

HCPSS Curriculum Framework 6th Grade Geography and World Cultures

Maryland Standards:

1. Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.
2. Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.
3. Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
4. Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
5. Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.
6. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Literacy Framework:

Close Reading	Student Questions	Outcomes (linked to Common Core Standards)	Prompts
<p>Sourcing Consider the document's source and purpose</p> <p><i>Prior to reading the document, students should carefully analyze the source.</i></p>	<ul style="list-style-type: none"> • Who wrote this? • What is the author's point of view? • Why was it written? • When was it written (a long time or a short time after the event)? • Is this a primary or secondary source? How 	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources (RH.6-8.1) <p>Craft and Structure</p> <ul style="list-style-type: none"> • Identify aspects of a text that reveal an author's point of view or purpose. (RH.6-8.6) <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Analyze the relationship between a primary and secondary source 	<ul style="list-style-type: none"> • "I think the author probably believes..." • "The author's purpose is to..." • "I think the audience is..." • "Based on the sourcing information, I predict this author will..." • "I do/don't trust this source"

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	<p>do you know?</p> <ul style="list-style-type: none"> • Is the source believable? Why or why not? 	<p>on the same topic. (RH.6-8.9)</p>	<p>because..."</p> <ul style="list-style-type: none"> • "If a contemporary of the author had written the text, his or her point of view would..."
<p>Contextualizing <i>(Imagining/Visualizing the setting)</i> Place the document in a time period, culture, setting, or subject-specific context</p>	<ul style="list-style-type: none"> • "What events were happening at the time the text was written?" • In what ways might this influence what you are reading? • What was it like to be alive at this time? • What things were different during the time when the text was written? What things were the same? • What would it be like to see this event through the eyes of someone who lived in this time? • How might these perspectives and attitudes influence their actions? 	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Determine the central ideas or information; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2) <p>Craft and Structure</p> <ul style="list-style-type: none"> • Identify aspects of a text that reveal an author's point of view or purpose. (RH.6-8.6) <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8) • Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9) 	<ul style="list-style-type: none"> • "I already know that _____ is happening at this time..." • "From this document I would guess that people at this time were feeling..." • "This document might not give me the whole picture because..." • "The events of the time were influenced by..." • "Life during this time period and life during the 21st century are similar and/or different because..."
<p>Critical Reading Read the text carefully to identify</p>	<ul style="list-style-type: none"> • What claims does the author make? 	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite specific textual evidence to 	<ul style="list-style-type: none"> • "The author claims that..."

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<p>details and nuances in the author’s words, or in data, images, text features, etc.</p>	<ul style="list-style-type: none"> • What evidence does the author use to support those claims? • How is this document supposed to make me feel? • What words does the author use to paint a particular picture of the event, or to convince me that they are right? • What information does the author leave out? 	<p>support analysis of primary and secondary sources (RH.6-8.1)</p> <ul style="list-style-type: none"> • Identify key steps in a text’s description of a process. (RH.6-8.3) <p>Craft and Structure</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text. (RH.6-8.4) • Describe how a text presents information (e.g., sequentially, comparatively, causally). (RH.6-8.5) • Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) (RH.6-8.6) <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8) 	<ul style="list-style-type: none"> • “To support his/her claims, the author...” • “I think the author chose these words because they make me feel...” • “The author is trying to convince me...(by using/saying...)” • “The ordering of events allows readers to...” • “Specific vocabulary the author uses provides...”
<p>Corroborating (<i>Cross-Checking</i>) Compare multiple sources against each other to develop a well supported interpretations</p>	<ul style="list-style-type: none"> • What do other pieces of evidence (texts, images, data, maps, etc.) say? • Am I finding the same information everywhere? 	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Integrate visual information with 	<ul style="list-style-type: none"> • “This author agrees/disagrees with...” • “This document was written earlier/later than the other, so...”

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	<ul style="list-style-type: none">• Am I finding different versions of the story? (If yes, why might that be?)• Where else might I locate additional information about the topic?• Which pieces of evidence are most believable and why?	<p>other information in print and digital texts. (RH.6-8.7)</p> <ul style="list-style-type: none">• Analyze relationship between primary and secondary sources on the same topic. (RH.6-8.9)	
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Universal Design for Learning

Universal Design for Learning is a set of principles for curriculum development and instruction that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Here are some basic tools to get started with UDL in your classroom:

More information

[CAST Web-site](#)

Get to know your learners.

[Online multiple intelligence assessment](#)

Explore classroom technology resources.

[Discovery Education in the classroom](#)

[Show Me \(Mac and iPad app\)](#)

[Using Edmodo in the classroom](#)

[PBS Learning Media for Social Studies](#)

[UDL Self-Check](#)

<p>Multiple Means of Representation <i>How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.</i></p>	<p>Multiple Means of Expression <i>Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.</i></p>	<p>Multiple Means of Engagement <i>How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.</i></p>
<ul style="list-style-type: none"> ▪ Provide information through different modalities <ul style="list-style-type: none"> ○ Caption/Cartoon ○ Spoken language ○ Visual diagrams 	<ul style="list-style-type: none"> ▪ Provide alternatives for interacting with instructional materials, physical manipulatives and technology (e.g., laminate map and mark with dry erase, point and click map games) 	<ul style="list-style-type: none"> ▪ Provide choices in levels of challenge, types of tools used, color, design, layout of graphics, sequence and timing of tasks ▪ Involve students in setting personal

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<ul style="list-style-type: none"> ○ Video and audio clips ○ Alternate text size ○ Graphs, charts tables ○ Use color strategically ▪ Conduct simulations of key events ▪ Modulate the speed, repetition, or timing of video, slides, animation, sound ▪ Prime vocabulary to connect to prior knowledge or experiences ▪ Emphasize roots of words ▪ Clarify or point out patterns, symbols, sequencing, big ideas ▪ Present and support concepts with alternative forms of expression (i.e., illustration, dance/movement, diagram, model, comic strip, storyboard, photograph, animation, physical or virtual manipulative) ▪ Activate prior knowledge through preview ▪ Pre-teach critical prerequisites ▪ Bridge understanding by using analogies, metaphors to provide context ▪ Chunk information into smaller elements ▪ Teach and model mnemonic strategies ▪ Use checklists and graphic organizers ▪ Review and practice 	<ul style="list-style-type: none"> ▪ Compose in multiple media such as text, speech, drawing, visual art, sculpture, or video ▪ Provide technology tools to facilitate demonstration of learning (e.g., spell check, speech to text software, graphing calculators, graph paper, outlining tools, sentence strips, sentence starters, concept mapping) ▪ Use web applications (e.g., wikis, animation) ▪ Provide scaffolds as needed that can be gradually released with increasing independence & skills ▪ Use prompts, models, process think-alouds, and templates for sequencing ▪ Set learning goals, provide checklists, guides for note taking, & guided questions 	<p>goals</p> <ul style="list-style-type: none"> ▪ Vary activities and sources that can be personalized & contextualized to learners lives, that are culturally relevant, responsive and appropriate ▪ Design purposeful activities that allow for active participation so that outcomes are authentic and resonates with audiences ▪ Invite personal response, evaluation, and self-reflection ▪ Use feedback to provide alternative aid ▪ Provide prompts to provide & restate goals—calendars, schedules ▪ Provide collaboration and peer support ▪ Emphasize process, effort, improvement in meeting standards ▪ Cooperative learning groups & roles ▪ Differentiate degrees of difficulty ▪ Provide rubrics ▪ Provide recording, charting & displaying of data and templates to support processing
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Unit I: Our Earth

Overview:

Geography is the study of physical and human characteristics and how they impact the relationship between Earth and the people on it. It is essential that students develop the skills that will enable them to observe patterns, associations, and spatial order. Many of the capabilities that students need to develop geographic skills are termed critical thinking skills. These involve inferring, analyzing, judging, hypothesizing, generalizing, predicting and decision-making. These have applications to all levels of geographic inquiry in which students can build competencies in applying geographic skills to geographic inquiry. Culture and experience shape belief systems, which in turn influence people's perceptions of places and regions throughout their lives. It is essential that students appreciate the diverse values of others in a multicultural world and to engage in accurate and sensitive analysis of people, places, and environments.

Enduring Understandings:

- Using geographic tools to understand human settlement patterns and development.
- Geography influences how people live and work on earth in order to get what they need.
- People are affected by environmental, social, and cultural concerns.

Essential Questions:

- What is geography?
- How do maps and other geographic tools allow geographers to gain information?
- How is geography used to understand where things are and why they are there?
- How does geography impact the actions of people and how do people impact the earth?
- How do the earth's processes of rotation and revolution have an affect on the interaction of people and earth?
- How does culture influence the way people live on earth?
- **G/T:** How can maps be used to solve societal problems?

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
Geography	<ol style="list-style-type: none">1. Define the term <i>geography</i> and give examples how it is used to understand the world around us.2. Develop and use mental maps to	<ul style="list-style-type: none">● Geography● Geographer● Region● Archipelago	<ol style="list-style-type: none">1. The five themes of geography are used to organize the study of geography.2. Landforms and water bodies show how the earth is shaped.

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	<p>organize information about people, places, and environments in a spatial context.</p> <ol style="list-style-type: none"> 3. Define, locate, and compare major landforms and water bodies on the earth. 4. Identify the purposes of maps and their key components. 5. G/T: Describe how Maryland's place names for cultural features, its political boundaries, and the location of industry are related to its geographic features. 6. Describe how the Earth's rotation causes night and day and the Earth's revolution causes the change in seasons. 7. Identify the purpose of the Global Grid and determine how this helps humans make sense of location on the Earth's surface. 8. G/T: Determine various ways that maps can be used to solve problems in society. 9. Explain why there are 24 time zones, give examples why time zones are useful, and be able to calculate time differences. 10. Identify and describe the factors that affect climate. 	<ul style="list-style-type: none"> ● Coast ● Delta ● Peninsula ● Plateau ● Topography ● Island ● River ● Bay ● Tributary ● Canal ● Gulf ● Lake ● Ocean ● Strait ● Climate ● Vegetation 	<ol style="list-style-type: none"> 3. Mental maps represent ever changing summaries of spatial knowledge and serve as indicators of how well people know the spatial characteristics of places. People develop and refine their mental maps through personal experience and through learning from teachers in the media. 4. Thematic maps are used to present data, physical maps are used to show earth's features and political maps are used to show political features such as cities and countries. 5. Components of a map are symbolic representations used to understand and read maps and to locate places. 6. G/T: Borders between political boundaries in Maryland are often determined by water features and physiographic boundaries. Place names are often based on local geographic features. Industry takes advantage of deep water ports and rail transportation. 7. The Global Grid is a series of intersecting lines of latitude and longitude devised to provide a means to measure absolute location. 8. G/T: Maps are used by social scientists as tools to examine problems from the spatial perspective. One common example is the mapping of disease to distinguish patterns that may lead to solutions (see lesson on Dr. Snow's study of cholera in London). 9. Rotation occurs once every 24 hours and revolution occurs once every 365¼ days. 10. Timezones are determined by longitude. Traveling east hours are gained; traveling west hours are lost. The International Date Line is where the day officially starts.
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	11. Describe the earth's climatic zones and climatic regions/biomes.		11. Climate is affected by factors of geography and earth's movements. 12. There are five major climate regions/biomes.
Culture	12. Identify and analyze elements of culture such as religion, language, arts, food/diet, clothing and others. .	<ul style="list-style-type: none"> • Culture 	13. Elements of culture affect the daily life of people on earth.

Text Resources:

Title	Source*
<ul style="list-style-type: none"> • Dating Old Maps and Globes 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Overview of Time Zones 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • An Overview of Cultural Geography 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • The Five Themes of Geography 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Dr. Snow & Cholera Mapping 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Names for Water Bodies 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Mental Maps - How We See the World 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Mental Maps (Close Reading) 	<ul style="list-style-type: none"> • Social Studies for Kids
<ul style="list-style-type: none"> • Latitude and Longitude 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • The World's Biomes 	<ul style="list-style-type: none"> • University of California Museum of Paleontology

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<ul style="list-style-type: none"> • Biomes 	<ul style="list-style-type: none"> • Worldbiomes.com
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Suggested Media:

Title	Source*
<ul style="list-style-type: none"> • Dating Old Maps and Globes 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Overview of Time Zones 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • An Overview of Cultural Geography 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • The Five Themes of Geography 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Dr. Snow & Cholera Mapping 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Names for Water Bodies 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Mental Maps - How We See the World 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Mental Maps (Close Reading) 	<ul style="list-style-type: none"> • Social Studies for Kids
<ul style="list-style-type: none"> • Latitude and Longitude 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • The World's Biomes 	<ul style="list-style-type: none"> • University of California Museum of Paleontology
<ul style="list-style-type: none"> • Biomes 	<ul style="list-style-type: none"> • Worldbiomes.com

Suggested Resources

Title	Source*
<ul style="list-style-type: none"> • North at the Top of the Map 	<ul style="list-style-type: none"> • Article, About.com
<ul style="list-style-type: none"> • Rare Derecho Storm Ravages Washington Area 	<ul style="list-style-type: none"> • Article. ABC.go.com

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• Future of Paper Maps	• Article, About.com
• Thematic Maps	• Article, About.com
• Mental Map Activities	• National Geographic
• Latitude and Longitude Finder	• Latlong.net
• Culture Jigsaw Activity	• Boise State

Unit II: North Africa and Southwest Asia—the Middle East

Overview:

Studying specific regions allows learners to develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. Through a more formal study of history, students continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry and make connections with present and future decisions. The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Culture and experience shape belief systems, which in turn influence people’s perceptions of places and regions throughout their lives. It is essential that students appreciate the diverse values of others in a multicultural world and to engage in accurate and sensitive analysis of people, places, and environments.

The region of North Africa and the Middle East is often referred to as the “crossroads of the world” due to its location between the continents of Europe, Asia, and Africa. It has a rich history and was home to many of the earliest civilizations on Earth. This region has had an important influence on other cultures, and is the birthplace of three of the world’s major religions. Although a region that is characterized by a hot and dry climate, it also has rich resources in the form of oil reserves.

Enduring Understandings:

- There are multiple perspectives on history.
- Applying the skills and thought processes of a historian is vital to understanding the past.

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- The study of the past requires specialized reading, writing, and analytical skills.
- Knowledge of the past helps one understand the continuum of human civilization.
- History involves interpretation of primary and secondary sources, photographs, timelines, and artifacts.
- The physical environment affects the settlement and population patterns of a region.
- Regions are defined by unifying characteristics.
- People modify their natural environment to meet their needs.
- Culture is both a unifying and divisive force in human relations.

Essential Questions:

- Why is history important?
- What questions are important to ask about the past?
- How do historians use key events, documents, dates, and people to interpret the past?
- How and why do people differ in their judgment about what was important in the past?
- How do we evaluate the usefulness and degree of reliability of a variety of forms of historical evidence?
- How has geography influenced the settlement and population patterns of North Africa and Southwest Asia?
- How does historical evidence provide an understanding of past, present and future time and related decisions?
- What are the significant characteristics and achievements of a civilization in North Africa and Southwest Asia?
- **G/T:** How were the religious beliefs in ancient Mesopotamia linked to natural phenomena?
- How do beliefs and values of a diverse culture affect individuals and society?
- How have modern conflicts been influenced by the history and geography of North Africa and Southwest Asia?
- **G/T:** What is the economic future for countries in the region that rely on the export of non-renewable resources?

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
Geography of North Africa and Southwest Asia	<ol style="list-style-type: none"> 1. Identify the relative location of the Middle East and North Africa in the world, and describe the characteristics that make it a region. 2. Describe the major geographic and climatic features of North Africa and the Middle East 3. Identify selected countries and major 	<ul style="list-style-type: none"> ● Drought ● Arid 	<ol style="list-style-type: none"> 1. Countries in this region share similar cultural, political, and geographical aspects. 2. This region comprises Africa and Asia and is linked by major waterways.

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	cities of North Africa and the Middle East		
Introduction to Historical Process and the History of North Africa and Southwest Asia	<ol style="list-style-type: none"> 4. Interpret, organize, and evaluate primary and secondary sources of information. 5. Identify the author's position on a historical event and evaluate the author's purpose for creating the document. 6. Use context/background information to draw more meaning from the document. 7. Identify and evaluate the author's claims about an event. 8. Corroborate the claims with other pieces of evidence. 9. Identify the kinds of evidence that allows us to learn about the past, including primary and secondary sources, government documents, artifacts and pictures. 10. Distinguish between past, present, and future time and explain how major events are inter-related through the use of timelines. 11. Explain how geographic factors influence the development of civilizations in the Nile River Valley, along the Tigris and Euphrates 	<ul style="list-style-type: none"> ● Mesopotamia ● Agriculture ● Common Era ● Before Common Era ● Artifacts ● Prehistory ● Irrigation ● Cuneiform ● Hieroglyphics ● Polytheism ● Fertile Crescent ● City-state ● Civilization ● Silt 	<ol style="list-style-type: none"> 3. The study of history inspires students and enables them to understand the past, become more informed citizens, and to think critically about themselves, their community, and the world at large. 4. History is interpretation, often influenced by a person's frame of reference. 5. Interpretations about the past should be logical, reasonable, and be based on facts. 6. There is a specific methodology to analyzing sources about the past. 7. Timelines are used to order events chronologically and spatially. 8. Ancient civilizations developed along river systems such as Egyptians, Nubians, Sumerians, Babylonians, Assyrians, Phoenicians. 9. Many of these civilizations were credited with major achievements, such as the 365-day calendar, building the pyramids, and the wheel and others. 10. G/T: Religions in ancient Mesopotamia were polytheistic. Mesopotamians associated catastrophic events such as floods, droughts, and disease to particular gods, who are depicted as human-like, or

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	<p>Rivers, and the eastern region of the Mediterranean Sea.</p> <p>12. Recognize the chief characteristics of a civilization.</p> <p>13. Describe and analyze the cultural development and the major achievements of the ancient civilizations of this region.</p> <p>14. G/T: Relate the religious beliefs of ancient Mesopotamia to elements of the natural environment.</p>		anthropomorphic.
Culture	<p>15. Compare and contrast the three monotheistic religions that developed in the Middle Eastern region.</p> <p>16. Compare the patterns of life of various groups of people in this region.</p> <p>17. Describe ways in which people of this region have adapted to varied environmental conditions.</p>	<ul style="list-style-type: none"> ● Monotheistic ● Monotheism ● Islam ● Pillar ● Hajj ● Judaism ● Christianity ● Theocracy 	<p>11. Three major religions of the world developed in this region.</p> <p>12. Religion plays a significant role in the daily life in this region, such as manner of worship, diet, gender roles, clothing, and influence on government policies.</p>
Modern	<p>18. Analyze the relationship between modern conflicts and the history of this region of the world</p> <p>19. Identify a selected contemporary issue and predict possible future trends in the Middle East and North Africa</p> <p>20. G/T: Examine the economic future of nations in the regions who rely on the</p>	<ul style="list-style-type: none"> ● Theocracy ● Desalination ● OPEC 	<p>13. Most people in this region live either on the coastline, near rivers or an oasis.</p> <p>14. Many of these nations rely on oil production to support their economy.</p> <p>15. Cultural, political and economic issues are still causing conflicts in this region.</p> <p>16. Dependence on oil exports has created economies that rely on the habits of other nations. While some Mid Eastern countries</p>

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	export of non-renewable resources.		have invested heavily in financial markets, others face a “feast or famine” future based on oil prices and sales.
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Text Resources:

<ul style="list-style-type: none"> ● Epic of Gilgamesh 	<ul style="list-style-type: none"> ● Sumerian Flood Story 2750 - 2500 BCE; History Wiz. Primary Sources
<ul style="list-style-type: none"> ● Hammurabi’s Code of Law 	<ul style="list-style-type: none"> ● EAWC: Exploring Ancient World Cultures
<ul style="list-style-type: none"> ● Entering the Forbidden City of Mecca 	<ul style="list-style-type: none"> ● Sir Richard Francis Burton, 1853; Eyewitness to History
<ul style="list-style-type: none"> ● The Discovery of Tutankhamun's Tomb; 	<ul style="list-style-type: none"> ● SIRS Database
<ul style="list-style-type: none"> ● Unfrozen 	<ul style="list-style-type: none"> ● Ebsco Datatbase
<ul style="list-style-type: none"> ● Palestinian Territories: Table of Contents 	<ul style="list-style-type: none"> ● SIRS DatabaseSIRS
<ul style="list-style-type: none"> ● Overview of Ancient Mesopotamia & the Fertile Crescent 	<ul style="list-style-type: none"> ● Ebsco Database
<ul style="list-style-type: none"> ● Ancient Phoenicians; Williams, Kazzam 	<ul style="list-style-type: none"> ● Ebsco Database
<ul style="list-style-type: none"> ● Similarities between Middle East and North Africa 	<ul style="list-style-type: none"> ● MrDowling.com
<ul style="list-style-type: none"> ● Ancient Religions 	<ul style="list-style-type: none"> ● Discovery
<ul style="list-style-type: none"> ● Three Religions, One God 	<ul style="list-style-type: none"> ● PBS.org
<ul style="list-style-type: none"> ● Cradle of Civilization 	<ul style="list-style-type: none"> ● HowStuffWorks.com
<ul style="list-style-type: none"> ● Middle East and North Africa Current Events 	<ul style="list-style-type: none"> ● Freedom House

Suggested Media:

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Title	Source*
<ul style="list-style-type: none"> ● Mesopotamia: From Nomads to Farmers 	<ul style="list-style-type: none"> ● Discovery Education
<ul style="list-style-type: none"> ● Mesopotamia: The Development of Written Language 	<ul style="list-style-type: none"> ● Discovery Education
<ul style="list-style-type: none"> ● Living History: Living in Ancient Egypt 	<ul style="list-style-type: none"> ● Discovery Education
<ul style="list-style-type: none"> ● Ancient Egypt: The Gift of the Nile 	<ul style="list-style-type: none"> ● Discovery Education
<ul style="list-style-type: none"> ● Israel: Crossroads of Religions 	<ul style="list-style-type: none"> ● Discovery Education

Suggested Resources

Title	Source*
<ul style="list-style-type: none"> ● Hammurabi's Code Was it Just? 	<ul style="list-style-type: none"> ● DBQ Project
<ul style="list-style-type: none"> ● How Did the Nile Shape Ancient Egypt? 	<ul style="list-style-type: none"> ● DBQ Project
<ul style="list-style-type: none"> ● Ancient Near East Image Gallery 	<ul style="list-style-type: none"> ● Student Handouts.com
<ul style="list-style-type: none"> ● Ancient Egypt Image Gallery 	<ul style="list-style-type: none"> ● Student Handouts.com
<ul style="list-style-type: none"> ● Sumerians Exhibit-Cradle of Civilization 	<ul style="list-style-type: none"> ● http://www.historywiz.com/exhibits/sumerians-mm.html
<ul style="list-style-type: none"> ● Art of the Ancient Near East 	<ul style="list-style-type: none"> ● The Walters Art Gallery
<ul style="list-style-type: none"> ● Art of Ancient Egypt and Nubia 	<ul style="list-style-type: none"> ● The Walters Art Gallery
<ul style="list-style-type: none"> ● Islamic Art 	<ul style="list-style-type: none"> ● The Walters Art Gallery
<ul style="list-style-type: none"> ● Using Primary Sources 	<ul style="list-style-type: none"> ● Wisconsin Historical Society
<ul style="list-style-type: none"> ● Analyzing Primary Sources 	<ul style="list-style-type: none"> ● Edteck.com

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<ul style="list-style-type: none"> • Create Timelines 	<ul style="list-style-type: none"> • Tiki-Toki.com
<ul style="list-style-type: none"> • Teaching Timelines 	<ul style="list-style-type: none"> • Teaching History.org
<ul style="list-style-type: none"> • Ancient Civilizations Project 	<ul style="list-style-type: none"> • TC.edu
<ul style="list-style-type: none"> • Monotheistic Religions of the Middle East lesson 	<ul style="list-style-type: none"> • CMich.edu
<ul style="list-style-type: none"> • Three Monotheistic Religions Slide Exercise 	<ul style="list-style-type: none"> • Center for Middle Eastern Studies

Unit III: Sub-Saharan Africa

Overview:

Studying specific regions allows learners to develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. Through a more formal study of history, students continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry and make connections with present and future decisions. The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Culture and experience shape belief systems, which in turn influence people’s perceptions of places and regions throughout their lives. It is essential that students appreciate the diverse values of others in a multicultural world and to engage in accurate and sensitive analysis of people, places, and environments.

Sub-Saharan Africa is the region of the African continent south of the Sahara Desert. Entirely within the tropical regions of the earth, it is characterized by diverse, but mostly very warm environments. It is an area rich in natural resources, but with few natural ports and generally steep coastal areas. Great civilizations flourished in ancient Africa centered around the gold and salt trade routes. Although largely unexplored by outside nations, Africa endured a long and painful period of slave trading through the 18th and 19th Centuries, and was heavily colonized by European countries in the late 19th and early 20th Centuries. These events have had a lasting impact on the culture and economies of the countries of Sub-Saharan Africa.

Enduring Understandings:

- Knowledge of the past helps one understand the continuum of human civilization.
- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Regions are defined by unifying characteristics.

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- The physical environment affects the settlement and population patterns of a region.
- Culture is both a unifying and divisive force in human relations.

Essential Questions:

- How do geography, climate, and natural resources of Sub-Saharan Africa affect the way people live and work?
- How did trade and the availability of natural resources lead to the development of powerful kingdoms in Africa?
- **G/T:** In what ways did physical geography and environmental factors impede the exploration of Africa’s interior by Europeans?
- How has the influence of European imperialism affected the political, cultural and economic development in Africa?
- Why have newly independent nations struggled to form stable governments?

Topic	Learning Outcomes	Vocabulary	Key Concepts
Geography	<ol style="list-style-type: none"> 1. Identify Africa’s relative location in the world. 2. Identify the various geographic regions within Sub-Saharan Africa and describe the characteristics that make them distinct regions. 3. Describe the major geographic and climatic features of Sub-Saharan Africa. 4. Identify selected countries and major cities of Sub-Saharan Africa. 5. G/T: Explain how the natural geography and environment 	<ul style="list-style-type: none"> ● Arid ● Savanna ● Sahel ● Scarcity ● Resources ● Desertification 	<ol style="list-style-type: none"> 1. Sub-Saharan Africa is divided into four regions. 2. Many of the earth’s natural resources are located in Africa. 3. The African continent has few natural ports, steep coastal areas, and a hot climate that kept it largely isolated until the 18th and 19th centuries. 4. G/T: Africa is a large plateau with steep coastlines that cause rivers to run fast and creates falls that are difficult to navigate. There are few natural ports along Africa’s coastline. There are natural barriers such as rain forests, deep valleys, and desert. These factors impeded European nations from exploring and colonizing Sub-Saharan Africa until the latter part of the 19th Century.

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	of Sub-Saharan Africa slowed European countries in colonizing this region.		
History	<ol style="list-style-type: none"> 6. Describe and analyze the development of powerful kingdoms in West Africa. 7. G/T: Explain how human settlement patterns in West African Kingdoms related to physical geography and climate of the region. 8. Describe the kingdoms of East Africa and explain their connection to the Upper Nile River Valley. 9. Describe the impact of the European slave trade on Africa. 10. Identify the motives of European imperialism in Africa and interpret the impact on culture of Africa. 11. Describe the process of African independence from European countries. 	<ul style="list-style-type: none"> ● Imperialism ● Colonialism ● Nationalism ● Middle Passage ● Scramble for Africa 	<ol style="list-style-type: none"> 5. The West African kingdoms include Ghana, Mali, and Songhai and became powerful from trade. 6. G/T: West African kingdoms were all located in the same general geographic region due to natural barriers to invading armies, trade routes, water sources, and the existence of salt mines. 7. The East African kingdoms include Egypt, Nubia/Kush, and Aksum. 8. The European slave trade had a huge impact on the African continent and set the stage for colonization. 9. European imperialism developed out of a desire for economic gain, spread of religion and global control and had major effects on African political, cultural and economic decline. 10. African nations used various methods to gain independence and are still emerging from the effects of colonization.
Culture	<ol style="list-style-type: none"> 12. Identify the characteristics of selected Sub-Saharan African cultures. 13. Using Africa as a model, 		<ol style="list-style-type: none"> 11. The culture of Sub-Saharan Africa is diverse and based on ethnic heritage. 12. Loss of indigenous cultures have been influenced through historical aspects such as colonization and

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	analyze the consequences of changing the physical environment to fulfill human needs.		modern impacts of urbanization and conflict.
Modern	<p>14. Compare and contrast the characteristics and levels of developing and developed economies.</p> <p>15. Identify a contemporary issue facing Sub-Saharan Africa and predict possible future trends.</p> <p>16. G/T: Describe why there are such great economic disparities between various countries in Sub-Saharan Africa.</p>	<ul style="list-style-type: none"> ● Developing ● Developed ● Subsistence Farming ● Cash Crops ● Commercial Farming ● Import ● Export ● Desertification 	<p>13. Africa is the least urbanized of any continent, but it is urbanizing at the world's fastest rate. Urbanization has an impact on the traditional life in Africa-such as culture and economics.</p> <p>14. Many nations in Africa are characterized as developing-little modern technology; lack of money, resources; mainly rural; poor distribution of income, clothing, and housing; few people get proper health care or attend school.</p> <p>15. Developed nations have a more industrial based economy that allows them to make advances in technology and allow people access to health care and educational opportunities.</p> <p>16. G/T: Some countries have rich natural resources like oil, gold, and diamonds. Civil wars, disease, and natural disasters</p>

Text Resources:

Title	Source*
● The Rhodes Colossus Editorial Cartoon	● Edward Linley Sambourne, Punch Magazine, 1892
● Aboard a Slave Ship	● Reverend Walsh, 1829; Eyewitness to History
● Livingstone Discovers Victoria Falls	● David Livingstone, 1855; Eyewitness to History

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<ul style="list-style-type: none"> • A Glimpse of Ghana 	<ul style="list-style-type: none"> • History Wiz; Primary Source
<ul style="list-style-type: none"> • Slave Trade: the African Connection 	<ul style="list-style-type: none"> • Dr. Alexander Falconbridge, 1788; Eyewitness to History
<ul style="list-style-type: none"> • Keepers of the Faith: The Living Legacy of Aksum 	<ul style="list-style-type: none"> • SIRS Database
<ul style="list-style-type: none"> • Africa Is Awakening, Helped by Free Trade 	<ul style="list-style-type: none"> • SIRS Database
<ul style="list-style-type: none"> • Regions of Africa 	<ul style="list-style-type: none"> • PBS.org

Suggested Media:

Title	Source*
<ul style="list-style-type: none"> • Empires of Early Africa 	<ul style="list-style-type: none"> • Discovery Education
<ul style="list-style-type: none"> • Map African Language Families 	<ul style="list-style-type: none"> • Discovery Education
<ul style="list-style-type: none"> • African Trade Routes 	<ul style="list-style-type: none"> • Discovery Education (map)
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Suggested Resources:

Title	Source*
<ul style="list-style-type: none"> • What Caused the Scramble for Africa 	<ul style="list-style-type: none"> • Article; About.com
<ul style="list-style-type: none"> • Human Development Report 	<ul style="list-style-type: none"> • Human Development Reports by Country
<ul style="list-style-type: none"> • African Voices 	<ul style="list-style-type: none"> • CNN
<ul style="list-style-type: none"> • What Was the Driving Force Behind European Imperialism in Africa? 	<ul style="list-style-type: none"> • Mini-DBQ Project

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Unit IV: Asia

Overview:

Studying specific regions allows learners to develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. Through a more formal study of history, students continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry and make connections with present and future decisions. The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Culture and experience shape belief systems, which in turn influence people's perceptions of places and regions throughout their lives. It is essential that students appreciate the diverse values of others in a multicultural world and to engage in accurate and sensitive analysis of people, places, and environments.

Asia is the world's largest continent. From Arctic areas in northern Siberia, to the world's highest mountains in the Himalayas, to tropical rainforests in Southeast Asia, it is home to diverse cultures, enormous populations of people, and a wide range of climatic regions. China is the world's largest nation in terms of population, and has a rich history that is linked to the history of many other nations. India is the world's second largest nation, and occupies most of the Indian Sub-Continent. Intense conflict over political ideologies, economic interests, and religions continues to present challenges to the nations of Asia.

Enduring Understandings:

- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Knowledge of the past helps one understand the continuum of human civilization.
- Regions are defined by unifying characteristics.
- The physical environment affects the settlement and population patterns of a region.
- Culture is both a unifying and divisive force in human relations.

Essential Questions:

- How does geography, climate and natural resources of Asia influence the way people live in and adapt to this region?
- **G/T:** In what ways do seasonal monsoons affect the cultures of people in Asia?
- How does religion affect the way of life of people in Asia, traditionally and in today's changing societies?
- How have the achievements of ancient civilizations in Asia contributed to the societies of today?
- How do countries in Asia deal with industrialization and rapid population growth?

Content Framework:

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Topic	Learning Outcomes	Vocabulary	Key Concepts
Geography	<ol style="list-style-type: none"> 1. Identify Asia's relative location in the world. 2. Identify the various geographic regions within Asia and describe the characteristics that make them distinct regions. 3. Describe the major geographic and climatic characteristics for a selected region in Asia. 4. Identify selected countries and major cities of Asia. 5. Describe how geographic location, physical features, and natural resources influence the economic development of Southern, Eastern and Southeastern Asian nations. 6. G/T: Describe how seasonal monsoons affect the cultures of people in Asia. 	<ul style="list-style-type: none"> ● Subcontinent ● Himalayas ● Monsoons ● Tsunami ● Archipelago 	<ol style="list-style-type: none"> 1. The countries in this area of study are divided into Central Asia, South Asia, East Asia, and Southeast Asia. 2. Geographic, seasonal and climatic changes have an influence on how people live and thrive in this region. 3. Asia is made up of mainland and many island nations, with archipelagos located along the Eastern and Southeastern regions. 4. G/T: Monsoons are seasonal rains associated with regions surrounding the Indian Ocean. Countries of the Indian Sub-Continent and parts of Southeast Asia rely on Monsoon rains for agricultural production and to replenish wells and aquifers. These rains also cause great damage through flooding in low lying areas where many people live in this region.
History	<ol style="list-style-type: none"> 7. Describe and analyze the cultural characteristics and achievements of the civilizations in South Asia and East Asia. 8. Describe the effects and influence of empires on culture 		<ol style="list-style-type: none"> 5. Civilizations that developed in South Asia were along the Indus River Valley due to geographic characteristics that would allow human settlement and development. 6. Empires that developed in India and China and empires that conquered these regions have had an

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	<p>and development in South Asia and East Asia.</p> <p>9. Describe how British colonialism has affected social, economic, and political systems in this region.</p>		<p>influence in shaping the history and culture of South and East Asia.</p> <p>7. Major achievements of the Chinese dynasties from the Shang, Qin, Han-for example the Silk Road, Great of China, engineering, and others.</p> <p>8. Major effects of British colonialism on Indian culture included changes in the economy, language, education and other social aspects.</p>
Culture	<p>10. Examine the religious diversity of the countries of the Indian Sub-Continent.</p> <p>11. Determine the influence of the teachings of Confucius on Chinese culture.</p> <p>12. Describe and compare the development of Hinduism and Buddhism on the Indian Sub-Continent.</p>	<ul style="list-style-type: none"> ● Polytheism ● Reincarnation ● Dharma ● Karma ● Caste ● Hinduism ● Buddhism ● Confucianism 	<p>9. Two major world religions developed in South Asia.</p> <p>10. Hinduism has an impact on traditional practices through the Caste System and in daily lives in South Asia.</p> <p>11. Confucius created a guide of ethical and moral behavior that centered on the relationships between people and influenced the development of civil service.</p>
Modern	<p>13. Explain and give examples how Asian countries adapt to the high population density of their country.</p> <p>14. Identify a selected contemporary issue and predict possible future trends in East, Southeast, and South Asia.</p> <p>15. Compare the characteristics of developing and developed countries in East, Southeast, and</p>	<ul style="list-style-type: none"> ● Developing ● Developed ● Population Density ● Export ● Import 	<p>12. Contemporary issues that countries in Asia deal with are increased population and population density; conflict among Hindus and Muslims; nuclear weapons proliferation; reliance on natural resources.</p> <p>13. The recent development of economies has allowed countries in Asia to improve their human development index and become more modernized. Other countries still struggle with limited resources, violence, poor economies, and limited educational opportunities.</p> <p>14. G/T: As an island nation that has endured long periods of self imposed isolation, Japan became largely an</p>

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	<p>South Asia by reading and classifying information from charts and graphs.</p> <p>16. G/T: Explain how mono-culturalism contributes to and detracts from national development and identity in Japan?</p>		<p>insular culture with little ethnic diversity. This provides advantages in the form of uniformity of belief systems, but also limits the richness of cultural diversity that expands understanding and provides for greater acceptance of new ideas.</p>
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Text Resources:

Title	Source
<ul style="list-style-type: none"> ● Confucian Analects on Humaneness (DBQ) 	<ul style="list-style-type: none"> ● Asia for Educators; Columbia University
<ul style="list-style-type: none"> ● The Shang Dynasty; Lee, Jacob 	<ul style="list-style-type: none"> ● Ebsco Database
<ul style="list-style-type: none"> ● Ancient Chinese Religion 	<ul style="list-style-type: none"> ● Ebsco Database
<ul style="list-style-type: none"> ● Mongols 	<ul style="list-style-type: none"> ● Ebsco Database
<ul style="list-style-type: none"> ● Ancient India and China 	<ul style="list-style-type: none"> ● Ebsco Database
<ul style="list-style-type: none"> ● Great Empires Unite the Classical World: 400 BCE-400 CE 	<ul style="list-style-type: none"> ● SIRS Database

Suggested Media:

Title	Source
<ul style="list-style-type: none"> ● World Geography: Asia and the Pacific 	<ul style="list-style-type: none"> ● Discovery Streaming
<ul style="list-style-type: none"> ● The Story of the Silk Road 	<ul style="list-style-type: none"> ● Discovery Streaming
<ul style="list-style-type: none"> ● The Silk Road: Maps 	<ul style="list-style-type: none"> ● The Silk Road Project

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Suggested Resources:

Title	Source
• China's Three Gorges Dam: Do the Benefits Outweigh the Costs?	• DBQ Project
• The Ancient Silk Road	• DBQ Project
• Art of China	• The Walters Art Gallery
• Art of India, Nepal, and Tibet	• The Walters Art Gallery
• Art of Japan and Korea	• The Walters Art Gallery
• Art of Southeast Asia	• The Walters Art Gallery