

## Social Studies - Grade 6 Essential Curriculum

*Note: The last objectives in units II through IV deal with contemporary issues. These objectives are discretionary, and may be covered through other objectives in the unit.*

### UNIT I: Our Earth: The Study of Physical and Human Geography

#### *Social Studies Skills Focus Topics*

Interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics (circle graph, line graph, and bar graph), maps, and atlases.

**Goal 1.** Students will demonstrate the ability to understand and use selected geographic terms and concepts and the elements of culture. 650.00

- Objectives** The student will demonstrate the ability to:
- a. Define the term *geography* and give examples how it is used to understand the world around us. 650.01
  - b. Define, locate, and compare major landforms and water bodies on the earth. 650.02  
Describe why Maryland's place names for cultural features, its political boundaries, and the location of industry are related to its geographic features. G/T 650.02
  - c. Identify the purposes of maps. 650.03
  - d. After reading an article, students will explain why a globe is a better representation of the Earth than a map. (*Reading to be Informed – Developing Interpretation*) 650.04
  - e. Explain selected geographic terms and concepts associated with maps and their necessary components. 650.05
  - f. Construct, interpret information, solve problems, and recognize associations using maps, globes, and other geographic resources. 650.06  
Describe ways in which maps can be used to solve societal problems. G/T 650.06
  - g. Compare and contrast regions and places on a global basis and describe their interrelationships. 650.07
  - h. Describe how the Earth's rotation causes night and day and the Earth's revolution causes the change in seasons. 650.08
  - i. Explain why there are 24 time zones, give examples why time zones are useful, and be able to calculate time differences. 650.09
  - j. Identify and describe the factors that affect climate. 650.10
  - k. Describe the earth's climatic zones and climatic regions/biomes. 650.11
  - l. Identify and analyze elements of culture. 650.12
  - m. Analyze and explain how the natural environment promotes or limits human activity in different places. 650.13

- n. Identify specific characteristics within the student's culture such as family, nationality, and ethnic heritage. 650.14

**Possible G/T Inquiries:**

1. After gathering and interpreting real data, construct and compare two thematic maps. For example, construct a map on the world's rainforest prior to 1950 and a map of the world's rainforest in present time. Compare the two maps and describe the impact of deforestation.
2. After researching the characteristics of the Earth's biomes, students will construct and present to the class a dwelling based on one type of biome. In their presentation, the student must justify their selection of materials and the design of their dwelling.
3. How can concepts of culture be seen in the everyday world? Analyze the "culture" of the school. List the rules of the cafeteria, the hallways, and the classrooms. What patterns of behavior are demonstrated? What are the "unwritten rules" of the school? Describe how these various school rules relate to the customs and beliefs of our society. Is there a need to adapt or change these rules based on this investigation? Develop a proposal for these changes and validate the ideas with evidence and examples.

**UNIT II: North Africa and The Middle East**

***Social Studies Skills Focus Topics***

Interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics (circle graph, line graph, bar graph, and charts), maps, atlases, timelines, and political cartoons.

**Goal 1.** Students will demonstrate the ability to identify the geographic characteristics of North Africa and the Middle East. 651.00.

- Objectives** The student will demonstrate the ability to:
- a. Identify the relative location of the Middle East and North Africa in the world, and describe the characteristics that make it a region. 651.01
  - b. Describe how its geographic location has affected the history and culture of this region and has led to its label as the "crossroads of the world" 651.02
  - c. Describe the major geographic and climatic features of North Africa and the Middle East. 651.03
  - d. Identify selected countries and major cities of North Africa and the Middle East. 651.04

**Goal 2.** Students will demonstrate the ability to examine the history of North Africa and the Middle East. 652.00

- Objectives** The student will demonstrate the ability to:
- a. Using the Middle East and North Africa as a model, Identify the kinds of evidence that allows us to learn about the past, including primary and secondary sources, government documents, artifacts and pictures. 652.01
  - b. Using the Middle East and North Africa as a model, distinguish between past, present, and future time and explain how major events are inter-related through the use of timelines. 652.02
  - c. Explain how geographic factors influence the development of civilizations in the Nile River Valley, along the Tigris and Euphrates Rivers, and the eastern region of the Mediterranean Sea. 652.03
  - d. Recognize the chief characteristics of a civilization. 652.04
  - e. Describe and analyze the cultural development and the major achievements of the Nile River Valley civilizations, the civilizations along the Tigris and Euphrates Rivers, and the Phoenicians. 652.05  
Relate how the religious beliefs of ancient Mesopotamian societies were linked to the natural environment of this geographic region. G/T 652.05
  - f. Compare and contrast the three monotheistic religions that developed in the Middle Eastern region. 652.06
  - g. Analyze the relationship between modern conflicts and the history of this region of the world. 652.07

**Goal 3.** Students will demonstrate the ability to understand the cultural heritage of North Africa and the Middle East. 653.00

- Objectives** The student will demonstrate the ability to:
- a. Describe ways in which people of this region have adapted to varied environmental conditions. 653.01
  - b. Compare the patterns of life of various groups of people in this region. 653.02
  - c. Contrast the economic characteristics of countries within this region and describe their role in global interdependence. 653.03  
Examine the economic future of the various nations of the Middle East and North Africa whose income is based upon the export of nonrenewable resources. G/T 653.03
  - d. Summarize the influence of religion on the daily life of the people of this region using information from a text on the “Five Pillars of Islamic Faith.” (*Reading to be Informed -- Global Understanding*) 653.04

- Compare and contrast the effects of religion on various countries of the region. G/T 653.04
- e. Identify a selected contemporary issue and predict possible future trends in the Middle East and North Africa. 653.05

**Possible G/T Inquiry:**

What factors contribute to political instability and stability in North Africa and the Middle East? Why is political stability important to American interests in this part of the world?

**UNIT III: Sub-Saharan Africa**

***Social Studies Skills Focus Topics***

- Interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics (circle graph, line graph, bar graph, and charts), maps, atlases, timelines, and political cartoons.
- Construct various timelines of key events, people, and periods of historical eras studied and explain how major events are related to each other

**Goal 1.** Students will demonstrate the ability to identify the geographic characteristics of Sub-Saharan Africa. 654.00

- Objectives** The student will demonstrate the ability to:
- a. Identify Africa's relative location in the world. 654.01
  - b. Identify the various geographic regions within Sub-Saharan Africa and describe the characteristics that make them distinct regions. 654.02
  - c. Describe the major geographic and climatic features of Sub-Saharan Africa. 654.03
  - d. Identify selected countries and major cities of Sub-Saharan Africa. 654.04

**Goal 2.** Students will demonstrate the ability to examine the history of Sub-Saharan Africa. 655.00

- Objectives** The student will demonstrate the ability to:
- a. Describe and analyze the cultural development of powerful kingdoms in West Africa. 655.01  
Explain how human settlement patterns in West African kingdoms related to physical geography and climate. G/T 655.01
  - b. Describe the kingdoms of East Africa and explain their connection to the Upper Nile River Valley. 655.02
  - c. Describe the impact of the European slave trade on Africa. 655.03
  - d. Identify the motives of European imperialism in Africa. 655.04

Explain how physical geography and environmental factors impeded the exploration of Africa's interior by Europeans. G/T 655.04

- e. Interpret the impact of European imperialism evident in the culture of an African country described in a selected text. (*Reading to be Informed -- Developing Interpretation*) 655.05
- f. Using one country as a case study, describe the process of African independence from European countries. 655.06

**Goal 3.** Students will demonstrate the ability to understand the cultural heritage of Sub-Saharan Africa. 656.00

- Objectives** The student will demonstrate the ability to:
- a. Using Africa as a model, analyze the consequences of changing the physical environment to fulfill human needs. 656.01
  - b. Identify the characteristics of selected Sub-Saharan African cultures. 656.02
  - c. Analyze the moral conflict between ethnic loyalties and nationalism. 656.03
  - d. Identify and compare the characteristics of an agrarian economy to an industrial economy. 656.04
  - e. Compare the characteristics of developing and developed economies. 656.05  
Compare the level of economic development of several different African nations. G/T 656.05
  - f. Describe the effects of urbanization on traditional life in African societies. 656.06
  - g. Identify a contemporary issue facing Sub-Saharan Africa and predict possible future trends. 656.07

**Possible G/T Inquiry:**

How can African countries balance the need to foster economic growth with international pressures to preserve the natural environment?

**UNIT IV: Asia**

***Social Studies Skills Focus Topics***

- Interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics (circle graph, line graph, bar graph, charts, climograph, and pictograph), maps, atlases, timelines, and political cartoons.
- Construct various timelines of key events, people, and periods of historical eras studied and explain how major events are related to each other

**Goal 1.** Students will demonstrate the ability to identify the geographic characteristics of Asia. 657.00

- Objectives** The student will demonstrate the ability to:
- a. Identify Asia's relative location in the world. 657.01
  - b. Identify the various geographic regions within Asia and describe the characteristics that make them distinct regions. 657.02
  - c. Describe the major geographic and climatic characteristics for a selected region in Asia. 657.03  
Determine the positive and negative effects of seasonal monsoons on Asian cultures. G/T 657.03
  - d. Identify selected countries and major cities of Asia. 657.04

**Goal 2.** Students will demonstrate the ability to examine the ancient history of the Indian Sub-Continent. 658.00

- Objectives** The student will demonstrate the ability to:
- a. Describe and analyze the cultural characteristics and achievements of the Indus Valley civilizations. 658.01
  - b. Analyze how the development of civilizations in the Indian Sub-Continent was impacted by the interaction of varied cultural groups. 658.02
  - c. Describe and compare the development of Hinduism, Buddhism, and Islam on the Indian Sub-Continent. 658.03  
Compare the monotheistic religions of the Middle East to the religions found on the Indian Sub-Continent. G/T 658.03
  - d. Compare and contrast the Maurya, Gupta, and Moghal Empires. 658.04

**Goal 3.** Students will demonstrate the ability to understand the cultural heritage of the Indian Sub-Continent. 659.00

- Objectives** The student will demonstrate the ability to:
- a. Describe how India's economy is influenced by its geographic location, its physical features, and its rapidly growing population. 659.01
  - b. Describe how British colonialism has affected social, economic, and political systems. 659.02
  - c. Contrast village and urban life in the countries of the Indian Sub-Continent. 659.03
  - d. Describe how the Caste System in India has affected the social, educational, and economic growth in that country. 659.04
  - e. Examine the religious diversity of the countries of the Indian Sub-Continent. 659.05  
Examine the development and political stability of Pakistan and Bangladesh. G/T 659.05
  - f. Identify a selected contemporary issue and predict possible future trends in this region. 659.06

**Goal 4.** Students will demonstrate the ability to examine the ancient history of East and Southeast Asia. 660.00

- Objectives** The student will demonstrate the ability to:
- a. Identify and explain the development and the achievements of the Chinese dynasties from the Shang to the Han including the significance of the trans-Eurasian “silk road.” 660.01
  - b. Determine the influence of the teachings of Confucius on Chinese culture. 660.02
  - c. Describe the effects of the conquests of the Mongol Empire. 660.03
  - d. Explain the influence of Chinese culture on Japanese and Korean society, while understanding the individuality of each culture. 660.04

**Goal 5.** Students will demonstrate the ability to understand the cultural heritage of East and Southeast Asia. 661.00

- Objectives** The student will demonstrate the ability to:
- a. Describe how geographic location, physical features, and natural resources influence the economic development of Eastern and Southeastern Asian nations. 661.01
  - b. Explain and give examples how the Japanese adapt to the high population density of their country. 661.02  
Compare the population control policies of selected Asian nations. G/T 661.02
  - c. Compare and contrast the political and economic systems of China and Japan. 661.03  
Analyze the impact of technological change (factories, machinery, transportation, communication, new technology) and resources use in promoting economic growth. G/T 661.03
  - d. Identify a selected contemporary issue and predict possible future trends in East, Southeast, and South Asia. 661.04
  - e. Compare the characteristics of developing and developed countries in East, Southeast, and South Asia by reading and classifying information from charts and graphs. (*Reading to be Informed -- Critical Analysis*) 661.05

**Possible G/T Inquiry:**

How have mono-culturalism and multiculturalism contributed to and detracted from national development and identity? Japan and South Korea have largely mono-cultural societies with few ethnic groups. What are the implications of a mono-cultural society on education, nationalism, economics, government, etc.? Compare the demographic make-up of one of these countries to that of a multicultural society like the United States.

## Social Studies - Grade 6 Content Outline for the Essential Curriculum

### Unit I: Our Earth: The Study of Physical and Human Geography

**Goal 1:** The students will demonstrate the ability to understand and use selected geographic terms and concepts and the elements of culture. 650.00

#### Objectives:

- a. Geography is the study of the Earth and the way people live and work on it. People use geography to help understand the earth's physical and human features and the interactions of people, places, and environments. For example, by comparing a physical map to a population density map one can determine reasons for population settlement patterns.
- b. Some key land terms: Continent, archipelago, cape, coast, delta, hill, mountain (range), isthmus, oasis, peninsula, plain, plateau (tableland), topography, watershed, valley, canyon, island, and volcano  
Some key water terms: River, stream, basin (drainage), bay, branch, tributary, canal, channel, current, downstream, river mouth, river source, estuary, gulf, harbor, inlet, lake, ocean, strait, glacier, water cycle, and sea
- c. There should always be a purpose to making a map besides the actual creation of the map. For example, the map will be used to compare data, to show relationships or demonstrate patterns.

Maps should contain the 11 components of a "good" map. They include:

1. Title - Describes what a map shows
2. Author - Identifies the individual or institution that created the map
3. Date - Tells when the map was made and helps readers judge its accuracy
4. Symbols - Items that represent a particular piece of information
5. Legend/Key - Defines the map symbols
6. Labeling - Natural and human-made features are identified
7. Orientation - Refers to the cardinal directions and is shown by arrow or compass rose
8. Scale - Shows the relationship of map distances to actual distances on the earth's surface
9. Figure/Ground Relationship - Land and water features are differentiated
10. Surrounding Places - Identifies features that border a depicted area, such as political boundaries
11. Source - Identifies the institution or resource from which the information on the map was compiled

Optional Components:

12. Grid - A set of intersecting lines (parallels and meridians) that provide a way of determining the absolute location of a place
13. Index - Presents an alphabetical list of places shown on a map and gives the grid location (longitude and latitude) of each place; on a road map, this would be a list of places and their grid locations. Each component should be identified, examined, and analyzed when using a map.

Maps should be completed using commonly accepted guidelines. They include:

1. Only print on maps
  2. Use capital letters only for the largest physical features and political divisions (continents, oceans, countries):  
NORTH AMERICA  
UNITED STATES  
Maryland  
Baltimore  
Columbia
  3. Bodies of water must be colored blue or differentiated in some way (shading)
- e. Key map terms:
1. Cartographer
  2. Global grid (Longitude, latitude, Equator, Prime Meridian, meridians, parallel lines, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, and Great Circle Route)
  3. Location:
    - a. Absolute - The exact position on the earth using longitude and latitude
    - b. Relative - The position of a place in relation to another place
  4. Scale (Ratio, bar scale, vertical scale, large versus small scale)
  5. Orientation (Cardinal and intermediate direction)
  6. Projections (Mercator, Interrupted Projection, Equal-Area Projection, Peter's Projection, Azimuthal [Polar], and Robinson)  
All map projections are distorted in some way.
  7. Types: Physical, political, and thematic (demographic, language, historical, etc.)
  8. Mental maps: A person's perception of a particular place based on their previous knowledge
- g. There are many types of regions including:
1. Different spatial scales (e.g., hemispheres, regions within continents, countries, and cities)
  2. Central focus of a region (e.g., a town as the headquarters of a sales region, Atlanta as a trade center in the Southeast, Amsterdam as a transportation center)
  3. The relationships between the physical and human characteristics of a region (e.g., the Sunbelt's warm climate and the popularity with retired people)
  4. Formal regions (e.g., school districts, states of the United States)
  5. Functional regions (e.g., the marketing area of *the Los Angeles Times* in southern California)
  6. Perceptual regions (e.g., the Bible Belt in the United States, the Riviera in southern France, the Great American Desert)
- h. Rotation occurs once every 24 hours; causes night and day

Revolution occurs once every 365 \_ days; combined with the tilt of the earth's axis, this causes the changes in seasons.

Key terms: Axis, Equinox, and Solstice

- i. Time Zones are determined by longitude. For every 15° you either gain or lose an hour. Since the sun rises in the east, you lose time traveling east; you gain time traveling west. There are a total of 24 time zones in the world. A new day begins and ends at the International Date Line.
- j. Compare the terms “weather” and “climate.”  
Factors that affect climate include:
  1. Latitude (High, middle, and low latitudes)
  2. Elevation
  3. Land forms and water forms
  4. Ocean and wind currents (Rain shadow effect)
- k. Key terms: Environment, ecosystem, and biome.  
There are five major climate regions/biomes. They include:
  1. Tropical climates: Tropical rain forest and tropical savanna
  2. Dry climates: Desert and steppe
  3. Mid-latitude climates: Marine west coast, Mediterranean, humid subtropical, and humid continental
  4. High latitude climates: Subarctic (Taiga), tundra, and ice cap
  5. Highland areas
- l. Elements of culture include religion, language, government, art, music, occupation, social groupings, clothing, diet, housing, transportation, games, technology, etc.  
Key terms: Cultural diffusion, ethnocentrism, and stereotypes.
- m. Examples how the natural environment promotes or limits human activity in different places should include the elements of culture. For example, some jobs are based on the natural environment of the region (Watermen working the Chesapeake versus farmers herding beef cattle in Texas).  
Key terms: Natural resource, renewable resource, nonrenewable resource, land use, cultural landscape, adaptation, and settlement patterns.
- n. Key terms: Nationalism and pluralistic society.

## **Unit II: North Africa and the Middle East (Southwest Asia)**

**Goal 1:** Students will demonstrate the ability to identify the geographic characteristics of North Africa and the Middle East. 651.00

### **Objectives:**

- a. Key term: Middle East  
The countries located in this region share similar cultural, political, and geographical aspects.
- b. The term “Crossroads of the World” implies the interaction between peoples of Europe, Africa and Asia including cultural exchanges over time, trading of goods, and transportation routes. Key points include:
  1. Surrounded by three continents (Asia, Europe, and Africa)
  2. Linked by major waterways (Mediterranean Sea, Red Sea, and the Suez Canal)

3. Major religions (Judaism, Christianity, and Islam) developed in this region
  4. Exchange of ideas such as a number system, languages, philosophies, etc.
  5. Exchange of goods over time (spices, textiles, oil)
- c. Major geographic and climatic features:
- Land:** Atlas Mountains, Ahaggar Mountains, Zagros Mountains, Mount Sinai, Sinai Peninsula, Arabian Peninsula, Anatolian Peninsula, Hindu Kush Mountains, Sahara Desert, and the Arabian Desert
- Water:** Atlantic Ocean, Mediterranean Sea, Red Sea, Arabian Sea, Black Sea, Caspian Sea, Persian Gulf, Gulf of Oman, Gulf of Aden, Dead Sea, Nile River, Tigris River, Euphrates River, and the Jordan River
- Climate:** Most of the land is arid
- d. Possible suggestions for selecting countries and major cities include:
1. Population distribution and concentrations
  2. Current events
  3. Historical perspective
  4. The level of economic development
  5. Global interdependence

**Goal 2:** Students will demonstrate the ability to examine the history of North Africa and the Middle East. 652.00

**Objectives:**

- a. Historians use many types of evidence including:
1. Artifacts (3 dimensional objects)
  2. Primary sources (original writings or recollections)
  3. Visuals (maps, photographs, paintings, and drawings)
  4. Oral histories

When analyzing documents, students should use the PROP method.

**P** - Is the source primary or secondary? Explain.

**R** - Is the source reliable? Does the person/document have any reason to lie? Explain.

**O** - Are there other sources that support the evidence? Explain.

**P** - Was the evidence meant to be public or private? Explain

- b. Key concepts:
1. Traditionally BC (“Before Christ”) versus AD (“In the Year of the Lord”) has been used to indicate time
  2. Some sources now use BCE (“Before Common Era”) versus CE (“Common Era”) to indicate time
  3. Prehistory versus history
  4. Past history versus present time
  5. Timelines should be constructed using the commonly accepted guidelines. They include:
    - a. Title - The topic of the timeline
    - b. Author - Identifies the individual or institution that created the timeline

- c. Scale - Use equal increments of time between dates; i.e. every 50 years equals one inch on the timeline
- d. Key - Explains the scale of the timeline
- e. Events - Use concise descriptions when recording the events on the timeline
- f. Source - Identifies the institution or resource from which the information on the timeline was compiled

Optional Component:

- g. Illustrations - Drawings or pictures relating to the topic of the timeline
- c. Geographic features include the topography, climate, water sources, and natural resources of the region. Many cultural hearths, places where civilizations began, had three common geographic features - mild climate, fertile land, and a major river nearby - that were needed to begin farming.
- d. Some chief characteristics of a civilization include:
  1. Government
  2. Organized religion
  3. Social structure
  4. Economic system
  5. Intellectual and artistic achievements
  6. Geographic aspects
- e. Civilizations:
  - Nile River Valley: Egypt
    1. 365-day calendar
    2. Pyramids
    3. Irrigation systems
    4. Advances in medicine (mummification)
    5. Belief system (polytheism)
    6. Hieroglyphics
    7. Papyrus
  - Tigris and Euphrates River: Sumerians, Babylonians, and Assyrians
    1. Part of the Fertile Crescent; known as Mesopotamia
    2. Sumerians: City-states, ziggurats, and cuneiform
    3. Babylonians: Hammurabi's Code, caravans, and bazaars
    4. Assyrians: Skilled warriors, battering ram, and Nineveh – city of great learning
  - Phoenicians:
    1. Introduced the concept of an alphabet
    2. Controlled commerce and trade along the eastern Mediterranean Sea
    3. Excellent sailors; Helped to spread ancient Middle Eastern culture across a wide area
- f. Major religions include Judaism, Christianity and Islam. All three religions are monotheistic.
- g. Suggested case study: The creation of Israel and its role in the geopolitical structure of the Middle East.

**Goal 3:** Students will demonstrate the ability to understand the cultural heritage of North Africa and the Middle East. 653.00

**Objectives:**

- a. Many oil producing nations who have the economic ability desalinate water for their people. Most people live either on the coastline, near rivers, or an oasis.
- b. Compare farmers, nomads (Bedouins), and city dwellers.
- c. Compare oil producing to non-producing oil nations. Key terms: OPEC, embargo, interdependence, Persian Gulf region, and Suez Canal
- d. Religion plays a significant role in the daily life in the Middle Eastern region.

Suggested topics:

1. The manner of worship (daily pray)
2. Diet
3. Gender roles
4. Clothing
5. Influence on government policies (location of residence, jobs, and education)

**Unit III: Sub-Saharan Africa**

**Goal 1:** Students will demonstrate the ability to identify the geographic characteristics of Sub-Saharan Africa. 654.00

**Objectives:**

- a. Key terms:
  1. Sub-Saharan Africa - The region south of the Saharan Desert. The countries in this region are geographically, politically, and culturally different compared to the countries in northern Africa bordering the Mediterranean Sea.
  2. Horn of Africa - Those countries along the northeastern coast including Somalia, Ethiopia, Sudan, Eritrea, and Djibouti.
- b. Geographic regions in Sub-Saharan Africa include:

**West Africa:** Mauritania, Mali, Niger, Chad, Senegal, Gambia, Guinea Bissau, Guinea, Sierra Leone, Liberia, Cote D'Ivoire, Ghana, Togo, Benin, Nigeria, and Burkina Faso

**East Africa:** Sudan, Eritrea, Somalia, Kenya, Uganda, Rwanda, Burundi, Djibouti, and Tanzania

**Central Africa:** Cameroon, Central African Republic, Equatorial Guinea, Sao Tome Principe, Gabon, Congo, Cabinda, and The Democratic Republic of the Congo

**South Africa:** Angola, Zambia, Malawi, Mozambique, Zimbabwe, Botswana, Namibia, South Africa, Lesotho, and Swaziland
- c. Major geographic and climatic features:

**Land:** Most of the African continent is a plateau with a narrow coastline. Major features: Kalahari Desert, Namibia Desert, Sahara Desert, Mt.

Kilimanjaro, Mt. Kenya, Great Rift Valley, Sahel, Congo River Basin, the Ethiopian Highlands, and the Drakensberg Mountains

**Water:** Nile (Blue and White) River, Niger River, Zaire (Congo) River, Ubangi River, Lake Victoria, Lake Tanganyika, Lake Volta, Lake Malawi, Lake Chad, Zambezi River, Orange River, Atlantic Ocean, Indian Ocean, Mediterranean Sea, and the Red Sea

**Climate:** The pattern is symmetrical from tropical rain forest and savanna in Central Africa, to the desert in the northern and southern regions.

- d. Possible suggestions for selecting countries and major cities include:
  1. Population distribution and concentrations
  2. Current events
  3. Historical perspective
  4. The level of economic development
  5. Global interdependence

**Goal 2:** Students will demonstrate the ability to examine the history of Sub-Saharan Africa. 655.00

**Objectives:**

- a. The West African kingdoms include Ghana, Mali, and Songhai.
- b. The East African kingdoms include Egypt, Nubia/Kush, and Axum.
- c. The European slave trade had a huge impact on the African continent.

Key concepts:

  1. Intensified ethnic/tribal conflict
  2. The introduction of guns
  3. Growing dependence on European goods
  4. Loss of life (Middle Passage)
  5. Set the stage for the eventual colonization of Africa by the Europeans
  6. Slave traders included Africans, Arabs, and Europeans
- d. The reasons for the European “Scramble for Africa” include:
  1. Economic gains (scarce natural resources and new markets)
  2. To spread Christianity
  3. Greater global control
- e. The major effects of European imperialism:
  1. No regard to ethnic lines when dividing national boundaries. As a result, many present day countries are experiencing problems with ethnic divisions within their own countries.
  2. Lost of sovereignty
  3. Cultural identity (indigenous languages, religion, etc.) greatly altered.
  4. Economic institutions tied to production for world markets replaced the African system of production only for family or local community needs.

**Goal 3:** Students will demonstrate the ability to understand the cultural heritage of Sub-Saharan Africa. 656.00

**Objectives:**

- a. Focus on the concept of desertification, the unnatural growth of a desert. The major causes of the growth of the Sahara Desert include overgrazing, overplanting, destruction of vegetation and trees, and drought.
- b. Suggested ethnic groups include the Masai, Bantu, and Zulu.
- c. While many Sub-Saharan countries have experienced conflict, Nigeria, Somalia, Rwanda, Democratic Republic of the Congo, and Liberia are good choices for a case study concerning nationalism.
- d. There are two ways to classify agriculture, traditional/subsistence and commercial.
  1. Traditional/Subsistence - Depends heavily on human labor, animal power, and basic farm tools. Traditional farmers usually grow just enough food for themselves. Most farmers in the world are traditional farmers.
  2. Commercial - Food crops and animals are produced chiefly for sale. Modern fertilizers, pesticides, and machinery are used to produce crops. Commercial farmers can farm large areas of land using little human labor.
- e. Industry is based on a business that produces goods or services. Amount and kinds of industry vary from country to country.
  1. Characteristics of developed countries: Produce great quantities of goods and services; employ most of their workers in industry; use science to improve technology and to build well-developed economies; generally have adequate food, housing, and clothing; provide good health care and education for their people.
  2. Characteristics of developing countries: Often do not have modern technology and industries; most lack the money, resources, and skilled workers needed for economic growth; still remain mainly rural and the majority of their workers are traditional farmers or laborers; often have poor distribution of income, clothing, and housing; few people get proper health care or attend school; life expectancy is relatively short.
  3. Key terms: Import, export, scarcity, and resource (capital, human, and natural)
- f. Although Africa is the least urbanized of any continent, it is urbanizing at the world's fastest rate. Urban areas comprise the most densely populated parts of Sub-Saharan Africa. Some effects of urbanization on the traditional life on African societies include:
  1. Change in farming practices
  2. Change in gender roles
  3. Loss of indigenous culture (language, art, religion, social order)

## **Unit VI: Asia**

**Goal 1:** Students will demonstrate the ability to identify the geographic characteristics of Asia. 657.00

### **Objectives:**

- a. Asia can be broken down into three main regions: South, East, and Southeast  
Key terms: Far East and Orient

b/c. Major geographic and climatic features by region:

**South:** Key term: Subcontinent

**Land:** Himalayan Mountains, Eastern Ghats, Western Ghats, Deccan Plateau, Hindu Kush Mountains, Mount Everest, and the Indo-Gangetic Plain

**Water:** Ganges River, Indus River, Brahmaputra River, Arabian Sea, Indian Ocean, and the Bay of Bengal

**Climate:** Key concept: Monsoons

**East:**

**Land:** Korean Peninsula, Mt. Fuji, Gobi Desert, Altai Mountains, and the Himalayan Mountains

**Water:** Huang He (Yellow) River, Chang Jiang (Yangtze) River, Xi River, East China Sea, Sea of Japan, South China Sea, Yellow Sea, and the Pacific Ocean

**Climate:** Diverse

**Southeast:**

**Land:** Malay Peninsula, Indochina Peninsula, and the Mekong Delta

**Water:** Irrawaddy River, Mekong River, South China Sea, Philippine Sea, Strait Malacca, Indian Ocean, Pacific Ocean, Gulf of Thailand, and the Gulf of Tonkin

**Climate:** Tropical wet

d. Possible suggestions for selecting countries and major cities include:

1. Population distribution and concentrations
2. Current events
3. Historical perspective
4. The level of economic development
5. Global interdependence

**Goal 2:** Students will demonstrate the ability to examine the ancient history of the Indian Sub-Continent. 658.00

**Objectives:**

a./b. The development and achievements of the Indian Sub-Continent:

1. The creation of Mohenjo-Daro
2. The conquest of the Aryans and their influence on Hinduism (The Vedas)

d. **Maurya Empire:** Had absolute power; greatly expanded their borders, widespread trade with Greece, Rome and China

**Gupta Empire:** Continued trade with China; scientific discoveries like the zero and the physical size of the earth

**Mughal Empire:** Practiced religious tolerance, blended Hindu and Islamic styles

**Goal 3:** Students will demonstrate the ability to understand the cultural heritage of the Indian Sub-Continent. 659.00

**Objectives:**

- a. High population density located in the Indo-Gangetic Plain or along the coastline.
- b. The major effects of British colonialism on the Indian culture include:
  1. A change in transportation and communication (the building of railroads and the use of telegraphs)
  2. Tied economically to British industries, thus Indian industries declined
  3. Major language became English
  4. Establishment of the British education system
  5. Improved health and sanitation
  6. The growth of nationalism for India by Indians; Key figures in the fight for India's independence include Mohandas Gandhi and Nehru
- f. Possible contemporary issues to examine:
  1. Population growth and control
  2. Religion and its role in the independent movement of Pakistan and Bangladesh
  3. Increased military buildup in Pakistan and India (nuclear weapons proliferation)

**Goal 4:** Students will demonstrate the ability to examine the ancient history of East and Southeast Asia. 660.00

**Objectives:**

- a. The achievements of the Chinese dynasties:
  1. Shang: Had skillful metal workers; writing system based on pictographs; had a well-organized social class system (nobles, peasants, and slaves); has irrigation and flood control projects; developed an accurate calendar; used bronze for weapons, vessels, and everyday objects; made silk
  2. Qin Dynasty: Established the Silk Road; had a centralized rule; they developed a system of weights and measures; established civil service in China; built the Great Wall of China
  3. Han Dynasty: Continued the development of the Qin Dynasty; had strong armies to protect trade along the Silk Road; expanded its territories and lengthened the Silk Road, improved the calendar; established medical colleges; developed flood control and paper
- b. Confucius - He created a guide of ethical and moral behavior. He believed that family was the key to society. Believed that order in society created peace and prosperity, which influenced the development of the civil service.
- c. The Mongol Empire extended from the Pacific Ocean to the Danube River. Also created complex transportation and communication systems. They were responsible for the building of the Taj Mahal. The Mongols carried many Chinese ideas and concepts (magnetic compass, gunpowder, mechanical clock, etc.) to other regions.
- d. The Chinese influenced the Japanese and the Koreans:
 

**Japan**

  1. China introduced the concept of character writing to Japan
  2. China introduced the concept of monotheism to Japan (Buddhism)
  3. The Japanese modeled their government on the Chinese ideas

4. Confucian ideas about family helped shape Japanese society
5. Japanese peasants used Chinese tools and farming methods
6. Japanese potters and weavers modeled Chinese examples of these crafts
7. Chinese music, dance, and architecture influenced the Japanese
8. Began to establish permanent capital cities based on the Chinese system

**Korea**

1. The Koreans absorbed the ideas of Buddhism, Confucianism, and Chinese written script
2. Korean scholars adapted Chinese political and social ideas
3. Koreans adopted Chinese traditions to their own system of beliefs

**Goal 5:** Students will demonstrate the ability to understand the cultural heritage of East and Southeast Asia. 661.00

**Objectives:**

- a. **China:** Large populations live in the eastern region due to:
  1. Access to the seas and ocean for trade and food
  2. Arable land
  3. Major rivers
  4. Moderate climate
  5. Inhabitable land located in the north, west, and south (deserts, rainforests, plateaus, and mountains)

**Southeast Asian Nations:** Heavy reliance on their natural resources, especially rainforests; the peninsulas and many islands allow access to many trade routes.
- b. Key terms:
  1. Megalopolis - A super-city that is made up of several large cities and the smaller cities near them, such as the area between Tokyo-Yokohama, Japan
  2. Rapid/hyper urbanization.
  3. The Japanese have adapted to the high population density of their country in many ways. Key concepts:
    - a. Homogeneous population
    - b. Concentrated areas of industry
    - c. Dependence on public transportation (bullet train)
    - d. Social structure of family
    - e. Architecture
    - f. The role of personal space
    - g. Acceptance of natural events (earthquakes, tsunamis, etc.)
- c. Political systems of China and Japan: Communism versus the democratic process  
 Key term: Diet (The name of Japan's parliament)  
 Suggested approach: Historical perspective