a presentation about the role of cows in India. (ACQ1, ACQ2, ACQ3, ACQ4, ACQ5, ORG4, APP6, APP8, APP9, CUL1)

6. Simulate the lives of people from various levels of the Indian caste system. (HIS1, CIV1, CIV2, APP5, APP6)
7. Role-play members of various religious groups from Asia. (APP6, CUL1, CUL3)
8. Research and simulate the roles of women in various Asian countries. (CUL1, CUL3, APP6, ACQ2, APP3, SOC1, CIV2)
9. Explore the wildlife of Asia. (GEO8, ACQ2, ACQ4, ACQ6, APP2)
10. Comparative study of weather phenomena in Asia. (e.g. monsoons, tsunamis) (APP2, GEO2)
11. Explore the music of the region. (CUL1, CUL4, ACQ6)

Suggested Teacher Resources:

- *Homeless Bird*, Gloria Whelan (India)
- *Bend It Like Beckham*, DVD (India)
- See list of additional teacher resources on page 6

Suggested Student Resources:

- Atlases, maps, globes
- School library
- Wallingford Public Library

Suggested Assessments:

- Research rubric (appendix D)
- Projects
- Simulations/student presentations
- Written assignments
- See list of additional assessments on page 7

6th Grade Social Studies: Regions & Cultures of the World I

Topic Area: Eastern Europe and Russia

Suggested Timeframe: 5-6 weeks

Description:

The evolving nature of political borders, economic systems, and leadership have all helped to shape the region of Eastern Europe and Russia today. Utilizing the Five Themes of Geography and an integrated approach, the physical, historical, and cultural geography of Eastern Europe and Russia will be explored. Areas of study will include physical geography, major historical events and people that shaped the area, and the culture of the region.

Enduring Understandings:

- Knowledge of the past creates an awareness of the modern world and anticipated future events.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- People develop systems that exercise power in order to manage conflict and create order.
- People respond to and resolve conflicts by choosing among various responses that have immediate and long-term outcomes.
- Scientific and technological developments affect people's lives and the environment, and transform societies.

Essential Questions:

- How does the evaluation of past events help us to make future decisions?
- Why should we study other cultures and what does it teach us?
- What can we learn about a culture through its art forms?
- How do geography, climate, and natural resources affect the way people live and work?
- What makes places unique and different?
- How are governments created, structured, maintained and changed?
- What happens when cultures collide?
- How do new technologies result in broader social change?
- How do the various levels of technological development affect different cultures?

Suggested Content Topics:

- **Geography of the Region**
 - The Five Themes of Geography
 - Physical geography & map skills
- **History**
 - Early Russia and Eastern Europe
 - Russian Empire
 - Soviet Union

- **Modern Day Russia & Eastern Europe**

- **Culture of the Region**

- Components of culture (i.e. daily life, the arts, religion, literature)

- **Current Issues**

- Emerging democracies and capitalism
- Changing borders
- Role of family
- Ethnic and religious differences

Suggested Activities:

1. Students can spell their names using the Cyrillic alphabet. (APP5, ORG1, ACQ6, CUL1)
2. Replicate Russian architecture utilizing toilet paper rolls. (CUL1, CUL3, ACQ4, APP 3)
3. Develop a feudal system with the class as a whole or with groups of students. Participants will then decide on rules and laws and determine if the system they created will succeed or fail. (APP5, APP6, APP7, APP8, CIV1, CIV2, HIS1)
4. Ukrainian egg painting. (CUL1, ACQ6)
5. Investigate the Chernobyl disaster. (HIS1, ACQ2, ACQ3, SOC1, GEO9)
6. Create maps comparing the historical and current geography of the region. (GEO2, GEO3, APP8, HIS4)
7. Do a comparative study and/or debate on capitalism vs. communism. (CIV1, HIS1, APP4, APP5, APP6)
8. Have students put on a performance of the Russian ballet “Peter and the Wolf.” (ACQ6, CUL1)
9. Students research the traditional clothing worn by the people of the region.
 - Create clothes to wear themselves
 - Make paper dolls
 - Create sketches and/or drawings
 - Put on a fashion show(CUL1, ACQ3, ACQ4, ACQ6, APP9)
10. Research and journal a day in the life of a teen from an Eastern European country. (ACQ1, ACQ3, ACQ4, ACQ5, APP3, APP6, APP7, CUL3)

Suggested Teacher Resources:

- See list of teacher resources on page 6

Suggested Student Resources:

- Student atlases
- Maps/globes
- School library
- Wallingford Public Library

Suggested Assessments:

- Student presentations
- Projects
- Writing assignments
- Research rubric (appendix D)
- Student performances
- Maps
- Debate
- See list of additional assessments on page 7

6th Grade Social Studies: Regions & Cultures of the World I

Topic Area: Southern Europe

Suggested Timeframe: 3-4 weeks

(teachers must end the school year with this region)

Description:

Understanding the ancient Greek, Roman and Macedonian civilizations and contributions they made will help in understanding the development of later societies and cultures. Topics of study will include the development and duration of Greek and Roman societies and the contributions of each. Utilizing the Five Themes of Geography and an integrated approach, the physical, historical, and cultural geography of Southern Europe will be explored. Areas of study will include physical geography, major historical events and people that shaped the area, and the culture of the region. The time period covered in sixth grade will extend through the end of the Roman Empire. Students will continue their study of the European continent at the beginning of grade seven.

Enduring Understandings:

- The study of the continuum of human civilizations reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past creates an awareness of the modern world and anticipated future events.
- People develop systems that exercise power in order to manage conflict and create order.
- As part of a community, people are increasingly affected by environmental, economic, social, cultural, and civic concerns.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- People respond to and resolve conflicts by choosing among various responses that have immediate and long-term outcomes.
- Trade affects local, national and international relationships.

Essential Questions:

- Why do people live together and form societies?
- Are modern civilizations more "civilized" than ancient ones?
- What are the significant symbols and icons of civilizations/cultures?
- How does the evaluation of past events help us to make future decisions?
- How am I connected to those in the past?
- How can we know if we weren't there?
- Why do we have rules and laws and what would happen if we didn't?
- How are governments created, structured, maintained and changed?
- Why should we study other cultures and what does it teach us?
- How do geography, climate, and natural resources affect the way people live and work?
- Why do people fight?
- What is worth fighting for?
- What impact does trade have on society?

Suggested Content Topics:

- **Geography of the Region**
 - The Five Themes of Geography
 - Physical geography & map skills
- **History**
 - Cultural and political contributions of:
 - Ancient Greece
 - Macedonia
 - Ancient Rome

Suggested Activities:

1. Debate direct democracy vs. indirect democracy. (CIV1, APP4, APP6)
2. Toga Party
 - Write a play script with authentic Roman names.
 - Research the ancient Roman culture (e.g. clothing, jobs, food)
 - Students dress up and act out major events from their scripts. (HIS1, CUL1, ACQ2, ACQ3, ACQ6, ORG4)
3. Classroom Olympics/Greek Day (HIS1, CUL1, ACQ6)
 - Students participate in a variety of Olympic events as if they lived back in ancient Greece.
4. Research noteworthy Greeks, Romans, and/or Macedonians. (ACQ1, ACQ2, ACQ3, ORG4, APP6, HIS2)
5. Students write their own Greek and/or Roman myth or legend. (CUL1, ACQ3, APP8, APP9)

Suggested Teacher Resources:

- *Greek & Roman Mythology*
- See list of additional teacher resources on page 6

Suggested Student Resources:

- Student atlases
- Maps/globes
- School library
- Wallingford Public Library

Suggested Assessments:

- Debate
- Written assignments
- Role plays or skits
- Research rubric (appendix D)
- Simulations
- Student presentations
- See list of additional assessments on page 7

How to Best Utilize the Enduring Understandings & Essential Questions In This Course Outline

Included in this course outline are content and skills enduring understandings and essential questions specific to this course.

→ The **enduring understandings** are the major concepts that you want students to remember after the details of the lesson may be forgotten. Understandings are not obvious or true by definition. They are broad and topical statements that require students to think and uncover new information in order to understand them.

- When writing lesson plans and units, choose up to a few enduring understandings (both content and skills) to focus on.
- These help keep instruction focused for students.
- Try posting the enduring understanding(s) on the board at the beginning of your lesson & take a few minutes to point them out and discuss them with your students.
- Try printing the enduring understandings you have covered in your lessons on brightly colored paper and post them in your classroom. Each time you use a new enduring understanding, add it to your bulletin board.
- If you are looking for an enduring understanding that is not included in this course outline, try writing a few of your own.

→ **Essential Questions** are thought provoking and arguable questions that foster inquiry and understanding.

- Essential questions help clarify the big ideas and guide inquiry into the topics being studied.
- For each enduring understanding included in this course outline, there are essential questions to help lead students to a deeper understanding of the concepts being examined.
- Utilize essential questions to help guide your students to think critically about lesson content.
- Post essential questions in your classroom and encourage students to think about them throughout class sessions.

Content Enduring Understandings for the Course	Content Essential Questions for the Course
<ul style="list-style-type: none"> • People develop systems that exercise power in order to manage conflict and create order. 	<ul style="list-style-type: none"> • How is power gained, used, and justified? • Why do we have rules and laws and what would happen if we didn't? • How are governments created, structured, maintained and changed?
<ul style="list-style-type: none"> • Global societies are diverse, creating varied perspectives, contributions, and challenges. • As part of a community, people are increasingly affected by environmental, economic, social, cultural, and civic concerns • Culture is a way of life of a group of people who share similar beliefs and customs. • The Five Themes of Geography help us to analyze and develop an understanding of different world cultures. 	<ul style="list-style-type: none"> • What is culture? • What are the benefits and challenges of a diverse society? • Why should we study other cultures and what does it teach us? • How do the beliefs and values of a diverse culture affect individuals and society? • What can we learn about a culture through its art forms?
<ul style="list-style-type: none"> • The Five Themes of Geography help us to put the earth and its people into a geographical perspective. • Maps and globes portray the surface of the earth in different ways. • All maps have parts in common. • Climate is determined by many factors. • Geography influences a person's needs, culture, opportunities, choices, interests, and skills. 	<ul style="list-style-type: none"> • What is geography? • How do geography, climate, and natural resources affect the way people live and work? • How does geography influence lifestyle and point of view? • What makes places unique and different? • How do maps and globes reflect history, politics, and economics? • What affect do people have on their environment?
<ul style="list-style-type: none"> • People respond to and resolve conflicts by choosing among various responses that have immediate and long-term outcomes. 	<ul style="list-style-type: none"> • Why do people fight? • What is worth fighting for? • What happens when cultures collide?
<ul style="list-style-type: none"> • The study of the continuum of human civilizations reveals the ideals, beliefs, values, and institutions of its people. • Knowledge of the past creates an awareness of the modern world and anticipated future events. 	<ul style="list-style-type: none"> • Why do people live together and form societies? • What does it mean to be "civilized"? • Are modern civilizations more "civilized" than ancient ones? • What are the significant symbols and icons of civilizations/cultures? • How does the evaluation of past events help us to make future decisions? • How am I connected to those in the past? • How can we know if we weren't there?
<ul style="list-style-type: none"> • Trade affects local, national and international relationships. 	<ul style="list-style-type: none"> • What impact does trade have on society?
<ul style="list-style-type: none"> • Scientific and technological developments affect people's lives and the environment, and transform societies. 	<ul style="list-style-type: none"> • How do new technologies result in broader social change? • How do the various levels of technological development affect different cultures?

Skills Enduring Understandings for the Course	Skills Essential Questions for the Course
Acquiring Information	
<ul style="list-style-type: none"> • Posing questions creates a purpose for research. • Information can be found in multiple locations and with various people. • The research process requires the use of a variety of resources to ensure validity. 	<ul style="list-style-type: none"> • Why do I research? • What do I do when my immediate resources are not adequate? • How do I know which resources fit my needs? • What are the benefits of using multiple media to locate information? • How do I know my information is reliable (accurate, unbiased, current, and appropriate)? • How do I know when I have enough information to answer my question thoroughly?
Organizing Information	
<ul style="list-style-type: none"> • Organization is critical to the acquisition, application, and evaluation of information. • The data being presented determines the organizational format. 	<ul style="list-style-type: none"> • How does organizing the results of my research help me to use it? • How does the organization of information impact the effectiveness of its communication?
Analyzing, Interpreting & Applying Information	
<ul style="list-style-type: none"> • Effective communication relies on the presentation of information in a format appropriate to the task and the audience. • Various types of materials enhance understanding. • New information influences how one thinks & acts. 	<ul style="list-style-type: none"> • How do I determine the appropriate presentation format for my task and audience?
Developing Social & Political Participation	
<ul style="list-style-type: none"> • Examining social and civic issues helps to expand one's understanding of the world, its people, and oneself. 	<ul style="list-style-type: none"> • What are the consequences if I do not accept my personal responsibilities to my community? • How do my actions impact others in my community? • How can I impact social change?
Developing Personal & Group Interaction	
<ul style="list-style-type: none"> • Collaboration is necessary in order to be an effective learner and citizen. • Recognizing a diversity of viewpoints benefits all. 	<ul style="list-style-type: none"> • Why do individuals choose to work together? • What role does conflict play in collaboration? • How do my personal decisions and actions affect others? • How does the consideration of different viewpoints influence how I think and act?
Reading	
<ul style="list-style-type: none"> • Readers use strategies to construct meaning from both fiction and non-fiction text. • Authors write for different purposes. • Language reflects historical changes and cultural differences. 	<ul style="list-style-type: none"> • Why do we need to evaluate what we read? • How do time and place in history influence language? • What impact do reading strategies have?
Writing	
<ul style="list-style-type: none"> • Writing is a process • Writers have a purpose for writing. • The use of proper formats results in effective communication. 	<ul style="list-style-type: none"> • How does the audience influence the format of your writing? • How is your style of writing influenced by your purpose? • What are you trying to achieve through your writing? • How can we use evaluation and reflection to improve our writing?
Technology	
<ul style="list-style-type: none"> • Technology is a tool used for collecting, organizing, and presenting information. 	<ul style="list-style-type: none"> • What are the benefits and limitations of using technology?

The 5 Themes of Geography

LOCATION

“Where are we?” is the question that the theme of location answers. There are 2 types of location – absolute & relative location.

Absolute location – a latitude/longitude coordinate or a street address

Relative Location – written directions from one place to another including distance, directionals (east, west, north, south), time, and landmarks.

PLACE

Places have both physical and human characteristics. Places can be man-made or natural, and they each have their own physical description.

Physical characteristics include landforms, water bodies, animal life, and natural vegetation. (natural places)

Human characteristics include buildings, transportation, and roads. (man-made places)

The image people have of a place is based on their personal experiences.

HUMAN-ENVIRONMENT INTERACTION

How humans and the environment affect each other.

There are 3 key points to Human-Environment Interactions:

1. How humans **adapt to** the environment.
2. How humans **modify** the environment.
3. How humans **depend on** the environment.

Some examples include people depending on the Tennessee River for water & transportation. People modify our environment by heating & cooling buildings for comfort. People adapt to the environment by wearing clothing that is suitable for summer or winter; rain or shine.

MOVEMENT

The movement of people, ideas, and goods.

People – transportation by car, ship, airplane, subway, roller blades, walking etc.

Ideas – The communication of ideas via TV, telephone, e-mail, newspaper etc.

Goods – exporting, importing and transporting goods (e.g. food, clothes, electronics)

REGION

Countries or areas that are alike in some way for example language, government, location etc. Geographers divide the world into regions in order to study it more easily.

The 7 Components of Culture

Whenever you study the culture of a group of people, you will find the information about that culture fits nicely into the following 7 parts or components of culture. These 7 components help us to define the culture of a group of people.

KEA (Knowledge, Education, Arts)

- Languages spoken
- Inventions
- Technology (how advanced is this country?)
- Popular leisure activities
- Sports, hobbies, games
- Forms of entertainment
- Education/school system
- Methods of transportation
- How is knowledge/information passed throughout the country?
- Food, music & clothing

Economics

- Major imports/exports
- Products
- How is money being made?
- Jobs people have
- Type of currency used
How is wealth distributed among the people?
- Amount of foreign trade
- Major industries

History

- Major historical events
- Historical leaders/figures
- Famous historical sites/landmarks
- How and why the country is the way it is today based on its history.

Geography

- Absolute and relative location
- Size of country
- Borders
- Landforms/Physical Features (e.g. rivers, mountains, islands)
- Climate
- Environment
- Animals
- Plants
- Agriculture (crops)
- Natural resources

Sociology

- How are people grouped? (families, tribes, clans, etc.)
- Family values/traditions
- Ethnic groups
- How people interact
- Famous people

Religion & Philosophy

- Different religious groups
- Holidays
- Celebrations/festivals
- Beliefs and rituals
- Behaviors that are considered right or wrong.

Political Science

- Type of government
- Current and past political leaders
- Laws and rules for behavior
- System of law enforcement
- Capital city
- Flag description
- National anthem
- Largest cities

**** Feel free to add additional topics to this list when appropriate****

Research Rubric

The student:	Self-sufficient & independent			
	4	3	2	1
Research Planning	<p>Uses KWHL, concept map, outline, etc.</p> <ul style="list-style-type: none"> To identify 5 or more search terms/strategies before beginning research. To organize research To adjust strategies as needed. To develop at least 3 ideas/questions to focus research To clarify assignment 	<ul style="list-style-type: none"> Waits to be asked if assignment is understood. Needs help breaking down the assignment. Uses KWHL, concept map or the like but it lacks scope and/or depth. Identifies 3-4 search terms/strategies, adjusts if needed. Develops 1-2 ideas/questions that focus the research. 	<ul style="list-style-type: none"> May not understand all parts of the assignment; does not ask for help. Attempts a KWHL or concept map. Includes topics and sub-topics but they may not all be clearly or logically related. Limits research to most obvious terms, does not seek alternatives. Develops questions but they lack focus. 	<ul style="list-style-type: none"> Does not know what the assignment is; does not ask for help. Needs considerable help in breaking down the assignment. Does not attempt KWHL or concept map. Does not develop search terms and strategies before beginning research. Questions haphazardly and without focus.
Information Resources	<ul style="list-style-type: none"> Chooses from both print & electronic resources as appropriate: <ul style="list-style-type: none"> those resources that have been taught and/or targeted for this assignment. Resources specifically geared for this assignment Uses 5 or more resources. 	<ul style="list-style-type: none"> Chooses some resources that are good for this task. Includes 1-2 resources that have been taught and/or targeted for this assignment. Uses 3 resources. May not include a variety of resource formats. 	<ul style="list-style-type: none"> Uses resources that are familiar regardless of appropriateness for the task. Avoids resources targeted/taught for this assignment unless prompted. Relies on one source of information. Uses one type of resource exclusively. 	<ul style="list-style-type: none"> Does not know which resources to use. Avoids resources targeted/taught for this assignment. Uses the Internet exclusively. Finds little or no valid information.

The Student:	Self-sufficient & independent			
	4	3	2	1
Collects Information	<ul style="list-style-type: none"> • Uses searching conventions for a variety of print and electronic resources effectively. • Develops a clear plan for organizing information as it is gathered. • Systematically evaluates authenticity and objectivity of information resources, particularly from the web. • Takes notes, photocopies relevant pages and/or prints responsibly (copy/paste – print selections – or e-mails self) • Documents ALL sources (information and graphics) accurately, using MLA style. 	<ul style="list-style-type: none"> • Follows the searching conventions outlined by the teacher and/or library media specialist. • Develops a plan for organizing the information, but may not be well organized. • Evaluates authenticity and objectivity of information resources, particularly from the web. • Scans materials before requesting copies, if asked. • ALL sources (information and graphics) are documented, but some are not in MLA. 	<ul style="list-style-type: none"> • Searches using phrases or questions, but is not willing to learn new ways of searching. • There is some organization to information gathering, but the student cannot explain it. • Thinks about authenticity and objectivity of information, when questioned. • Collects information without scanning for value. Will read/ highlight the material afterwards. • ALL sources (information and graphics) are documented, but use incorrect format. 	<ul style="list-style-type: none"> • Does not know how to search effectively. • Has no clear plan for organizing the information. • Photocopies and/or prints without discrimination. • Accepts what information is found without question. • Sources are not documented and/or do not follow accepted MLA format.
Work Habits	<ul style="list-style-type: none"> • On task, works steadily and with focus throughout the period. • Does not distract others. • Assists other students as appropriate. • Asks for help from teacher and/or LMC staff, as needed. • Listens to, shares with, and supports the efforts of others. • Treats all persons and equipment with respect. 	<ul style="list-style-type: none"> • On task during the initial stages of work. • Loses focus occasionally, but returns to task when prompted. • Attempts to assist others and/or get help results in “off task” conversation. • Asks for help from teacher and/or LMC staff if prompted. • Usually listens to, shares with, and supports the efforts of others. 	<ul style="list-style-type: none"> • Has trouble getting started but responds to “one-on-one”. • Loses focus easily and must be prompted. • Asks friends for help, if needed. Rarely asks teacher or librarian without prompting. • Sometimes listens to, shares with and supports the efforts of others, but just as often distracts others and engages in personal conversation. 	<ul style="list-style-type: none"> • Loses focus easily, • Wanders and socializes with others under the pretext of seeking help. • Does not settle and does not ask the teacher or LMS for help. • Requires considerable prompting and coaching to stay on task. • Does not listen to, share with or support the efforts of others. Seeks to distract others from their work or engages in unrelated activities.

