

Topic: A: Geography Skills
 Subject(s): Social Studies

Days: 20
 Grade(s): 6th

Know:	Understand:	Do:
<p>Concept One - Five Themes of Geography:</p> <p>Five themes of geography (location, place, movement, regions, interaction)</p> <p>Difference between physical and political maps</p> <p>Different types of special purpose maps (i.e., climate maps, population maps, resource maps)</p> <p>Features of maps & other geographical tools (i.e., compass rose, map key)</p> <p>Concept Two - Physical Geography</p> <p>Major physical features of the earth</p> <p>Rotations of the earth - night & day</p> <p>Revolutions of the earth - seasons</p> <p>Climate regions found on earth</p> <p>Concept Three - Human Geography</p> <p>Features of human geography (population, migration, economics, political systems)</p>	<p>Geographic representations are essential to explain how people, places, and environments are distributed on earth.</p>	<p>Label continents and oceans of the world on a blank map</p> <p>Locate places in the world using latitude & longitude</p> <p>Compare and contrast strengths & weaknesses of globes and maps</p> <p>Compare & contrast democracy & dictatorship</p> <p>Compare and contrast capitalism & communism</p>

Topic: A: Geography Skills
Subject(s): Social Studies

Days: 20
Grade(s): 6th

Know:

Understand:

Do:

Impact of push-pull
factors on population

Population distribution
map of western
hemisphere - densely
populated areas

Differences between
rural and urban areas

Topic: B: Middle America

Subject(s): Social Studies

Days: 40

Grade(s): 6th

Know:	Understand:	Do:
<p>Concept One - Phys. Features of Middle America</p> <p>Location of countries, capitals, and major waterbodies</p> <p>Central plateau of Mexico</p> <p>Isthmus</p> <p>Mountain ranges (Sierra Madres Oriental & Occidental)</p> <p>Baja California</p> <p>Natural Resources - coffee, sugar, bananas, cacao, wood, cotton, minerals, oil, petroleum</p> <p>Concept Two - History of Middle America</p> <p>Early Mayan civilization, Hieroglyphics. concept of "zero," maize, calendar</p> <p>"mystery" of the end of the Mayan Empire</p> <p>Current status of Mayas in Guatamala (14.2 in text)</p> <p>Early Aztec Empire, Tenochtitlan (Aztec capital that stood on a floating island on the site of present day Mexico City), irrigation, medicine, Moctezuma (Ruler of the Aztec</p>	<p>Middle America's geography, history, and mix of diverse cultures continue to influence the world today.</p>	<p>Label countries, capitals, major waterbodies on a blank map of the region</p> <p>Speculate on what caused the end of the Mayan civilization</p> <p>Study the pictures in text (369 - Mayan ruins) What does this picture suggest about Mayan culture & technology?</p> <p>Study the picture in text (381) Compare and contrast battle tactics of the conquistadors and indigenous people</p> <p>Study painting in text (403) What three social groups are depicted in the painting? What do we learn about the role of each social group from the painting?</p>

Topic: B: Middle America
Subject(s): Social Studies

Days: 40
Grade(s): 6th

Know:	Understand:	Do:
Empire at the time the Spanish arrived), calendar		
Hernan Cortes (Conquistador who conquered the Aztec Empire), impact on indigenous people, fall of Aztec Empire		
Mexican Independence - Hidalgo, Iturbide		
Panama Canal - Purpose, failure of French, eradication of malaria, U.S. involvement,		
Concept Three - Culture of Middle America		
Spread of Catholicism by Spanish		
Impact of Europeans on language		
Mestizos, Campesinos		
Subsistence & cash crop farming		
Difference between life in rural and urban areas (plazas, villages, reasons people are leaving rural areas, squatters, maquiladoras)		
See dos for paintings throughout text		
Concept Four - Current Issues in Middle America		

Topic: B: Middle America
Subject(s): Social Studies

Days: 40
Grade(s): 6th

Know:	Understand:	Do:
<p>Ownership of Panama Canal</p> <p>Immigration to U.S. - jobs, effect on families, effect on population in U.S.</p> <p>High population of Mexico City - air pollution (plateau surrounded by mountains)</p>		

Topic: C: The Caribbean
Subject(s): Social Studies

Days: 30
Grade(s): 6th

Know:	Understand:	Do:
<p>Concept One - Physical Geography of Caribbean</p> <p>Location of Haiti, Puerto Rico, Cuba, Dominican Republic, Bahamas, Jamaica, Grenada, their capitals, and major bodies of water</p> <p>Volcanic eruptions & coral skeletons as island origins</p> <p>Caribbean Islands as archipelago</p> <p>Mountain ranges, plains - tourism</p> <p>natural resources - sugar cane, coffee, cacao, citrus, bananas, bauxite, nickel, oil,</p> <p>Concept Two - History of Caribbean</p> <p>Toussaint L'Ouverture and fight for Haitian independence</p> <p>Impact on rest of world</p> <p>Papa Doc & Baby Doc as dictators - impact on people (illiterate, poverty)</p> <p>Castro's coup for power</p> <p>Positive & negative contributions of Castro</p> <p>Cuban refugees to the U.S.</p>	<p>The Caribbean's geography, history, and mix of diverse cultures continue to influence the world today.</p>	<p>Label Haiti, Puerto Rico, Cuba, Dominican Republic, Bahamas, Jamaica, Grenada, their capitals, and bodies of water on a map</p> <p>Using the PowerPoint After the Earthquake, discuss the impact of the natural disaster on Haiti (Cause & Effect graphic organizer can also be used)</p>

Topic: C: The Caribbean
Subject(s): Social Studies

Days: 30
Grade(s): 6th

Know:	Understand:	Do:
<p>Relationship between U.S. & Cuba (embargo, attempts to overthrow Castro, tensions)</p> <p>Concept Three: Culture of the Caribbean</p> <p>Diverse mix of ethnic groups</p> <p>Spanglish</p> <p>Island music - steel drums, calypso, reggae</p> <p>Carnival</p> <p>Concept Four - Current Issues in Caribbean</p> <p>Impact of hurricanes, earthquakes,</p> <p>Poverty - Haiti</p> <p>Puerto Rico & U.S. - options for future (text - 15.3)</p>		

Topic: D: South America

Days: 40

Subject(s): Social Studies

Grade(s): 6th

Know:	Understand:	Do:
<p>Concept One - Physical Features of South America</p> <p>Andes Mountains - Altiplano (A high plateau in the Andes Mountains)</p> <p>Lake Titicaca</p> <p>Amazon Rainforest (A large tropical rainforest occupying the Amazon Basin in northern South America)</p> <p>Amazon River</p> <p>Pampas</p> <p>Atacama Desert</p> <p>Change in the capital city of Brazil (pg. 495 in text) Rio de Janeiro - a large city in Brazil previously the capital of Brazil</p> <p>Natural Resources - Oil, petroleum, minerals, cacao, coffee, wood, rainforest, shellfish,</p> <p>Concept Two - History of South America</p> <p>Pachacuti</p> <p>Topa Inca (Emperor of the Incas who expanded their empire)</p> <p>Cuzco - Capital of the Incan Empire</p>	<p>South America's geography, history, and mix of diverse cultures continue to influence the world today.</p>	<p>Label countries, capitals, and major bodies of water on a map</p> <p>Look at picture on 416 in text - how does geography contribute to these people keeping their traditional way of life?</p> <p>Compare and contrast Mayas, Aztecs, Incas (ex: timeline or flowchart sequence graphic organizer)</p>

Topic: D: South America

Days: 40

Subject(s): Social Studies

Grade(s): 6th

Know:	Understand:	Do:
<p>Census, roads, aquaducts, quipus, architecture, bridges,</p> <p>Competition between Spain & Portugal - spread of Christianity, Catholicism, quest for gold</p> <p>Line of Demarcation - Treaty of Tordesillas</p> <p>Francisco Pizzaro - Conquistador who conquered the Incas</p> <p>impact of disease, mestizos</p> <p>Simon Bolivar (South American revolutionary leader) & fight for independence</p> <p>Jose de San Martin - A South American revolutionary leader</p> <p>Brazil's independence - Don Pedro</p> <p>Concept Three - Culture of South America</p> <p>Current conditions for indigenous people</p> <p>Difference between rural and urban life</p> <p>Subsistence farming & cash crop</p> <p>Impact of soccer on culture (World Cup)</p>		

Topic: D: South America

Days: 40

Subject(s): Social Studies

Grade(s): 6th

Know:	Understand:	Do:
<p>Concept Four - Current Issues in South America</p> <p>Preservation of natural resources</p> <p>Destruction of rainforests</p> <p>Oil in Venezuela - government - relationship with US - current leader -</p>		

Topic: E: Canada

Subject(s): Social Studies

Days: 35

Grade(s): 6th

Key Learning: Canada's geography, history, and mix of diverse cultures continue to influence the world today.

Unit Essential Question(s): What is unique about Canada's geography, history, and culture?

Concept
Physical Geography of Canada

7.1.6.B, 7.2.6.A

Concept
History of Canada

8.1.6.A, 8.1.6.B, 8.1.6.C, 8.1.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D

Concept
Culture of Canada

7.3.6.A, 7.3.6.B, 7.3.6.C

Lesson Essential Question(s):
What are the main physical geographical features of Canada? (A)

How has access to water, farmland, forests, and mineral resources impacted lifestyles and the economy in Canada? (A)

How does the variety of climates found in Canada impact lifestyles? (A)

Lesson Essential Question(s):
Why were European rulers interested in Canada? (A)

How did European colonization impact the indigenous people of Canada? (A)

How did Canadians win control of their government without going to war? (A)

How is Canada still tied to Britain today? (A)

Throughout Canadian history, why is Quebec unique? (A)

Lesson Essential Question(s):
How can the influence of French culture be seen in Quebec? (A)

How has immigration influenced culture in Canada? (A)

How have the indigenous people of Canada influenced culture? How has technology changed their traditional way of life? (A)

How has Canadian culture influenced culture in the United States? (A)

Vocabulary:
Tundra, Permafrost, Prairie, Alluvial Soil, Fossil Fuel, Aurora Borealis

Vocabulary:
Dominion, Bilingual, Tariff, Federation, Francophone, Descent, Immunity, Boomtown, Exile

Vocabulary:
Cultural Diversity, Cultural Exchange, Ethnic Group, Melting Pot, Reserve, Inuktitut

Topic: F: The United States
Subject(s): Social Studies

Days: 20
Grade(s): 6th

Key Learning: It is vital the United States maintain good relationships with other nations in the western hemisphere.

Unit Essential Question(s):

What role does the U.S. play in the western hemisphere?

Concept
Physical Geography of the U.S
7.1.6.B, 7.2.6.A, 7.3.6.D

Concept
U.S. Government
7.3.6.E, 5.3.6.B

Concept
Culture in the U.S.
7.3.6.B

Lesson Essential Question(s):
How is the physical geography of the U.S. similar to other nations in the western hemisphere? (A)
How does the physical geography of the U.S. influence our economy? (A)
Economically, how does the United States depend on other nations in the western hemisphere? (A)

Lesson Essential Question(s):
What is the structure of the U.S. government? (A)
Compare and contrast the government in the U.S. with governments throughout the western hemisphere. (A)

Lesson Essential Question(s):
How has the U.S. been impacted by cultural diffusion from the western hemisphere? (A)

Vocabulary:

Vocabulary:

Vocabulary:

Additional Information:
www.theweek.com - current events

Attached Document(s):
Analyzing Perspectives
Cause and Effect
Compare Contrast Summary

Topic: E: Canada
Subject(s): Social Studies

Days: 35
Grade(s): 6th

Concept

Current Issues in Canada

7.3.6.D, 7.3.6.E

Lesson Essential Question(s):

Why do many French Canadians want Quebec to be an independent country? (A)

How is Canada affected by pollution? (A)

What role might the fishing industry play in the economy of the Atlantic provinces in the future? (A)

Why is it important to maintain good relations between the United States and Canada? (A)

Vocabulary:

Federation, Quiet Revolution, Separatist, Acid Rain, Maritime, Aquaculture

Additional Information:

Text - 6 (all), 7.4, 7.5, 8.1, 8.3, 10 (all),

<http://worldhistorymatters.org/> - Primary sources from World History

<http://www.eyewitnesshistory.com/eyindex.htm> - Primary sources

<http://www.thebritishcanadian.com/> - British Canadian newspaper

Attached Document(s):

Analyzing Perspectives

Analysis of primary sources - graphic organizer

Cause and Effect

Analysis Tool for Political Cartoons - graphic organizer

Frayer Diagrams

Vocabulary Warm-Ups - Canada

Western Hemisphere Vocabulary Warm-up Canada



Week 1

Chapter 6

- tundra (n) – a cold, dry region covered with snow for more than half the year
permafrost (n) – a permanently frozen layer of ground below the top layer of soil
prairie (n) – a region of flat or rolling land covered with grasses
alluvial soil (n) – fertile topsoil left by a river, especially after a flood

hydroelectric : water :: solar electricity : sun
(function/object)

Week 2

- province (n) – a political division of land in Canada
agribusiness (n) – a large company that runs huge farms
fossil fuel (n) – a fuel formed over millions of years from animal and plant remains
acid rain (n) (Chpt 7:4 & 5) – rain containing acids that are harmful to plants and trees

frozen : permafrost :: fertile : alluvial soil
(definition)

Week 3

Chapter 7:4 & 7:5 - 193)

- dominion (n) – a self-governing area subject to Great Britain
bilingual (adj) – able to speak two languages
tariff (n) – a fee charged on imported goods
free trade (n) – trade without taxes on imported goods

state : United States :: province : Canada
(classification – part to whole)

Week 4

- cultural diversity (n) – a variety of cultures
cultural exchange (n) – the process by which different cultures share ideas and ways of doing things
(Chapter 8.1 & 8.3 (p 214)
ethnic group (n) – a group of people who share a common language, history, and culture
melting pot (n) – a country in which many cultures blend together to form a single culture
(reserve (n) – an area of land set aside by the government ~ definition not used)

tariff : tax on imported goods :: free trade : no tax on imported goods
(definition)

Week 5

Chapter 10

federation (n) – a union of states, groups, provinces, or nations

Francophone (n) – a person who speaks French as his or her first language

Quiet Revolution (n) – a peaceful change in the government of Quebec

separatist (n) – a person who wants Quebec to become an independent country

ethnic group : common or same culture :: melting pot : blended culture
(characteristic)

Week 6

descent (n) – a person's ancestry

immunity (n) – a natural resistance to disease

boomtown (n) – a settlement that springs up quickly to serve the needs of miners

exile (v) – to force someone to leave his or her native land or home

federation : Canada :: states : USA
(part/whole, classification?)

Week 7

maritime (adj) – having to do with navigation or shipping on the sea

aquaculture (n) – the cultivation of fish or water plants

aurora borealis (n) – the colorful bands of light that can be seen in the skies of the Northern Hemisphere

miners : boomtown :: exile :: refugee
(place / people)

Inuktitut (n) – the native language of the Inuit

First one for USA unit...

agriculture : land :: aquaculture : sea
(classification)

Canada (Chapter 6)

tundra (n) – a cold, dry region covered with snow for more than half the year

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Chapter 8.1 & 8.3 (p 214,

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Chapter 10

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maritime (adj) – having to do with navigation or shipping on the sea

aquaculture (n) – the cultivation of fish or water plants

aurora borealis (n) – the colorful bands of light that can be seen in the skies of the Northern Hemisphere

Inuktitut (n) – the native language of the Inuit

Topic: C: The Caribbean
 Subject(s): Social Studies

Days: 30
 Grade(s): 6th

Key Learning: The Caribbean's geography, history, and mix of diverse cultures continue to influence the world today.

Unit Essential Question(s): What is unique about the Caribbean's geography, history, and culture?

Concept: Physical Geography of the Caribbean <u>7.2.6.A, 7.1.6.B</u>	Concept: History of the Caribbean <u>7.3.6.D, 7.3.6.E, 8.1.6.A, 8.1.6.C, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D</u>	Concept: Culture of the Caribbean <u>7.3.6.A, 7.3.6.B, 7.3.6.C</u>
Lesson Essential Question(s): How were the islands of the Caribbean formed? (A) What are the main physical geographical features of the Caribbean? (A) How has geography influenced lifestyles of the people living in the Caribbean? (A) How do the natural resources of the region affect their economy? (A) How do the lack of natural resources affect their economy? (A)	Lesson Essential Question(s): How did Haiti inspire revolutions in the western hemisphere? (A) How have dictators shaped life in Haiti? (A) How has Cuba been shaped by Castro and his vision of communism? (A) Why have Cubans tried to leave Cuba? What has been the impact? (A) How has the relationship between Cuba and the United States evolved? (ET) What event leads to Puerto Rico becoming a commonwealth of the United States? (A) How are the people of Puerto Rico both American and Puerto Rican? (A)	Lesson Essential Question(s): What different ethnic groups make up the people of the Caribbean? (A) Why is there a vast amount of cultural diversity in the Caribbean? (A) How have the different cultures of the Caribbean blended to influence celebrations, music, and food? (A) (A)
Vocabulary: Archipelago	Vocabulary: Embargo	Vocabulary:

Topic: C: The Caribbean
Subject(s): Social Studies

Days: 30
Grade(s): 6th

Concept:

Current Issues in the Caribbean

7.3.6.E, 5.4.6.C, 5.4.6.E

Lesson Essential Question(s):

How have people of the Caribbean been impacted by extreme natural disasters? (A)

What role should the U.S. and other nations play in assisting the countries of the Caribbean? (A)

What is the current relationship between Puerto Rico and the U.S.? What three options can Puerto Ricans consider for their future relationship with the U.S.? (A)

Vocabulary:

Additional Information:

Text - Chapter 11.1, 11.3 - Review

12.4 - Touch on independence/history

13.2 - Culture

15 (all) - focus on the countries

<http://worldhistorymatters.org/> - Primary sources from World History

<http://www.eyewitnesshistory.com/evindx.htm> - Primary sources

Attached Document(s):

Haiti Earthquake 2010 PowerPoint
Caribbean Vocabulary Warm-Up Sheet

Cause and
Effect

Fish Bone Cause
Effect

Vocab Report for Topic: C: The Caribbean
Subject(s): Social Studies

Days: 30
Grade(s): 6th

Concept: Physical Geography of the Caribbean

Archipelago -

Concept: History of the Caribbean

Embargo -

Western Hemisphere Vocabulary Warm Up Caribbean



Week 1

Toussaint L'Ouverture - former slave who helped banish slavery from Haiti

Jean-Bertrand Aristide - former president of Haiti

ethnic group- a group of people who share the same ancestry, language, religion, or culture (good time to discuss diversity)

carnival (n)- a lively annual celebration just before lent in Latin America

_____ : _____ :: _____ : _____
()

Week 2

Leeward- a group of smaller eastern Caribbean island also known as the Lesser Antilles

Windward- a group of 4 continental islands (5 countries) located in the Northern Caribbean Sea also known as the Greater Antilles

Illiterate - unable to read and write

Ally - a country joined to another country for a special purpose

_____ : _____ :: _____ : _____
()

Week 3

Exile - a person who leaves his or her homeland for another country, often for political reasons

Refugee - person who leaves his or her homeland to protect personal safety and escape persecution

Fidel Castro, Raul Castro - brothers who were leaders in Cuba's Communistic government

Embargo-

illiterate: not being able to read :: literate : able to read
(Def.)

Week 4

Concept: History of Middle America

Creole - a person of mixed African and European descent; in Haiti, a language that mixes French and African languages

Francois Duvalier and Jean-Claude Duvalier - father and son dictators who ruled cruelly and stole government funds for personal use also known as Doc and Baby Doc

Constitution - a statement of a country's basic laws and values

Commonwealth - a self-governing political unit that has strong ties to a particular country (review what a citizen is a person with certain rights and responsibilities under a particular government)

Fidel Castro: communism :: George Washington: democracy
()

Concept: Physical Geography of Middle America (Chapter 11)

Middle America (n) – Mexico and Central America

plateau (n) – a large raised area of mostly level land

isthmus (n) – strip of land with water on both sides that joins two bodies of land

tributary (n) – a river or stream that flows into another river

Natural Resources – things found in nature that people can use to meet their needs

renewable resources (n) – a natural resource that can be replaced

nonrenewable resources (n) – a resource that cannot be replaced

Concept: Culture of Middle America

subsistence farming (v) – growing enough food to meet the needs of the farmer's family

cash crop farming (v) – a crop grown mostly for sale rather than for the needs of the farmer's family

one-resource economy (n) – a country's economy based largely on one resource or crop

diversify (v) – to add variety

Concept: History of Middle America

hieroglyphics (n) – a system of writing using signs and symbols

maize (n) – corn

Aztec (n) – a civilization of native people who arrived in the valley of Mexico in the 1100's and built an empire in Middle America in the 1400's

Maya (n) – a civilization of native people who lived in Central America and Southern Mexico in 250-900 AD

Tenochtitlan (n) – the Aztec capital that stood on a floating island on the site of present-day Mexico City

Moctezuma (n) – a ruler of the Aztec empire at the time the Spanish arrived

conquistador – one of the conquerors who claimed and ruled land in the Americas for the Spanish government in the 1500's

Hernan Cortes (n) – a conquistador who conquered the Aztec empire

mestizo (n) – in Latin America a person of mixed Spanish and Native American ancestry

hacienda (n) – a large farm or plantation

revolution – (n) (Chapter 12: 4) overthrow of a government, with another taking its place

criollo – a person with Spanish parents who was born in Latin America

caudillo (n) – a military officer who rules a country very strictly

dictator (n) – a ruler with complete power

export (v) – to send products from one country to be sold in another

import (v) – to bring products into one country from another

foreign debt (n) – money owed by one country to other countries

regime (n) – a particular administration or government

Chpt 13

indigenous people (n) – descendants of the people who first lived in a region

campesino – a poor Latin American farmer or farm worker

emigrate (v) – to leave one country to settle in another

Francisco Pizarro – a Spanish conquistador who conquered the Incas

Chapter 14

migrant worker (n) – a laborer who travels from one area to another, picking crops that are in season

plaza – a public square at the center of a village, a town, or a city

squatter (n) – a person who settles on someone else's land without permission

land reform (n) – the effort to distribute land more equally and fairly

political movement (n.) – a large group of people who work together for political change

strike (n) – a refusal to work until certain demands of workers are met

lock (n) – a section of waterway in which ships are raised or lowered by adjusting the water level

Canal Zone (n) – a 10-mile strip of land along the Panama Canal, once governed by the United States

ecotourism (n) – travel to unspoiled areas in order to learn about the environment

Chapter 15 (all) Caribbean

Fidel Castro (n) – a former dictator of Cuba

communism (n) – an economic system in which the government owns all large businesses and most of the country's land

illiterate (adj) – unable to read and write

ally (n) – a country joined to another country for a special purpose

exile (n) – a person who leaves his or her homeland for another country, often for political reasons

refugee (n) – someone who leaves his or her homeland to protect personal safety and escape persecution

Creole (n) – a person of mixed African and European descent; in Haiti, a language that mixes French and African languages

constitution (n) – a statement of a country's basic laws and values

citizen (n) – a person with certain rights and responsibilities under a particular government

commonwealth (n) – a self-governing political unit that has strong ties to a particular country

Chpt 12:4 (385)

Toussaint L'Ouverture (n) – leader of Haiti's fight for independence

revolution (n) – overthrow of a government, with another taking its place

13:2 (410)

West Indies (n) – the Caribbean islands

ethnic groups (n) – a group of people who share the same ancestry, language, religion, or cultural traditions

Carnival (n) – lively annual celebration just before Lent in Latin America

Concept: History of South America 12:2 (373) 12:3 (378) 12:4 (385)

Cuzco (n) – capital of the Incan empire

Topa Inca (n) – emperor of the Incas, who expanded their empire

census (n) – an official count of all the people in an area

quipu (n) – knotted strings on which the Incas recorded information
aqueduct (n) – pipe or channel that carries water from a distant source
Francisco Pizarro (n) – conquistador who conquered the Incas
mestizo (n) – Latin America, a person of mixed Spanish and Native American ancestry
hacienda (n) – a large farm or plantation
Simón Bolívar (n) – a South American revolutionary leader
José de San Martín (n) – a South American revolutionary leader
gauchos (n) – cowboys of the pampas of Argentina
subsistence farming (n) – growing only enough food to meet the needs of the farmer's family
cash crop (n) – a crop grown mostly for sale rather than for the farmer's own use

Chpt 16 (ALL) (494)

canopy (n) – the dense mass of leaves and branches that form the top layer of a rain forest
Amazon rain forest (n) – a large tropical rain forest occupying the Amazon Basin in northern South America
Rio de Janeiro (n) – a large city in Brazil previously the capital of Brazil
savanna (n) – a flat, grassy region, or plain
Altiplano (n) – a high plateau in the Andes Mountains (hint: middle high alto)
sierra (n) – the mountain region of Peru (hint: high soprano)
oasis (n) – a fertile area in a desert that has a source of water
Ferdinand Magellan (n) – Portuguese explorer sailing for Spain, whose expedition first circumnavigated the globe
circumnavigate (v) – to sail or fly all the way around something, such as the Earth
privatization (n) – the government's sale of land or industries it owns to private businesses or individuals
coup (n) – the overthrow of a ruler or government by an organized group, which then takes power

Concept: Physical Geography of South America (Chapter 11)

pampas (n) – flat grasslands in South America
rain forest (n) – a dense evergreen forest that has abundant rainfall year-round
Amazon River (n) – a long river in northern South America
El Niño (n) – a warming of the ocean water along the western coast of South America
hydroelectricity (n) – electric power produced by rushing water
one-resource economy (n) – a country's economy based largely on one resource or crop

Google Lost civilization Mayan – Youtube
Mexico Web quest from Dee Boggs -
Kim shared review and test on geography and history of LA

Ideas to share - vocabulary section in notebook

Bell ringer – analogy, map, vocabulary....

Journal – LEQ – have students answer the LEQ – HW assignment to answer, peer correct the next day for HW grade.

Vocab – discussion on how to

Read aloud – Kids Discover class sets vs Esperanza Rising, Cuba

Topic: A: Geography Skills
 Subject(s): Social Studies

Days: 20
 Grade(s): 6th

Key Learning: Geographic representations are essential to explain how people, places, and environments are organized on the earth.

Unit Essential Question(s): How are people, places, and environments organized and distributed on earth?

Concept: The Five Themes of Geography <small>7.1.6.A, 7.1.6.B</small>	Concept: Physical Geography <small>7.1.6.B, 7.2.6.A, 7.2.6.B, 7.4.6.A, 7.4.6.B</small>	Concept: Human Geography <small>7.3.6.A, 7.3.6.B, 7.3.6.C, 7.3.6.D, 7.3.6.E</small>
Lesson Essential Question(s): Why is geography important? (A) What are the five themes of geography? (A) How do we use different types of geographic tools (i.e., maps, satellite images, globes)? (A)	Lesson Essential Question(s): What is physical geography? (A) What are the major physical features of the earth? (A) How do we use latitude and longitude to locate places? (A) How do the movements of the earth cause night and day, as well as the seasons? (A) How do physical features of the earth impact climate? (A)	Lesson Essential Question(s): How does physical geography influence culture? (A) <i>7.2.6.A</i> How does population affect lifestyle? (A) How does migration impact culture? (A) What are the features of human geography? (A) How does dictatorship differ from democracy? (A) What is an economic system? (A)
Vocabulary: Distribute, Geography, Location, Region, Place, Movement, Human - Environment Interaction	Vocabulary: Latitude, Longitude, Prime Meridian, parallel, Rotation, Revolution, Hemisphere, Equator, Compass Rose, Cardinal Directions, Intermediate Directions (Ordinal Directions), Distortion, Scale, Axis, Orbit, Elevation, Meridian	Vocabulary: Push-pull factors, Human Geography, Migration, Immigration, Population Density, Cultural Diffusion, Capitalism, Communism, Dictatorship, Democracy, Economy, Rural, Urban, Culture

Vocab Report for Topic: A: Geography Skills
Subject(s): Social Studies

Days: 20
Grade(s): 6th

Concept: The Five Themes of Geography

Distribute - Spread out over an area
Geography - The study of the earth
Location - Where a place is
Region - A place with common physical or human features
Place - Human and physical features at a specific location
Movement - How people, goods, and ideas get from one place to another
Human - Environment Interaction - How people affect their environment and how the environment affects people

Concept: Physical Geography

Latitude - The distance north or south of the equator in degrees
Longitude - The distance east and west of the Prime Meridian in degrees
Prime Meridian - Zero degrees longitude
parallel - Synonym for the lines of latitude
Rotation - A complete turn - what causes night and day, 24 hours
Revolution - Circular journey of the Earth around the sun - 365 and 1/4 days
Hemisphere - One half of the earth
Equator - Zero degrees latitude
Compass Rose - A diagram of a compass showing direction
Cardinal Directions - The directions of North, East, South, West (Never Eat Soggy Worms)
Intermediate Directions (Ordinal Directions) - Intermediate directions that lie between the cardinal directions (i.e., NW, NE, SE, SW)
Distortion - Loss of accuracy
Scale - A picture or model of something in proportion to the thing itself
Axis - The imaginary line through Earth through the North and South Pole around which Earth turns
Orbit - The path one body makes as it circles around another
Elevation - The height of land above sea level
Meridian - A synonym for the lines of latitude

Concept: Human Geography

Push-pull factors - A theory of migration claiming that difficulties "push" people to leave their old homes, while hope for better living conditions "pulls" them to a new country. (Push away from something bad, pull towards something good)
Human Geography - Patterns of human activity on Earth
Migration - Movement of people from one country or region to another in order to make a new home
Immigration - The act of moving from one country to another to take up permanent residence
Population Density - The average number of people living within a certain area
Cultural Diffusion - The movement of customs and ideas from one culture to another
Capitalism - An economic system where private individuals or private groups of people own most businesses
Communism - An economic system where the government owns all large businesses and most of the country's land and controls all aspects of citizens' lives
Dictatorship - A country ruled by one person who has complete or absolute power (Ex - Cuba or North

Vocab Report for Topic: A: Geography Skills
Subject(s): Social Studies

Days: 20
Grade(s): 6th

Korea)

Democracy - A government that is ruled by the people

Economy - A system for producing, distributing, consuming, and owning goods, services, and wealth
(think money)

Rural - Having to do with the countryside (rural, rough, red-necks, "tree" out of the "R")

Urban - Having to do with the city and near-by towns (subways - U in subway, "skyscrapers" out of "U")

Culture - The way of life of a people including their language, beliefs, customs, and practices

Topic: A: Geography Skills
Subject(s): Social Studies

Days: 20
Grade(s): 6th

Additional Information:

Text - Map Master (M1 - M18), Chapter 1 (all), 2.1, 2.4, 3 (all), 4.1,

www.nationalgeographic.com/resources/ngo/education/themes.html - This website contains lesson ideas and instructional strategies with the five themes of geography.

www.educationworld.com/alesson/lesson/lesson071.shtml - This website gives 5 different lesson ideas/activities for each of the five themes of geography.

www.atlapedia.com/ - This website contains facts and information on all countries of the world. It also has political and physical maps.

www.educationworld.com/alesson/00-2/p2025.shtml - This is a link to a lesson plan utilizing latitude and longitude to locate a place. It also incorporates measurement.

theweek.com - current events & political cartoons

Attached Document(s):

Compare Contrast Summary
Five Themes of Geography Project
Vocabulary Analogy Help Sheet

Frayer Diagrams
Vocabulary Warm-Ups for Unit
Locating a Place Graphic
Organizer

Five Themes of Geography Poster
Rubric
Vocabulary Guide - Student Edition
Political Cartoon Samples

Western Hemisphere Vocabulary Warm Up Geography



– Introduce the help sheet on analogies (to be created)

Week 1 - Introduce with example:

study of the Earth : geography :: (the study of the ocean) : oceanography ✓

Geography (n)– the study of the Earth

Location (n) – where a place is

Region (n)– a place with common physical or human features

Hemisphere (n) – one half of Earth

half : whole :: hemisphere : Earth
(part – whole)

Week 2

Place (n)– human and physical features at a specific location

Movement (v) – how people, goods, and ideas get from one place to another

Human Environment Interaction (v) – how people affect their environment and how the environment affects people

Distribute (v) – spread out over an area

Franklin County: region :: CAMS: location
(classification)

Week 3

Latitude (n)– the distance north or south of the Equator in degrees

Longitude (n)– the distance east and west of the Prime Meridian in degrees

Parallel (n)– synonym for the lines of latitude

Meridian (n)– synonym for the lines of longitude

Recycling: Human Environment Interaction :: various : movement
(characteristic)

Week 4

Equator (n) – zero degrees latitude

Prime Meridian (n)– zero degrees longitude

Compass Rose (n)– a diagram of a compass showing direction

Cardinal Directions (n) – the directions of North, East, South, West

Longitude : meridian :: Latitude : parallel
(synonym)

Week 9

Capitalism (n) – an economic system where private individuals or private groups of people own most businesses

Communism (n) – an economic system where the government owns all large businesses and most of the country's land and controls all aspects of citizens' lives

Dictatorship (n) – a country ruled by one person who has complete or absolute power (example: Cuba and North Korea)

Democracy (n) – a government that is ruled by the people

culture: people :: economy : money
(classification or whole/part)

Week 10

Rural (n) – having to do with the countryside (rural rough red-necks, “tree” out of the “R”)

Urban (n) – having to do with the city and nearby towns (subways – U in subway, “skyscrapers” out of “U”)

Teacher's choice of any other two vocabulary words that the students seem to have struggled with in this unit.

Cuba : Communism :: United States : Democracy
(classification)

Week 11 – segue into Central America

countryside ; rural :: city : urban
(synonym)

Western Hemisphere Vocabulary Warm Up Geography



– Introduce the help sheet on analogies (to be created)

Week 1 - Introduce with example:

study of the Earth : geography :: (the study of the ocean) : oceanography

Geography (n)– the study of the Earth

Location (n) – where a place is

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Hemisphere (n) – one half of Earth

half : whole :: hemisphere : Earth
(part – whole)

Week 2

Place (n)– human and physical features at a specific location

Movement (v) – how people, goods, and ideas get from one place to another

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Week 3

Latitude (n)– the distance north or south of the Equator in degrees

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Equator (n) – zero degrees latitude

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Compass Rose (n)– a diagram of a compass showing direction

Cardinal Directions (n) – the directions of North, East, South, West

Longitude : meridian :: Latitude : parallel
(synonym)

Week 5

Intermediate Directions (Ordinal Directions) (n)– intermediate directions that lie between the Cardinal Directions (ie. NE, NW, SE, SW) must be lead by North or South.

Distortion (n)– loss of accuracy

Scale (n) – a picture or model of something in proportion to the thing itself

Elevation (n) – height of land above sea level

Equator: zero latitude :: _____ *Prime Meridian* ____: zero longitude
(synonym)

Week 6

Rotation (v) – a complete turn – what causes night and day, 24 hours

Revolution (v) – circular journey of the Earth around the Sun – 365 ¼ days

Axis (n) – the imaginary line through Earth through the North and South Pole around which Earth turns

Orbit (n) – the path one body makes as it circles around another

North : Cardinal Direction :: Northeast : ____ *intermediate directions* ____
(part/whole)

Week 7

Push-pull factors (n) –a theory of migration claiming that difficulties “push” people to leave their old homes, while a hope for better living conditions “pulls” them to a new country. (push away from something bad, pull towards something good)

Human Geography (n) – patterns of human activity on Earth

Migration (v) – movement of people from one country or region to another in order to make a new home.

Immigration (v)– the act of moving from one country to another to take up **permanent** residence

rotation : day :: ____ *revolution* ____: year
(open for discussion – characteristic / other)

Week 8

Population Density (n) – the average number of people living within a certain area

Cultural Diffusion (v) – the movement of customs and ideas from one culture to another (*we*

Economy (n) – a system for producing, distributing, consuming, and owning goods, services and wealth (think money)

Culture (n) – the way of life of a people including their language, beliefs, customs, and Practices

push : war :: pull : ____ *various* _____

Week 9

Capitalism (n) – an economic system where private individuals or private groups of people own most businesses

Communism (n) – an economic system where the government owns all large businesses and most of the country's land and controls all aspects of citizens' lives

Dictatorship (n) – a country ruled by one person who has complete or absolute power (example: Cuba and North Korea)

Democracy (n) – a government that is ruled by the people

culture: people :: economy : money
(classification or whole/part)

Week 10

Rural (n) – having to do with the countryside (rural rough red-necks, “tree” out of the “R”)

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Teacher's choice of any other two vocabulary words that the students seem to have struggled with in this unit.

Cuba : Communism :: United States : Democracy
(classification)

Week 11 – segue into Central America

countryside ; rural :: city : urban
(synonym)

Topic: B: Middle America
 Subject(s): Social Studies

Days: 40
 Grade(s): 6th

Key Learning: Middle America's geography, history, and mix of diverse cultures continue to influence the world today.

Unit Essential Question(s):

What is unique about Middle America's geography, history, and culture?

Concept: Physical Geography of Middle America 7.1.6.B	Concept: History of Middle America 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.1.6.A, 8.1.6.B, 8.1.6.C, 8.1.6.D	Concept: Culture of Middle America 7.3.6.B, 7.3.6.C
Lesson Essential Question(s): What are the main physical geographical features of Middle America? (A) How has geography influenced lifestyles of the people living in Middle America? (A) How do the natural resources of the region affect their economy? (A)	Lesson Essential Question(s): What was life like during the Mayan civilization? (A) How did the Mayan civilization influence our society in past and present? (A) What was life like during the Aztec empire? (A) How did the Aztec Empire influence society in past and present? (A) Why were European rulers interested in Middle America? (A) How did European conquistadors and explorers impact life in Middle America? (A) How did Mexico achieve independence? (A) How did the construction of the Panama Canal impact the region and the world? (A)	Lesson Essential Question(s): How do the languages and religions of Middle America reflect the region's history? (A) How does life for people differ in rural and urban areas of Middle America? (A) How do subsistence and cash crop farming differ? What is the impact of each on culture? (A) What can we learn about Middle America from the arts? (A)
Vocabulary: Middle America, Plateau, Isthmus, Tributary, Natural Resources, Renewable Resources, Nonrenewable Resources	Vocabulary: Indigenous People, Mestizo, Campesino, Hieroglyphics, Maze, Aztec, Mayan, Conquistador, Hacienda, Revolution, Criollo, Caudillo	Vocabulary: Subsistence Farming, Cash Crop Farming, One-Resource Economy, Diversify

Topic: B: Middle America

Subject(s): Social Studies

Days: 40

Grade(s): 6th

Concept

Current Issues in Middle America

Lesson Essential Question(s):

How has ownership and responsibility of the Panama Canal changed? (A)

Why are more rural residents moving to urban areas in Middle America? (A)

Why are more Middle Americans immigrating to the U.S.? (A)

What is the impact of immigration on Middle America and the United States? (A)

What factors cause pollution in the cities of Middle America and what is the impact (i.e., Mexico City)? (A)

Vocabulary:

Dictator, Export, Import, Foreign Debt, Regime, Emigrate, Migrant Worker, Land Reform, Political Movement, Strike, Lock, Ecotourism

Additional Information:

Text - Chapter 11, Chapter 12 (except 12.2), Chapter 13.1, Chapter 14

www.theweek.com - Current events

Mayan ball game- <http://www.ballgame.org/main.asp>

Collapse of Mayas- <http://www.learner.org/interactives/collapse/mayans.html>

USA Today article on Mayas- http://www.usatoday.com/tech/science/2010-08-25-maya-pompeii_N.htm

<http://home.freeuk.net/elloughton13/mexico.htm> - Life & culture of the Aztecs

<http://www.eyewitnesshistory.com/eyindx.htm> - Primary Sources

<http://worldhistorymatters.org/> - Primary Sources for World History

Attached Document(s):

Analyzing Perspectives

Analyzing Primary Sources -

Graphic Organizer

Compare Contrast Summary

Vocabulary Guide Sheet - Student Edition

Analysis Tool for Political Cartoons

Middle American Vocabulary warm-Up Sheet

Western Hemisphere Vocabulary Warm Up

Latin America



Week 1

Concept: Physical Geography of Middle America (Chapter 11)

Middle America (n) – Mexico and Central America

plateau (n) – a large raised area of mostly level land

isthmus (n) – strip of land with water on both sides that joins two bodies of land

tributary (n) – a river or stream that flows into another river

countryside ; rural :: city : urban
(synonym)

Week 2

Natural Resources (n) – things found in nature that people can use to meet their needs

renewable resources (n) – a natural resource that can be replace

nonrenewable resources (n) – a resource that cannot be replaced

*review examples of renewable & non-renewable resources

Central Mexico ; plateau :: Central America : isthmus
(characteristic)

Week 3

Concept: Culture of Middle America

subsistence farming (v) – growing enough food to meet the needs of the farmer's family

cash crop farming (v) – a crop grown mostly for sale rather than for the needs of the farmer's family

one-resource economy (n) – a country's economy based largely on one resource or crop

diversify (v) – to add variety

renewable : trees :: nonrenewable : various
(classification)

Week 4

Concept: History of Middle America

hieroglyphics (n) – a system of writing using signs and symbols

maize (n) – corn

Aztec (n) – a civilization of native people who arrived in the valley of Mexico in the 1100's and built an empire in Middle America in the 1400's

Maya (n) – a civilization of native people who lived in Central America and Southern Mexico in 250-900 AD

Subsistence: family :: cash crop: public
(object function)

Week 5

Tenochtitlan (n) – the Aztec capital that stood on a floating island on the site of present-day Mexico City

Moctezuma (n) – a ruler of the Aztec empire at the time the Spanish arrived

conquistador (n) – one of the conquerors who claimed and ruled land in the Americas for the Spanish government in the 1500's

Hernan Cortes (n) – a conquistador who conquered the Aztec empire

Maize : corn :: writing : hieroglyphics
(synonym)

Week 6

mestizo (n) – in Latin America a person of mixed Spanish and Native American ancestry

hacienda (n) – a large farm or plantation

revolution – (n) (Chapter 12: 4) overthrow of a government, with another taking its place

criollo – a person with Spanish parents who was born in Latin America

Cortes: conquistador : : Moctezuma: ruler
(person/known for)

Week 7

caudillo (n) – a military officer who rules a country very strictly

dictator (n) – a ruler with complete power

export (v) – to send products from one country to be sold in another

import (v) – to bring products into one country from another

mestizo: mixed Spanish & native ancestry : : criollo : Spanish ancestry
(characteristic/definition)

Week 8

foreign debt (n) - money owed by one country to other countries

regime (n) – a particular administration or government

indigenous people (n) – descendants of the people who first lived in a region

campesino – a poor Latin American farmer or farm worker

export: import : : dictator : elected official
(antonym)

Week 9

emigrate (v) – to leave one country to settle in another

Francisco Pizarro – a Spanish conquistador who conquered the Incas

Chapter 14

migrant worker (n) – a laborer who travels from one area to another, picking crops that are in season

plaza – a public square at the center of a village, a town, or a city

indigenous : native : : immigrant : foreigner
(synonym)

Week 10

squatter (n) – a person who settles on someone else's land without permission

land reform (n) – the effort to distribute land more equally and fairly

political movement (n.) – a large group of people who work together for political change

strike (n) – a refusal to work until certain demands of workers are met

Pizarro : Inca : : Cortes : Aztec
(person/known for)

Week 11

lock (n) – a section of waterway in which ships are raised or lowered by adjusting the water level

Canal Zone (n) – a 10-mile strip of land along the Panama Canal, once governed by the United States

ecotourism (n) – travel to unspoiled areas in order to learn about the environment

Concept: Physical Geography of Middle America (Chapter 11)

Middle America (n) – Mexico and Central America

plateau (n) – a large raised area of mostly level land

isthmus (n) – strip of land with water on both sides that joins two bodies of land

tributary (n) – a river or stream that flows into another river

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renewable resources (n) – a natural resource that can be replace

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Concept: Culture of Middle America

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revolution – (n) (Chapter 12: 4) overthrow of a government, with another taking its place

criollo – a person with Spanish parents who was born in Latin America

caudillo (n) – a military officer who rules a country very strictly

dictator (n) – a ruler with complete power

export (v) – to send products from one country to be sold in another

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Chpt 13

indigenous people (n) – descendants of the people who first lived in a region

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Francisco Pizarro – a Spanish conquistador who conquered the Incas

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ecotourism (n) – travel to unspoiled areas in order to learn about the environment

Chapter 15 (all) Caribbean

Fidel Castro (n) – a former dictator of Cuba

communism (n) – an economic system in which the government owns all large businesses and most of the country's land

illiterate (adj) – unable to read and write

ally (n) – a country joined to another country for a special purpose

exile (n) – a person who leaves his or her homeland for another country, often for political reasons

refugee (n) – someone who leaves his or her homeland to protect personal safety and escape persecution

Creole (n) – a person of mixed African and European descent; in Haiti, a language that mixes French and African languages

constitution (n) – a statement of a country's basic laws and values

citizen (n) – a person with certain rights and responsibilities under a particular government

commonwealth (n) – a self-governing political unit that has strong ties to a particular country

Chpt 12:4 (385)

Toussaint L'Ouverture (n) – leader of Haiti's fight for independence

revolution (n) – overthrow of a government, with another taking its place

13:2 (410)

West Indies (n) – the Caribbean islands

ethnic groups (n) – a group of people who share the same ancestry, language, religion, or cultural traditions

Carnival (n) – lively annual celebration just before Lent in Latin America

Concept: History of South America 12:2 (373) 12:3 (378) 12:4 (385)

Cuzco (n) – capital of the Incan empire

Topa Inca (n) – emperor of the Incas, who expanded their empire

census (n) – an official count of all the people in an area

quipu (n) – knotted strings on which the Incas recorded information
aqueduct (n) – pipe or channel that carries water from a distant source
Francisco Pizarro (n) – conquistador who conquered the Incas
mestizo (n) – Latin America, a person of mixed Spanish and Native American ancestry
hacienda (n) – a large farm or plantation
Simón Bolívar (n) – a South American revolutionary leader
José de San Martín (n) – a South American revolutionary leader
gauchos (n) – cowboys of the pampas of Argentina
subsistence farming (n) – growing only enough food to meet the needs of the farmer's family
cash crop (n) – a crop grown mostly for sale rather than for the farmer's own use

Chpt 16 (ALL) (494)

canopy (n) – the dense mass of leaves and branches that form the top layer of a rain forest
Amazon rain forest (n) – a large tropical rain forest occupying the Amazon Basin in northern South America
Rio de Janeiro (n) – a large city in Brazil previously the capital of Brazil
savanna (n) – a flat, grassy region, or plain
Altiplano (n) – a high plateau in the Andes Mountains (hint: middle high alto)
sierra (n) – the mountain region of Peru (hint: high soprano)
oasis (n) – a fertile area in a desert that has a source of water
Ferdinand Magellan (n) – Portuguese explorer sailing for Spain, whose expedition first circumnavigated the globe
circumnavigate (v) – to sail or fly all the way around something, such as the Earth
privatization (n) – the government's sale of land or industries it owns to private businesses or individuals
coup (n) – the overthrow of a ruler or government by an organized group, which then takes power

Concept: Physical Geography of South America (Chapter 11)

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Vocab – discussion on how to

Read aloud – Kids Discover class sets vs Esperanza Rising, Cuba

Topic: D: South America
 Subject(s): Social Studies

Days: 40
 Grade(s): 6th

Key Learning: South America's geography, history, and mix of diverse cultures continue to influence the world today.

Unit Essential Question(s): What is unique about South America's geography, history, and culture?

<p>Concept: Physical Geography of South America 7.1.6.B, 7.2.6.A</p>	<p>Concept: History of South America 8.1.6.A, 8.1.6.B, 8.1.6.C, 8.1.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D</p>	<p>Concept: Culture of South America 7.3.6.A, 7.3.6.B, 7.3.6.C</p>
<p>Lesson Essential Question(s): What are the main physical geographic features of South America? (A) How has geography influenced the lifestyles of the people living in South America? (A) How do natural resources of the region affect their economy? (A)</p>	<p>Lesson Essential Question(s): What was life like during the Incan Empire? (A) How did the Incans influence our society in past and present? (A) Why were European rulers interested in exploring this region? (A) How did European conquistadors and explorers impact life in South America? (A) What was the significance of the Treaty of Tordesillas? (A) How did Bolivar unite South Americans to achieve independence? (A)</p>	<p>Lesson Essential Question(s): What are current living conditions like for indigenous South Americans? (A) How has the geography of South America shaped culture? (A) What can we learn about South America from the arts? (A) How does life differ in rural and urban areas in South America? (A) How is culture influenced by popular sports? (ET)</p>
<p>Vocabulary: Pampas, Rainforest, El Nino, Hydroelectricity</p>	<p>Vocabulary: Cuzco, Census, Quipu, Aqueduct, Gauchos</p>	<p>Vocabulary:</p>

Topic: D: South America
Subject(s): Social Studies

Days: 40
Grade(s): 6th

Concept:

Current Issues in South America

7.3.6.E, 7.3.6.D

Lesson Essential Question(s):

What role should the world play in preserving natural resources in this region? (A)

Why are Brazil's rainforests important to the world? How are they endangered? (A)

How has the availability of oil in Venezuela impacted their lifestyles and relationship with the U.S.? (A)

What type of government is found in Venezuela? (A)

Vocabulary:

Additional Information:

Text - 12.2, 12.3, 12.4, 13.3, 16 (all), 11 (all)

<http://www.eyewitnesstohistory.com/ey/indx.htm> - primary sources

<http://worldhistorymatters.org/> - primary sources from world history

Attached Document(s):

Cause and Effect

Galapagos Islands Notes

Vocabulary Guide Sheet - Student Edition

Compare Contrast Summary

Analyzing a primary source - graphic organizer

Vocabulary Warm-Up Sheet - South America

Flow Chart Sequence

Analysis Tool for Political Cartoon

Vocab Report for Topic: D: South America
Subject(s): Social Studies

Days: 40
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Concept: Physical Geography of South America

Pampas - Flat grasslands in South America (noun)
Rainforest - A dense evergreen forest that has abundant rainfall all year-round (noun)
El Nino - a warming of the ocean water along the western coast of South America (noun)
Hydroelectricity - Electric power produced by running water (noun)

Concept: History of South America

Cuzco - Capital of the Incan Empire (noun)
Census - An official count of all the people in an area (noun)
Quipu - Knotted strings on which the Incas recorded information (noun)
Aqueduct - Pipe or channel that carries water from a distant source (noun)
Gauchos - Cowboys of the pampas of Argentina

Western Hemisphere Vocabulary Warm Up South America



Week One

Cuzco (n) – capital of the Incan empire
Topa Inca (n) – emperor of the Incas, who expanded their empire
census (n) – an official count of all the people in an area
quipu (n) – knotted strings on which the Incas recorded information

West Indies : archipelago or islands :: Florida : peninsula
(classification/definition)

Week Two

aqueduct (n) – pipe or channel that carries water from a distant source
Simón Bolívar (n) – a South American revolutionary leader
José de San Martín (n) – a South American revolutionary leader
gauchos (n) – cowboys of the pampas of Argentina

Cuzco : Inca :: Tenochtitlan : Aztec
(location)

Week Three

canopy (n) – the dense mass of leaves and branches that form the top layer of a rain forest
Amazon rain forest (n) – a large tropical rain forest occupying the Amazon Basin in northern South America
Rio de Janeiro (n) – a large city in Brazil previously the capital of Brazil
savanna (n) – a flat, grassy region, or plain

Gauche : cowboy :: aqueduct : water channel
(Classification)

Week Four

Altiplano (n) – a high plateau in the Andes Mountains (hint: middle high alto)
sierra (n) – the mountain region of Peru (hint: high soprano)
oasis (n) – a fertile area in a desert that has a source of water
Ferdinand Magellan (n) – Portuguese explorer sailing for Spain, whose expedition first circumnavigated the globe

Canopy, Rainforest :: grassland : savanna
(part/whole)

What is unique about South America's geography, history, and culture?

12.2;12.3;12.4;13.3;16 (all);11(all)

What are the main physical
geographic features of
South America?

How has geography
influenced the lifestyles of the
people living in South
America?

How do natural resources
of the region affect their
economy?

What was life like during
the Incan Empire?

How did the Incans
influence our society in
past and present?

**Why were European rulers
interested in exploring this
region?**

**How did European
conquistadors and explorers
impact life in South America?**

What was the significance
of the Treaty of
Tordesillas?

How did Bolívar unite
South Americans to
achieve independence?

What are current living
conditions like for indigenous
South Americans?

How has the geography of
South America shaped
culture?

**What can we learn about
South America from the arts?**

**How does life differ in rural and
urban areas in South America?**

**How is culture influenced by
popular sports?**

**Why are Brazil's
rainforests important to the
world?**

**How are they
endangered?**

How has the availability of oil in Venezuela impacted their lifestyles and relationship with the U.S.?

What type of government is found in Venezuela?