

Mansfield Public Schools
Grade 6- Social Studies Curriculum
The Global Village

Introduction

The Mansfield Public Schools grade six social studies curriculum orients the students to the world around them through the theme of the global village. Each unit utilizes the five themes of geography to focus student learning for a comprehensive understanding of the world around them. An emphasis is placed on each of the social science characteristics: economy, history, geography, government, culture, education, and technology. Throughout the year, students will examine the modern societies of Latin America, Europe, the Middle East, the former Soviet Union, Africa, the Indian sub continent, southeast Asia, Japan and Its neighbors. Current events as they apply to the area being studied are incorporated into daily classes.

General Student Performance Goals and Expectations

1. Effectively utilize maps, globes, and the five themes of geography as resources to understand the world and to promote future learning.
2. Develop an accurate mental map of the world to spatially place continents, bodies of water, major physical features, and important political boundaries.
3. Develop an appreciation for cultural diversity and awareness of the interdependence of nations to understand the connectivity of the global village.
4. Facilitate critical thinking skills by identifying point of view, providing/evaluating evidence, and making reasoned judgments.
5. Work cooperatively with peers to complete assignments and foster interpersonal skills.
6. Create a meaningful connection between the custom and culture of another country with that of your own experience.
7. Analyze the effects of nature and humanity on geography.
8. Investigate the influence geography has on the lives of people.
9. Incorporate problem solving skills in a current real world situation.

Essential Questions to Guide Each Unit

Each essential question is followed by a notation of its relationship to the State of Connecticut Social Studies Curriculum Framework (1998)

- How are the lives of people who live in this region similar to and different from our own lives? (2,7,9,11,12,13,14,&15)
- How are the lives of the people living in this region affected by the geography of their environment?
(4,9,10,11,12,13,14,&15)
- How does the availability (or lack) of resources affect the way of life of people from different regions of the world?
(8,9,10,11,12,13,14,&15)
- What current events that we read and hear about in our news reports are occurring in the regions of the world we are studying? (1,2,5,6,7,8,9,11,12,13,14,&15)
- How does this region of the world fit in with the global community? (1,8,9,11,12,13,14,&15)
- How do other people of the world view us? (8,9,12,13,14,&15)

Mansfield Public Schools
Grade 6 - Social Studies Curriculum
Global Village

Unit 1
Map Skills

Introduction

In order to be able to work effectively with tools and resources available to students as they learn about world cultures and geography, certain basic skills and understandings must be assured. In this unit students will work with maps, learn some of the vocabulary and concepts specific to geography, and gain an understanding of the Five Themes of Geography.

*State law designates one day in September be given to teaching about the U.S. Constitution, per CS 5. We will introduce the Constitution, its historical background, the three branches of government, and the system of checks and balances.

Content Standards

Unit	Learning Objectives	Activity	Assessment Strategies	Resources
<p>Unit 1 Map Skills Content Standards 5*,9, 10, 12, 13</p>	<p>Students will: Skills unit:</p> <ol style="list-style-type: none"> 1. Distinguish between various representations of the earth (maps, globes, and photos) and be able to read and interpret information presented by these sources. 2. Produce from memory a map of the world and demonstrate an understanding of location, direction, size, distance, and relative location. 3. Demonstrate an understanding of absolute location by locating a specific city using its coordinates. 4. Describe and locate various physical features from around the globe. 5. Interpret the five themes of geography to analyze the causal relationship between man and the environment. 6. Analyze a current event by identifying the five 	<ul style="list-style-type: none"> • Illustrating the five themes of geography. Use National Geographic magazine photos to reinforce an understanding of the five themes. • Vocabulary bee • Related worksheets • Illustrated glossary to demonstrate an understanding of physical features from around the globe (ongoing activity with vocabulary from each unit.) • Geography Terms Bingo • <u>Something for Everyone (simulation)</u>. Students compete for natural resources, then discuss the social dilemmas that arise, when those resources are limited. • Culminating activity: Around the world in One Week 'Flat.' A cooperative group mapping activity in which students apply an understanding of absolute and relative location to create a free hand map of the world, guided by latitude and longitude lines. 	<ul style="list-style-type: none"> • Absolute/relative location quiz • Physical features quiz • Group and individual grade for <u>Around the World in One Week Flat</u> based on rubric for each. • Contribution, cooperation and on-task behavior throughout the unit. • 'Around the World in One Week Flat' rubric 	<ul style="list-style-type: none"> • Classroom Text: Prentice Hall <i>World Studies: Foundations of Geography</i> • Classroom Text: Silver Burdett Ginn <i>World Geography</i> • J. Weston Walch, <u>Where Is It? World Geography Fun for Middle School</u> • <u>Teaching Population: Hands-on Activities CD</u> • <u>Material World: A Global Family Portrait</u> by Peter Menzel • Video: <i>The Five Themes of Geography</i> • Classroom sets of maps, atlases and almanacs. • Internet access

	<p>W's and writing a personal reaction to the event. (First two months of school)</p> <ol style="list-style-type: none">7. Use knowledge of physical system changes such as seasons, climate, and weather to explain axis, rotation, and revolution.8. Use appropriate resources, such as atlases, data bases, grid systems, charts, graphs and maps to generate, manipulate and interpret information.9. Locate and identify varying landforms and geographic features as identified in each unit.			
--	---	--	--	--

--	--	--	--	--

Mansfield Public Schools
Grade 6 - Social Studies Curriculum

Unit 2
Europe

Introduction

The ancestors of many Mansfield residents originated in Europe. They usually came to America to build better lives for themselves and their families, leaving behind political, social, economic or religious unrest. Students develop an understanding of their own cultural heritage as well as an appreciation for the diversity of cultures that comprise our country today.

Content Standards

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p>Unit 2 Touring Europe and Russia</p> <p>Content Standards 9, 11, 12, 13</p>	<ol style="list-style-type: none"> 1. Using maps and globes recognize the relative location of Europe and Russia and identify the countries and their locations within the region. 2. Recognize the cultural diversity and explore each to create a working knowledge of the similarities and differences of the lives of the people living here with our own. 3. Analyze the impact this region has had on the world in the past and use current events as a case study to investigate how the region continues to influence the world. 	<p>First five activities are required; additional activities are differentiated and determine final grade.</p> <ul style="list-style-type: none"> • Library research: Investigate a European country of your choice and present your findings in a PowerPoint slide show. • Neatly label and color an outline map of Europe and Russia. • In class reading from Chapter 6 includes Sections 1, 2, and 3, pages 148-170. Assignments to complete in your notebook include a) page 161, assessment questions 1 and 2; b) completing a Venn diagram to record the natural resources of Europe and Russia found in the Section 3 reading. • Europe and Russia vocabulary (physical geography and other terms). Glue the vocabulary words with their definitions into your notebook and illustrate each term. • Find a map of your country online. Label major cities and land forms as well as ONE of the following: natural resources, climate, or population density. • The “euro,” the new European currency that went into effect on January 1, 2002, is the 	<ul style="list-style-type: none"> • PowerPoint with rubric • Map rubric • Text questions and Venn diagram • Illustrations judged on accurate representation • Quiz on terms 	<ul style="list-style-type: none"> • <u>Material World: A Global Family Portrait</u> by Peter Menzel • Culturgrams from the David M. Kennedy Center for International Studies at Brigham Young University • Classroom collection of National Geographic magazines • Almanacs, encyclopedias • Silver Burdett Ginn <u>World Geography</u>, classroom text • Classroom Text: Prentice Hall World Studies: Eastern Hemisphere • MMS and public library resources

		<p>biggest monetary switch in history. Go on-line and find out the advantages and disadvantages of uniting under one currency. What European countries use the euro? Include your findings in a neatly written and well-organized journal entry of at least one page.</p> <ul style="list-style-type: none"> • Investigate and share a form of dance (step-dancing, ballet, etc.) from your country. Hand in a brief overview of the dance (its history, dance steps, costumes, current popularity, etc) • Share the cuisine of your country. It may be a main or side dish, an appetizer or a dessert. Copy the recipe, prepare it at home, and plan to present and share small samples with other students in class. Your presentation should include written research into the history of the dish, its origin, details about when it is served (holidays, diet staple, etc.) and how it is presented. • Investigate the history of clothing in your country and present your findings to the class. Include how geography, climate, and culture have influenced the choice of clothing people have worn in the past. • Find a current event on your country. Use www.bbcnews.com, worldatlas.com, or PHSchool.com. 		
--	--	---	--	--

		<p>Print the one that you would like to read. After reading, write a response to the article in your notebook, using the guidelines posted on the bulletin board.</p> <ul style="list-style-type: none">• Small group activity (2-3 students). Investigate the music of Europe and Russia. Ask your teacher for a guide sheet.• Your choice. Great ideas may be found in <u>Reader's Digest</u> <u>Children's Atlas of the World</u> – check with your teacher before beginning.		
--	--	---	--	--

Mansfield Public Schools
Grade 6- Social Studies Curriculum

Unit 3
Russia's Neighbors
Introduction

Although it is not uncommon for Americans to have ancestors from European Russia and the Eastern European countries of the former Soviet Union, few of our students have any familiarity with the many nations and ethnic groups which occupy vast areas of Asia. The focus of this short unit will be an appreciation of the large scale of Russia's former sister republics. Students will be introduced to many countries and ethnic groups, and develop an understanding of the challenges inherent in governing an area of the world that is so vast.

Content Standards

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p>Unit 3 The Former Soviet Union</p> <p>Content Standards 3, 4, 7</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the 15 countries that comprised the former Soviet Union and understand the events that led to the break-up. 2. Describe the mechanics of communism and how it meets the needs of citizens, regulates territory, manages conflict, and establishes order. 3. Understand the vastness of the former Soviet Union and recognize the various resources this area contains. 4. Make connections between historical and current events 5. Recognize the similarities and differences of the lives of people in this region with our own to create a meaningful connection. 6. Identify the effect geography, climate, and location has on people living within this region. 	<ul style="list-style-type: none"> • A Postcard Series: and independent research activity in which each child highlights the geography, history, economy, culture, health and education of one country in the area being studied, by means of pictorial illustrations and written narratives 	<ul style="list-style-type: none"> • Class discussion of current events, as well as audience discussion after lecture, videotape and artifacts presentation. • Postcard series, evaluated for effort, quality, and quantity of information 	<ul style="list-style-type: none"> • Culturgrams from the David M. Kennedy Center for International Studies at Brigham young University • World Studies Eastern Hemisphere • Classroom almanacs and atlases • Websites www.lonelyplanet.com www.unitedstreaming.com www.phschool.com www.cia.gov/cia/publications/factbook/

--	--	--	--	--

Mansfield Public Schools
Grade 6 - Social Studies Curriculum

Unit 4
Latin America

Introduction

The study of Latin America includes the continent of South America, Central America and Mexico, a country often not included. Student work and teacher-directed lessons will focus on an understanding of the physical characteristics and political boundaries of this area, as well as an appreciation for the wide diversity of culture, history and climate of the region.

Content Standards

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p>Unit 4 Latin America</p> <p>Content Standards 10, 11, 12, 13, 15</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Name the outstanding physical features of Latin America and be able to place them and the countries on an outline map of Latin America. 2. Understand the consequences of developing the rain forest 3. Explain the disadvantages of a one-resource economy and the importance of diversifying 4. Identify geographic terms and vocabulary associated with Latin America 5. Identify the physical features, cultural, historical and geographical attributes of a Latin American country. 6. Understand the effect the rain forest has on global environment 	<ul style="list-style-type: none"> • A Latin American Map Hunt (adapted from <i>The Essence of Place: Geography in the K-12 Curriculum</i>) • Reading of Latin American folk tales • Map labeling of Latin American countries and physical features • Latin America terms and vocabulary: journal assignment • Text reading, Chapter 1, Section 1-3 in Eastern Hemisphere • Complete major resources chart and questions • Latin American country exploration: <i>XYZ Corporation</i> • Research, write and illustrate a one page biography of a noteworthy Latin American. Why should this person be remembered? • Create a <i>mola</i>, an art form of the Cuna Indians of the San Blas Islands, Panama <p>Challenge Activities</p> <ul style="list-style-type: none"> • The BIG Cities of Latin America activity (based on <i>Connections: Linking Population and the Environment</i> from Population Reference 	<ul style="list-style-type: none"> • Pretest • Map identification quiz • Geographic terms and vocabulary quiz • Illustrations judged on accurate representation • Text questions and Major Resources chart • <i>XYZ Corporation</i> rubric • Biography rubric 	<ul style="list-style-type: none"> • <u>World Geography</u>, Silver Burdett Ginn, (classroom text) • Classroom Text: Prentice Hall World Studies: Latin America • <u>National Geographic Picture Atlas of Our World</u> • <u>Culturegrams</u> from the David M. Kennedy Center for International Studies at Brigham Young University • <u>Material World A Global Family Portrait</u>, by Peter Menzel • <u>A Survey of World Cultures Latin America</u>, by West and Nelson • <u>Latin America World Explorer</u>, Prentice Hall, 1998 • <u>World Cultures and Geography</u>, by Artis, Costello and Miltner <p>Useful web sites</p> <p>www.unitedstreaming.com</p> <p>www.lonelyplanet.com</p> <p>www.geography.about.com/library/cia/blcindex.htm</p> <p>www.phschool.com</p> <p>www.cia.gov/cia/publications/fa</p>

		<p>Bureau, Washington, D.C.) Working with a partner, complete this extension of The Big Cities activity: A city is called "a primate city" if it is by far the largest city in a country and dominates in terms of size and political, economic and cultural importance. Examine the 12 cities we studied in class and determine if any of these cities fit the definition of "primate city." Some questions to consider:</p> <ol style="list-style-type: none"> 1. What proportion of the country's population resides in that city? 2. Is it the capital city? 3. What is the country's economy like? 4. Where is the country's economic center? (Where is the money being made to support the country?) 5. Where do people who are seeking a 'better life' migrate? 		<p>ctbook/ www.lcweb2.loc.gov/frd/cs/cshome.html http://cyberschoolbus.un.org</p>
--	--	---	--	---

--	--	--	--	--

Mansfield Public Schools
Grade 6 - Social Studies Curriculum

Unit 5
Africa

Introduction

The continent of Africa is one of great diversity in terms of physical features, climate, and cultures. Our study of Africa will emphasize the diversity of the area, and the influence of European settlers on indigenous people and their surroundings.

Content Standards

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 5- Africa	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify political states and important physical features on a map of the African continent. 2. Recognize similarities and differences among geographic areas. 3. Demonstrate historical, geographic and cultural connections among different regions of the continent. 4. Identify the obstacles to development that face central African countries 5. Understand how the boundaries of today's west African countries were created by European colonizers 6. Develop an awareness of ethnic and racial conflict in modern day Africa. 7. Recognize that Africa is made up of many different people, land forms, climates and cultures. 	<ul style="list-style-type: none"> • A menu of student activities: *activities must be completed. Choose three additional activities, well presented, to earn a C, four additional to earn a B, and five additional activities to earn an A. • Choose a country in Africa and complete the following. <ol style="list-style-type: none"> 1. A well -written history of your country's development from ancient times through colonization, independence, and to current day. Limited to one types page. 2. An outline map of the African continent on a piece of 8½" x 11" paper, with your country outlined on bold face. 3. Current news 	<ul style="list-style-type: none"> • Pictocabulary • Completed menu activities • Using an outline map of Africa and its countries, name each country. 	<ul style="list-style-type: none"> • <u>World Geography</u> Silver Burdett Ginn (classroom text) • <u>National Geographic Picture Atlas of Our World</u> • Culturgrams from the David M. Kennedy Center for International Studies at Brigham Young University • <u>Material World A Global Family Portrait</u> by Peter Menzel • Mansfield Middle school library books and periodicals • Internet access in the classroom and through class use of computer lab • The Hartford Courant and newspapers on line • Useful web sites http://www.cia.gov/cia/publications/factbook/cg.html http://www.focusintl.com/afriand.html http://www.africaonline.com

		<p>article(s) with a summary and reaction for each, about your country.</p> <p>4. A travel brochure highlighting tourist attractions, including culture, in your country. How do art, dance, theater, literature and music reflect the identity and beliefs of the people?</p> <p>5. Using available resources, including the Internet, describe the economy of your country. Include information about natural resource/products, exports, technology, and jobs. What jobs need to be filled on your country?</p> <p>6. Using bar graphs, compare literacy rates and levels of education among the five countries. How do you account for the differences? (Or, if they appear similar, how do they</p>	<p>e.com/ http://city.net/regions/africa/ http://www.johnruss.com/bebtime/ (tales of Africa) http://www.nat.geo.com/features/96/okavango/index.html http://multimedia2.frec.fsu.edu/fga/academy/afdefor.htm http://www.channelafrica.org/currenta.shtml</p>
--	--	--	--

		<p>compare to the United States?) You will have time in the computer lab to work on this assignment.</p> <p>7. An activity of your choice: check with your Social Studies teacher.</p> <ul style="list-style-type: none"> • Textbook overview • Pictocabulary for Wednesday on ICE (attached). • Guest: African folk tales related by Louise Bailey <p><i>CHALLENGE ACTIVITIES</i></p> <ul style="list-style-type: none"> • Essay: Explain why the political boundaries established by European powers caused problems within African nations. Give at least two examples of recent events. 		
--	--	---	--	--

Mansfield Public Schools
Grade 6 - Social Studies Curriculum

UNIT 6
Middle East

Introduction

A study of the major religions of the world introduces students to the historical development and contemporary practices of Judaism, Christianity, Islam, Buddhism and Hinduism. Students will begin to appreciate the variety of religious beliefs and practices in different cultures and times, and then the unit will segue into a study of countries of the Middle East, including geography, history, economy, and culture of the region. The rapid changes in this area due to ethnic or religious conflict and oil production will be explored as students develop an understanding of the importance of events in the Middle East today.

Content Standards

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p>Unit 6- Middle East</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Locate the 14 countries, 3 major religions, and ethnic groups, and important landmarks (physical and man made) that make up the Middle East. 2. Evaluate the relationship between various religious and ethnic groups, oil, and political upheaval. 3. Recognize the similarities and differences of the people living within this region with our own to create a meaningful connection and identify the effects geography has on their way of life. 4. Express the importance of this region and how the area has impacted the rest of the world in the past, present, and make 	<ul style="list-style-type: none"> • Complete a study guide for each of the five major religions by using a filmstrip and class discussion to provide a finished guide (attached). • Peer tutoring guide (attached) • Group game: "Elimination!" (instructions attached) • Textbook assignments from Chapter 20, The Middle East • Middle East Picture Reading: learning about the geography and culture of the Middle East through National Geographic magazine photographs <p>CHALLENGE ACTIVITY Imagine that OPEC is dissatisfied with the</p>	<ul style="list-style-type: none"> • Criterion-referenced quiz on the major religions of the world • Student-generated map and scrapbook detailing a country in the Middle East • "Elimination!" game • Cooperative group activity: Historical time line of the Middle East 	<ul style="list-style-type: none"> • National Geographic Society video, Nations of the World, Israel • Scholastic and NBC News video, Islam: People, Culture, Conflict • Filmstrips Religions of the world, coronet Media • <u>Hinduism, World Religions</u>, by Madhu Bazaz Wangu, Facts of File, Inc. • <u>Holidays and Festivals: Muslim Festivals</u> by M.M. Ahsan, Rourke Enterprises, Inc. • <u>Judaism</u> by Seymour Rossel, Franklin Watts, Inc. • <u>Christianity</u> by Irene Cummings Kleeberg, Franklin Watts, Inc. • <u>The World's Great Religions</u> (3 volumes) by the editorial staff of LIFE • <u>Religions Explained, A Beginner's Guide to World Faiths</u> by Anita Ganeri, Fitzhenry & Whiteside Ltd. • <u>Great Religions of the</u>

	<p>reasoned predictions about the future.</p> <p>5. Critically read primary and secondary source material to support a position, identify opposing points of view, learn important content, and make predictions about the future of this region.</p>	<p>profit margin its countries earn for the oil they sell. It decides to raise greatly the cost for a barrel of oil on the international market. How might the economies of other nations be affected? Choose two developed countries and two developing countries. Explain the effect of higher oil prices on them in a well thought-out narrative or set of cartoons or drawings.</p>		<p>World, National Geographic Society</p> <ul style="list-style-type: none"> • <u>World Religions, The Great Faiths Explored and Explained</u> by John Bowker, DK Publishing, Inc. • <u>The Encyclopedia of World Religions</u>, Robert s. Ellwood, Ed., Facts on File, Inc. • <u>World Geography</u> Silver Burdett Ginn (classroom text) • Mansfield Middle School library books and periodicals • Useful web sites http://www.saudi.net/profile/islam/islam_intro.html http://www.worldreligions.com http://www.religioustolerance.org/worldrel.htm http://www.nationalgeographic.com/ http://www.cia.gov/cia/publications/factbook/index.html www.virtualjerusalem.com http://www.hinduism.co.za/ http://www.fobusa.com http://www.buddhanet.net/ http://library.thinkquest.org/28505/hinduism/intro.htm campus.northpark.edu/history/webchron.
--	---	---	--	--

				http://www.btinternet.com/ ~vivekanada
--	--	--	--	--

Mansfield Public Schools
Grade 6 - Social Studies Curriculum

Unit 7
The Indian Sub Continent

Introduction

With one-seventh of the world's population, this former British colony is a land of contrasts. From the splendor to squalor, from enormous wealth to abject poverty, from Himalayan heights to river deltas, from rainy season to dry, the people of India and its neighbors have survived for centuries. Our study of this region includes a review of the significant religions, conflicts around those religions, and how religious beliefs affect the daily lives of the people. There is a continuing focus on geography, history, economics, and culture. As with all units of study in grade 6, there is a continued focus on current events.

Content Standards

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 7 The Indian Sub Continent	<p>Students will:</p> <ol style="list-style-type: none"> 1. Locate and describe varying landforms and geographic features on the sub-continent, such as mountains, plateaus, deserts and oceans, and explain their relationships within the ecosystem. 2. Describe seasoned weather patterns in India, Pakistan and Bangladesh and the effects on agriculture and the lives of the people. 3. Explain the events and problems that have developed in the years following the end of British colonial rule, including the independence of each of the now separate countries and differences: between Muslims and Hindus. 4. Explain conditions, actions, and motivations that contribute to conflict in Kashmir, and the possible effects of this conflict on the rest of 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •

	<p>the world.</p> <p>5. Explain and apply the concepts of caste and reincarnation to the examination of daily life and persistent issues and social problems in India.</p> <p>6. Understand and explain the role that Hindu beliefs play in the daily lives of Indians.</p>				
--	---	--	--	--	--

Mansfield Public Schools
Grade 6 - Social Studies Curriculum

Unit 8
Southeast Asia

Introduction

Unlike Japan, this area of the world is one of great ethnic diversity. For thousands of years Southeast Asia has been a region of migrations for reasons that include trade, religion, and war. Yet unlike the United States, all these different groups of people have not shared ideas and customs, but have kept to their own way of life. Our study of the region will give students an overview of this area, and then ask them to focus on a specific country and study its way of life in detail.

Content Standards

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p>Unit 8 Southeast Asia</p>	<p><i>Students will</i></p> <ol style="list-style-type: none"> 1. Interpret maps and globes to understand and identify the locations of the countries of this region. 2. Explain the reasons for the great ethnic diversity in S. E. Asia today, and the influences that have prevented the different cultures from being integrated. 3. Explain some of the ways in which S.E. Asia is unlike the U.S. in terms of shared ideas and customs. 4. Understand and explain some of the causes of the Vietnam War and the U.S. involvement in that war. 5. Examine some problems that have plagued various countries of this region in light of past colonization. 	<ul style="list-style-type: none"> • Pretest on Southeast Asia • Labeling geographic features and political boundaries on a map of Southeast Asia • Double entry journals related to the introductory reading, pages 443-446 in text • Textbook reading, Chapter 18, Southeast Asia, pages 442-461 • Create a board game based on a country of Southeast Asia. Include information regarding the culture, geography, history, government, economics, education, and technology of that state. • Review Master 132, and Workbook page 106 <p>CHALLENGE ACTIVITIES</p> <ul style="list-style-type: none"> • Investigate PRIMATE CITIES. Locate the primate cities of Southeast Asia and give a definition of the term. Give reasons why each is designated a primate city. Show the results of your 	<ul style="list-style-type: none"> • Rubric for map assessment • Rubric for board game • Chapter test • Double entry journals 	<ul style="list-style-type: none"> • <u>World Geography</u> Silver Burdett Ginn (classroom text)

	<p>6. Consider thinking of S.E. Asia As a region including cultural diversity, common goals, economy, and history.</p>	<p>research with a chart, a map, or other means and explain your findings to your classmates.</p>		
--	--	---	--	--

Mansfield Public Schools
Grade 6- Social Studies Curriculum

Unit 9
Japan and Its Neighbors

Introduction

Once symbolized by cherry blossoms and Mount Fuji, Japan has become known for its cameras, electronic equipment, and automobiles. Japan has made tremendous strides in postwar rehabilitation and industrial expansion, but it has also learned in recent years that its free market economy is subject to contraction or recession as well as expansion. The United States is affected by what Japan makes, buys, and sells today. Many Japanese citizens have been very successful students and have achieved high recognition in Western societies. Numerous Japanese companies have made substantial investments in the United States, and thousands of Americans owe their livelihood to Japan's economic success. Despite the fact of Japan's role in international economics, however, the culture remains distinctly different from ours. Our study of Japan will focus on its cultural uniqueness, and will attempt to engender an understanding and an appreciation of the people of this significant country.

Content Standards

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p>Unit 9 Japan and Its Neighbors</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Recognize Japan as an island nation and as a portion of the Ring of Fire 2. Explain and provide examples of how Japan rose to be an economic power after WW II despite its lack of natural resources. 3. Make connections between Japan's population density and its limited arable land 4. Explain the connection between Japan's cultural identity and its history of isolationism. 	<ul style="list-style-type: none"> • Read <u>Sadako and the Thousand Paper Cranes</u> • View and discuss artifacts and photographs of Japanese culture. • View <i>Living Treasures of Japan</i>, <i>National Geographic</i> video • Similarities and differences chart for Japan and Connecticut • Create a map of Japan using a template. • Design a pack of illustrated vocabulary cards that describe terms associated with life in Japan. • Appreciate Japanese values and customs by listening to a series of Japanese folk tales. 	<ul style="list-style-type: none"> • Map of Japan • Charts highlighting similarities and differences • Quiz • Participation in the analysis of <i>National Geographic</i> photographs • Rubric for illustrated vocabulary cards. 	<ul style="list-style-type: none"> • Silver Burdett Ginn <u>World Geography</u> text • <u>National Geographic Picture Atlas of Our World</u> • <u>Culturgrams</u> from the David M. Kennedy Center for International Studies at BYU • <u>Material World: A Global Family Portrait</u> by Peter Menzel • <u>Sadako and the Thousand Paper Cranes</u> by Eleanor Coerr • <u>So Far From the Bamboo Grove</u> by Yoko Kawashima Watkins • <i>Classroom Activities in Japanese Culture and Society</i> published by the Wisconsin Dept. of Public Instruction • Various folktales in classroom and MMS library

				<p>collection</p> <ul style="list-style-type: none">• Internet sites on Japan
--	--	--	--	---

Mansfield Public Schools
Grade 6- Social Studies Curriculum

Unit 10
China

Introduction

Our study of China focuses initially on its people and the land they inhabit. This large country, with many varied landscapes, has undergone important social changes, and has absorbed some Western influences, while still maintaining its culture. Its major river, the Yangtze, has played an important role in the geography, economy, and environment of the country, and our work will investigate these influences and report our findings through interviews and news broadcasts.

Content Standards

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p>Unit 10 China</p>	<p><i>Students will.</i></p> <ol style="list-style-type: none"> 1. Describe the very long history that is known about Chinese civilization, including some contributions that have been made over the years to other cultures. 2. Use maps and globes to describe the relative location of China with respect to its neighbors, and the relative locations of various regions, climates, landforms, cultures, and cities within China. 3. Understand and explain the diversity of cultures, lifestyles, agriculture, plants and animals within the one country. 4. Articulate the population density and spatial distribution patterns within China in order to understand the extreme difficulty China faces to provide food for its 	<ul style="list-style-type: none"> • Classroom reading of Chapter 17, China and Its Neighbors • Flooding on the Yangtze cooperative group project <p><i>Challenge Activities</i></p> <ul style="list-style-type: none"> • Other countries have been devastated by flooding, including the United States. Investigate a country affected by flooding and compare the effects of that flood to the 1998 flooding in central China. You may use a Venn diagram to display your results. • Do a media literacy evaluation of news reports from a Chinese and American newspaper on the same day, noting differences in reporting the same information. • Undertake a follow-up news report at the end of the school year, as 	<ul style="list-style-type: none"> • Chapter quizzes • Unit test • Worksheets and note-taking activities that accompany media and lectures • Rubric to assess project 	<ul style="list-style-type: none"> • Silver Burdett Ginn <u>World Geography</u> text • <u>Material World: A Global Family Portrait</u> by Peter Menzel • <u>Culture Shock! China</u> by Sinclair and Po-yee • Articles relating to the Yangtze River from Spotlight in china by Global research • <i>China's Three Gorges before the Flood</i>, National Geographic magazine, September 1997 • "Stat Sheet" on the significance of flooding as of 9/1/98 • Background Sheet: Flooding on the Yangtze • Character Profiles: Flooding on the Yangtze • Related web sites: www.washingtonpost.net

	<p>people.</p> <p>5. Recognize and explain the sheer number of people living in china today, the relative portion of the population of the entire earth that this number represents, and the meaning of these figures to the rest of the world.</p> <p>6. Explain in general terms the history and government of China during the 20th century.</p> <p>7. Understand and explain the causes and effects of flooding in central China and the impacts on the people and the land.</p> <p>8. Discuss the pros and cons of the Three Gorges Dam.</p>	<p>the monsoon season in China begins, to see what steps have been taken to prevent flooding in this season.</p> <ul style="list-style-type: none"> • Create a graphic representation of the statistical material. • Research and make recommendations for future flood control, environmental conservation, and disaster relief in China. 		<p>www.nytimes.com http://www.ihep.ac.cn.cdaily/cdai.html (back issues of China Daily, the only daily newspaper issued in English)</p>
--	--	--	--	---

Mansfield Public Schools
Grade 7- Social Studies Curriculum

On-going study- Current Events

Introduction

Because of the global nature of our ever-changing world, students need to be aware of events occurring throughout the world. Current events are highlighted and discussed on a regular basis. Special emphasis is given to identifying locations, key people and issues, as well as understanding the relationships among newsworthy groups. Whenever it is possible, these events are tied to their historical antecedents. Special attention is given to stories that are tangential to our drug and alcohol studies or other health related issues. Follow-up quizzes are given to assess understanding.

Sources: Daily newspapers, local and national news programs (television and radio), Internet sources, various news magazines.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)