

Social Studies: Sixth Grade – Latin America and Canada

Unit: Map Skills and The Five Themes of Geography 6-1 **Time Line:** 4-6 weeks

Unit Sub-Topics:

- The Five Themes of Geography: Movement, Region, Human-Environment interaction, Location, Place (MR. HELP)
- Map skills

Wisconsin State Standards:

A.8.1, A.8.2, A.8.3, A.8.6, A.8.7, A.8.8, A.8.11

Learner Outcomes:

The students will be able to:

- Differentiate the five themes of geography
- Incorporate the 5 themes of geography to understand current events
- Identify the continents, the four oceans, and major lines of latitude and longitude
- Utilize TODALS (title, orientation, date, author, legend, scale) for map work
- Learn to use various geographic resources (i.e. atlas, almanac, and map)
- Use various geographic resources to be able to ask and answer various geographic questions
- Use the components of the Five Themes of Geography to understand the relationships of people, places, and environments

Rationale:

Geography provides an effective method for asking questions about places on the earth and their relationships to the people who live in them. “Why are things located in particular places?” and “How do those particular places influence our lives?” are two important questions which help us understand and explain the relationships in the world around us.

To help us have a tool to organize all this knowledge, geographers rely on the five fundamental themes of geography: [Movement](#), [Region](#), [Human-Environment interaction](#), [Location](#), [Place](#) (MR. HELP).

Instructional Strategies:

Teach students how to:

- Use mental mapping
- Note taking strategies
 - 2-column notes
 - graphic organizers
 - outlining
 - highlighting
- Use Media Literacy
 - media literacy – evaluate sources for reliability and validity and be able to utilize sources effectively.
 - newspapers
 - audio visuals
 - periodicals
 - internet/World-Wide Web

- reference books
- Use and interpret
 - Maps
 - Graphs
 - Charts
 - Timelines
 - Atlases
 - Almanacs
- Acquire information from primary and secondary sources
- Use skills for reading a text and other written materials
- Paraphrase and summarize
- Use technology for research, communication, and presentations
- Communicate answers in complete statements
- Write research paper (5 paragraph essay)
- Use totals on all maps (title, orientation, date author, legend and scale)

Integration:

- Language Arts
- Fine Arts
- Science
- Math
- Technology
- Environmental Issues

Suggested Activities/Resources:

- See Grade Course Guide Binder for additional activities and resources
- Geography for Life, National Geography Standards, 1994
- Video: The Five Themes of Planet Earth
- Autobiographical mental mapping kits
- Latin America and Canada, textbook
- Maps and globe skill activities
- Daily Geography questions binder
- National Geographic magazines
- Material World (book of cultures)
- Skimming and scanning techniques
- PowerPoint with digital pictures
- United Streaming
- Analyze various billboards and pictures and identify the theme(s) depicted on each
- Demonstrate their understanding of the five themes of geography through the use of a scavenger hunt
- Generate an on-going geography picture dictionary
- Sixth Grade Social Studies Pretest (see Grade Course Guide)
- “Pumpkin” globe activity
- River Story by Meredith Hooper
- My Map Book by Sara Fanelli
- Nystrom atlas kits
- Use molded physical maps
- Use orientation indoors and outdoors

Suggested Assessments:

- Use the O'SAE (observation, speculation, analysis, and evaluation) method
- Develop solutions to environmental problems
- Use geographic vocabulary correctly
- Tests
- PowerPoint presentations
- Portfolios
- Video/iMovie
- Website
- Various projects

Social Studies: Sixth Grade – Latin America and Canada

Unit: Canada 6-2

Time Line: 4-6 weeks

Unit Sub-Topics:

- Physical regions of Canada
- Political regions of Canada
- Cultures of Canada
- History of Canada
- Canada Today
- Contemporary Issues

Wisconsin State Standards:

A.8.1, A.8.2, A.8.3, A.8.6, A.8.7,
A.8.8, A.8.11, B.8.12, C.8.9, D.8.2,
D.8.11, E.8.3, E.8.9, E.10

Learner Outcomes:

The students will be able to:

- Illustrate Canada in terms of relative and absolute location
- Identify the political and physical regions of Canada
- Recognize and appraise the contributions of early cultures (i.e. First People)
- Define significant historical periods in Canada's history
- Identify natural resources and relate them to the economy of Canada
- Compare and contrast the various cultures in Canada
- Examine the types of governmental systems in Canada
- Evaluate cooperation and interdependence with other countries
- Identify/discuss/research contemporary issues/current events

Instructional Strategies:

Teach students how to:

- Use mental mapping
- Note taking strategies
 - 2-column notes
 - graphic organizers
 - outlining
 - highlighting
- Use Media Literacy
 - media literacy – evaluate sources for reliability and validity and be able to utilize sources effectively.
 - newspapers
 - audio visuals
 - periodicals
 - internet/World-Wide Web
 - reference books

- Use and interpret
 - Maps
 - Graphs
 - Charts
 - Timelines
 - Atlases
 - Almanacs
- Acquire information from primary and secondary sources
- Use skills for reading a text and other written materials
- Paraphrase and summarize
- Use technology for research, communication, and presentations
- Communicate answers in complete statements
- Research paper (5 paragraph essay)

Integration:

- Language Arts
- Fine Arts
- Science
- Technology
- Environmental Issues

Suggested Activities/Resources:

- The 18 National Standards of Geography (categorized by the Six Essential Elements)
- The Five Themes of Geography (MR. HELP – Movement, Region, Human-Environment interaction, Location, Place)
- Maps, atlases and technology
- Daily Geography questions
- National Geographic magazines
- Textbook – Latin America and Canada
- Compare/Contrast first Canadians
- Physical and political regions map work
- Plan a Canadian vacation or game board
- Collect pictures of Pre-Columbian artifacts – discuss their importance
- Create cultural box of Canada
- Use graphic organizers when appropriate
- Use reading strategies for written text
- Use the five themes of geography to study Canada
- Half-Breed: A Story of the Klondike Gold Rush by Pamela Dell
- Only in Canada by Vivien Bower
- Up North at the Cabin by Marsha Wilson
- Far North by Will Hobbs
- Call of the Wild by Jack London
- Toughboy and Sister by Kirkpatrick Hill
- The Secret of the Seal by Debra Davis
- Star in the Storm
- Torn Away
- Hatchet by Gary Paulsen
- Maata's Journal by Paul Sullivan

- Broken Blade by William Durban (Voyageurs)
- Anne of Green Gables by Elizabeth Montgomery
- Touching Spirit Bear by Ben Mikkelson
- Julie of the Wolves
- The Wintering by William Durban (Voyageurs)
- Owl Moon by Jane Yolen

Suggested Assessments:

- Use the O'SAE (observation, speculation, analysis, and evaluation) method to become a geographically informed person
- Look for patterns on maps and analyze them
- Map work
- Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density
- Use the five themes of geography to study cultures and regions of Canada
- Include TODALS (title, orientation, date, author, legend, scale) on all map(s)
- Write complete answers to questions
- Use higher level thinking skills to develop solutions to environmental problems
- Post test on Canada

Social Studies: Sixth Grade – Latin America and Canada

Unit: Mexico – 6-3

Time Line: 4-5 weeks

Unit Sub-Topics:

- Physical of Mexico
- Political regions of Mexico
- Early cultures of Mexico
- History of Mexico
- Mexico Today
- Contemporary Issues

Wisconsin State Standards:

A.8.1, A.8.2, A.8.3, A.8.6, A.8.7, A. 8.8, A.8.9, A.8.11, B.12, C.8.9, D.8.2, D.8.11, E.8.3, E.8.11, E.8.10

Learner Outcomes:

The students will be able to:

- Illustrate Mexico in terms of relative and absolute location
- Identify the political and physical regions of Mexico
- Identify the contributions of the early cultures (i.e. Mayan and Aztec)
- Determine significant historical periods in Mexico's history
- Identify natural resources and relate them to the economy of Mexico
- Compare and contrast the various cultures in Mexico
- Examine the types of governmental systems in Mexico
- Evaluate cooperation and interdependence with other countries
- Identify/discuss/explore contemporary issues/current events

Instructional Strategies:

Teach students how to:

- Use mental mapping
- Note taking strategies
 - 2-column notes
 - graphic organizers
 - outlining
 - highlighting
- Use Media Literacy
 - media literacy – evaluate sources for reliability and validity and be able to utilize sources effectively.
 - newspapers
 - audio visuals
 - periodicals
 - internet/World-Wide Web
 - reference books
- Use and interpret
 - Maps
 - Graphs
 - Charts
 - Timelines
 - Atlases

- Almanacs
- Acquire information from primary and secondary sources
- Use skills for reading a text and other written materials
- Paraphrase and summarize
- Use technology for research, communication, and presentations
- Communicate answers in complete statements
- Research paper (5 paragraph essay)

Integration:

- Language Arts
- Fine Arts
- Science
- Music
- Math
- Technology
- Environmental Issues

Suggested Activities/Resources:

- The 18 National Standards of Geography (categorized by the Six Essential Elements)
- The Five Themes of Geography (MR. HELP – Movement, Region, Human-Environment interaction, Location, Place)
- Mental mapping
- Maps, atlases and technology
- Daily Geography questions
- National Geographic magazines
- Textbook – Latin America and Canada
- Maya alphabet (available on internet)
- Create cultural box of Mexico
- Use graphic organizers when appropriate
- Use reading strategies for written text
- Use the five themes of geography to study Mexico
- Esperanza Rising by Pam Munoz Ryan
- The Mayan Design Book – Caren Caraway
- The Aztecs - Tim Wood
- The Mighty Aztecs – Gene S. Stuart
- Egyptians, Maya, Mincans – 1986 – The Learning Works, Inc.
- Lupita Manana by Patricia Beatty
- Shark Beneath the Reef by Jean Craighead George
- The Crossing by Gary Paulson
- The Jumping Tree by Rene Saldana, Jr.
- Blood in the Water: A Story of Friendship During the Mexican War

Suggested Assessments:

- Use the O'SAE (observation, speculation, analysis, and evaluation) method to become a geographically informed person
- Look for patterns on maps and become critical thinkers
- Map work
- Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density
- Use the five themes of geography to study cultures and regions of Mexico
- Include TODALS (title, orientation, date, author, legend, scale) on all map
- Create a life-sized Maya or Aztec person (based on social structure)
- Create a glyph and incorporate it into a Maya/Aztec story based on facts
- Create a Mayan mask or piece of pottery
- Design a stela
- Self-assessment project
- Write complete answers to questions
- Use higher level thinking skills to develop solutions to environmental problems
- Post test on Mexico

Social Studies: Sixth Grade – Latin America and Canada

Unit: Central America – 6-4

Time Line: 3-5 weeks

Unit Sub-Topics:

- Physical regions of Central America
- Political regions of Central America
- Cultures of Central America
- History of Central America
- Central America Today
- Contemporary Issues

Wisconsin State Standards:

A.8.1, A.8.2, A.8.3, A.8.6, A.8.7, A. 8.8, A.8.11, B.12.3, B.12.4, B.12.5, C.8.3, C.8.9, D.8.2, D.8.11, E.8.3, E.8.9, E.8.10, E.8.14

Learner Outcomes:

The students will be able to:

- Describe Central America in terms of relative and absolute location
- Identify the political and physical regions of Central America
- Recognize and appraise the contributions of the early cultures (i.e. Mayan and Cunan)
- Determine significant historical periods in Central America's history
- Compare and contrast the various cultures of Central America
- Identify natural resources and relate them to the economy of Central America
- Examine the types of governmental systems in Central America
- Evaluate cooperation and interdependence with other countries
- Identify/discuss/explore contemporary issues/current events

Instructional Strategies:

Teach students how to:

- Use mental mapping
- Note taking strategies
 - 2-column notes
 - graphic organizers
 - outlining
 - highlighting
- Use Media Literacy
 - media literacy – evaluate sources for reliability and validity and be able to utilize sources effectively.
 - newspapers
 - audio visuals
 - periodicals
 - internet/World-Wide Web
 - reference books
- Use and interpret
 - Maps
 - Graphs
 - Charts

- Timelines
- Atlases
- Almanacs
- Acquire information from primary and secondary sources
- Use skills for reading a text and other written materials
- Paraphrase and summarize
- Use technology for research, communication, and presentations
- Communicate answers in complete statements
- Research paper (5 paragraph essay)

Integration:

- Language Arts
- Fine Arts
- Science
- Technology
- Environmental Issues

Suggested Activities/Resources:

- The 18 National Standards of Geography (categorized by the Six Essential Elements)
- The Five Themes of Geography (MR. HELP – Movement, Region, Human-Environment interaction, Location, Place)
- Video: The Five Themes of Planet Earth
- Mental mapping
- Maps, atlases and technology
- Daily Geography questions
- National Geographic magazines
- Textbook – Latin America and Canada
- Discrepant Event Inquiry on the Panama Canal
- Computer research – create a layered report
- Belize Zoo pen-pals
- Create a worry doll
- Create a culture box of Central America
- Use graphic organizers when appropriate
- Use reading strategies for written text
- Use the five themes of geography to study Central America
- Colibri by Ann Cameron (Guatemala)
- Grab Hands and Run by Francis Temple
- The Eldorado Adventure by Lloyd Alexander
- Red Midnight by Ben Mikaelson

Suggested Assessments:

- Use the O'SAE (observation, speculation, analysis, and evaluation) method to become a geographically informed person
- Look for patterns on maps and become critical thinkers
- Construct mental maps
- Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density

- Use the five themes of geography to study cultures and regions of the world
- Create a culture (include background, values, money system, food, clothing, shelter, politics, leadership, religion, communication, recreation, and art).
- Write and publish a Central American newspaper
- Create a traveling suitcase with post cards, a map, and objects from their country.
- Research and publish a layered report (country and flag, history, people and places, government, geography, arts and recreation, natural resources, and detailed map).
- Design a worry doll
- Include TODALS (title, orientation, date, author, legend, scale) on all maps
- Write complete answers to questions
- Use higher level thinking skills to develop solutions to environmental problems
- Post test on Central America

Social Studies: Sixth Grade – Latin America and Canada

Unit: The Caribbean Islands 6-5

Time Line: 3-4 weeks

Unit Sub-Topics:

- Physical regions of the Caribbean Islands
- Political regions of the Caribbean Islands
- Cultures of the Caribbean Islands
- History of the Caribbean Islands
- The Caribbean Islands Today
- Contemporary Issues

Wisconsin State Standards:

A.8.1, A.8.2, A.8.3, A.8.6, A.8.7, A. 8.8, A.8.11, B.12.3, B.12.4, B.12.5, B.12.8, B.12.9, C.8.3, C.8.9, D.8.2, D.8.7, D.8.11, E.8.1, E.8.3, E.8.10, E.8.9, E.8.10, E.8.14

Learner Outcomes:

The students will be able to:

- Describe the Caribbean Islands in terms of relative and absolute location
- Identify the political and physical regions of the Caribbean Islands
- Recognize and appraise the contributions of the early culture (i.e. Taino, Caribs, Arawaks, and Africans)
- Determine significant historical periods in the Caribbean Islands' histories
- Compare and contrast the various cultures of the Caribbean Islands
- Identify natural resources and relate them to the economies of the Caribbean Islands
- Examine the types of governments in the Caribbean Islands
- Evaluate cooperation and interdependence with other countries/territories
- Identify/discuss/explore contemporary issues/current events

Instructional Strategies:

Teach students how to:

- Use mental mapping
- Note taking strategies
 - 2-column notes
 - graphic organizers
 - outlining
 - highlighting
- Use Media Literacy
 - media literacy – evaluate sources for reliability and validity and be able to utilize sources effectively.
 - newspapers
 - audio visuals
 - periodicals
 - internet/World-Wide Web
 - reference books
- Use and interpret
 - Maps
 - Graphs
 - Charts
 - Timelines

- Atlases
- Almanacs
- Acquire information from primary and secondary sources
- Use skills for reading a text and other written materials
- Paraphrase and summarize
- Use technology for research, communication, and presentations
- Communicate answers in complete statements
- Research paper (5 paragraph essay)

Integration:

- Language Arts
- Fine Arts
- Science
- Math
- Technology
- Environmental Issues

Suggested Activities/Resources:

- The 18 National Standards of Geography (categorized by the Six Essential Elements)
- The Five Themes of Geography (MR. HELP – Movement, Region, Human-Environment interaction, Location, Place)
- Mental mapping
- Maps, atlases and technology
- Daily Geography questions
- National Geographic magazines
- Textbook – Latin America and Canada
- Song – “Kokomo”
- Almanacs
- Research pirates and privateers
- Caribbean Cruise project
- “Roots” video (the first four parts – from Africa to the slave auction)
- Create culture boxes of Central American countries
- Use graphic organizers when appropriate
- Use reading strategies for written text
- Use the five themes of geography to study the Caribbean
- The Colors of My World by Lynn Joseph
- The Cay by Theodore Taylor
- Taste of Salt by Frances Temple
- Ajeemah and His Son by James Berry
- Color My Words by Joseph
- A Wand in Her Pocket by Lynn Joseph
- Real Pirates: Over 20 True Stories of Seafaring Skullduggery by Clare Hibbert

Suggested Assessments:

- Use the O'SAE (observation, speculation, analyzing, and evaluation) method to become a geographically informed person
- Look for patterns on maps and become critical thinkers
- Construct mental maps
- Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density
- Use the five themes of geography to study cultures and regions of the world
- Qualitative and quantitative writing
- Pirates and privateers research and wanted poster
- Caribbean cruise project – report and music on tape and pictures included in presentation
- Research and publish a layered report (country and flag, history, people and places, government, geography, arts and recreation, natural resources, and detailed map).
- Responsive writing
- Include TODALS (title, orientation, date, author, legend, scale) on all maps
- Use higher level thinking skills to develop solutions to environmental problems
- Post test on Caribbean Islands
- Write complete answers to questions

Social Studies: Sixth Grade – Latin America and Canada

Unit: South America 6-6

Time Line: 6-8 weeks

Unit Sub-Topics:

- Physical regions of South America
- Political regions of South America
- Cultures of South America
- History of South America
- South America Today
- The Rain Forest (Amazon River Basin)
- Contemporary Issues

Wisconsin State Standards:

A.8.1, A.8.2, A.8.3, A.8.6, A.8.7, A.8.8, A.8.10, A.8.11, B.12.3, B.12.4, B.12.9, C.8.1, C.8.3, C.8.9, D.8.2, D.8.5, D.8.7, D.8.11, E.8.1, E.8.3, E.8.4, E.8.8, E.8.11, E.8.9,

Learner Outcomes:

The students will be able to:

- Describe South America in terms of relative and absolute location
- Identify the political and physical regions of South America
- Recognize and appraise the contributions of the early cultures (i.e. Incas)
- Determine significant historical periods in South America's history
- Compare and contrast the various cultures of South America
- Identify natural resources and relate them to the economies of South America
- Examine the types of governmental systems in South America
- Evaluate cooperation and interdependence with other countries
- Identify/discuss/explore contemporary issues/current events

Instructional Strategies:

Teach students how to:

- Use mental mapping
- Note taking strategies
 - 2-column notes
 - graphic organizers
 - outlining
 - highlighting
- Use Media Literacy
 - media literacy – evaluate sources for reliability and validity and be able to utilize sources effectively.
 - newspapers
 - audio visuals
 - periodicals
 - internet/World-Wide Web
 - reference books

- Use and interpret
 - Maps
 - Graphs
 - Charts
 - Timelines
 - Atlases
 - Almanacs
- Acquire information from primary and secondary sources
- Use skills for reading a text and other written materials
- Paraphrase and summarize
- Use technology for research, communication, and presentations
- Communicate answers in complete statements
- Research paper (5 paragraph essay)

Integration:

- Language Arts
- Fine Arts
- Science
- Math
- Technology
- Environmental Issues

Suggested Activities/Resources:

- The 18 National Standards of Geography (categorized by the Six Essential Elements)
- The Five Themes of Geography (MR. HELP – Movement, Region, Human-Environment interaction, Location, Place)
- Create a grid for mapping and accurately draw the continent
- Use salt and flour to create the physical regions of South America on a map
- Mental mapping
- Maps, atlases and technology
- Daily Geography questions
- National Geographic magazines
- Textbook – Latin America and Canada
- Research the Inca throughout history until the present
- Discrepant Event Inquiry – “Inca Armies”
- Discrepant Event Inquiry – “The Grove”
- Power Point presentation
- Video – “Missing” (the takeover of the Allende government in Chile)
- Discuss types of governments – compare and contrast (socialism, communism and capitalism)
- Discuss the drug problems in South America
- Research the environmental concerns about the rain forest – analyze/discuss possible solutions
- Research/discuss the products that come out of the rain forest
- Discuss the unique habitat of the Galapagos Islands
- Identify the unique characteristics of the Andes Mountains, Iguazu Falls, Angel Falls, the Pampas and the Patagonia
- Create culture boxes for Islands in the Caribbean
- Use graphic organizers when appropriate

- Use reading strategies for written text
- Use the five themes of geography to study Canada
- Video Missing
- Journey to the River Sea by Ibbotson
- Pis for Passport (A World Alphabet) by Devin Scillian
- Discovering the Inca Ice Maiden by Johan Reinhard
- Amazon Basin (Vanishing culture) by Jan Reynolds
- The Ice Maden: Inca Mummies, Mountain Gods and Scared Sites in the Andes by Johan Reinhard

Suggested Assessments:

- Use the O'SAE (observation, speculation, analyzing, and evaluation) method to become a geographically informed person
- Look for patterns on maps and become critical thinkers
- Construct mental maps
- Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density
- Use the five themes of geography to study cultures and regions of the world
- Accuracy of physical map of South America
- Compare and contrast regions in South America
- Create a layered report (use the five themes of geography)
- Include TODALS (title, orientation, date, author, legend, scale) on all maps
- Use higher level thinking skills to develop solutions to environmental problems
- Write complete answers to questions
- Use mapping techniques to determine various locations from given clues and converting that country's currency to U.S. dollars
- Post test on the South America

Final Assessment:

- Sixth grade social studies post test