March 9-13, 2020

6th Grade Social Studies - McWilliams

We will be viewing CNN 10, a news service designed for middle and high school students, daily to keep up with current world events. Stories will be discussed to help make connections to relevant Social Studies lessons.

Monday:

Students will overlay the population maps and physical landform maps to observe where people live and try to determine why they live there. We will use this for today’s lesson and refer back to it during the unit on population.

Concentration on:
GLCE:

6 & 7 - G1.3.1= Use the fundamental themes of geography to describe regions or places on Earth.

6 & 7 - G1.3.2= Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

RH.6-8.4= Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Learning Target:

I can describe the landforms and climates on each continent and determine why people live where they live.

Content Objective:

I can demonstrate analysis of the locations and distributions of physical and human characteristics of Earth by comparing physical features, population density, and population distribution on our Earth.

Language Objective:

Students can write to identify the different ecosystems on Earth to explain why some places are more attractive for humans to use than others by using a T-chart graphic organizer to display pros and cons of an area.

Vocabulary:

physical geography

human geography

opportunities

challenges

economy

population

population distribution

population density

Strategies:

graphic organizer – categorizing in a t-chart

elbow partners

whole class discussion

whole class t-chart

Technology: Promethean Board, document camera

Formative Assessment: graphic organizer T-chart, whole class t-chart

Summative Assessment: Unit 3 Test

Special Education Accommodations: small group instruction, close proximity, modeling, elbow partners, extended time (if needed), word bank, visual model, graphic organizer

Tuesday & Wednesday:

Today we will learn about Migration. We will study the push and pull factors that cause people to migrate. Students will look at a power point presentation, take guided notes, and analyze migration data. They will end the lesson by writing an analysis report using the Collins Type 3 Format. This will take two days to implement and complete.

Concentration on:

GLCE:

6 - W1.1.1= Describe the early migrations of people among Earth’s continents (including the Bering Land Bridge).

6 & 7 – G1.2.6 = Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the world.

6 & 7 – G1.3.3 = Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 & 7 – G2.2.1 = Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

7 – C4.3.1 = Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries.

6 & 7 – C4.3.2 = Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

CCSS:

RH.6-8.2 = Determine the central ideas or information of a primary or secondary source: provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4 = Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7 = Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.4 = Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Language Objective:

Students can write to make connections among data presented in the Migration Analysis by producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience using a Collins Type 3 Writing Format.

Possible paragraph starters/sentence stems:

To migrate means to (move to another country in order to live there).

Immigration is when people move (into a new country).

Emigration is when people (exit their country to move to another).

People will leave their countries for many reasons. Some factors may be

(climate), (jobs/employment), (war/safety), (natural disasters), (lack of natural resources), (pollution), and (educational opportunities).

Content Objective:

I can demonstrate comprehension of the challenges to governments and the cooperation needed to address international issues such as migration by summarizing push/pull factors and immigration data in a Type 3 writing.

Learning Targets:

I can identify reasons why people migrate to new places.

I can understand the effect of migration on cities.

Vocabulary:

immigration

emigration

net migration

push factors

pull factors

refugee

Strategies:

map interpretation

guided reading power point notes

power point

discussion

writing – John Collins Writing Program – Type 3 Writing

Technology: document camera, Power Point Presentation, Promethean Board, Web

Formative Assessment: guided reading power point notes
Summative Assessment: Collins Type 3 Writing

Special Education Accommodations: small group instruction, close proximity, modeling, focus on content vocabulary, power point notes, guided highlighting, shoulder partners, word bank, sentence stems, John Collins Writing Program implementation

Thursday & Friday:

Today we will look at the Theories of Migration including the theory of the Bering Land Bridge. Students will look at a power point presentation, take guided notes, and investigate new evidence found by archaeologists. They will then use the Discovery Cards to look at discoveries that challenge the Land Bridge Theory. Working in small groups of 3-4 students, they will complete the Group Activity Sheet Table and then present their findings.

Concentration on:

GLCE:

6 & 7 – H1.2.1 = Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

6 & 7 – H1.2.4 = Compare and evaluate competing historical perspectives about the past based on proof.

6 - W1.1.1= Describe the early migrations of people among Earth’s continents (including the Bering Land Bridge).

6 – W1.1.2 = Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

7 – G1.1.1 = Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

6 & 7 – G1.2.6 = Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the world.

CCSS:

RH.6-8.1 = Cite specific textual evidence t support analysis of primary and secondary sources.

RH.6-8.2 = Determine the central ideas or information of a primary or secondary source: provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7 = Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.4 = Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Language Objective:

Students can write to make connections among data presented in the Discovery Cards by producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience using the Group Activity Sheet Table.

Content Objective:

I can demonstrate comprehension of the integrate of visual information with other information in print and digital texts by explaining the migration data presented in the graph.

Learning Targets:

I can identify reasons why people migrate to new places.

I can understand the effect of migration on cities.

Vocabulary:

archaeologist

artifacts

theory

oral tradition

Strategies:

reading interpretation

guided reading power point notes

power point presentation

discussion

small group activity

writing – graphic organizer: table

information presentation

Technology: document camera, Power Point Presentation, Promethean Board, Web

Formative Assessment: guided reading power point notes &

 graphic organizer table
Summative Assessment: Information Presentation, Unit 3 Test

Special Education Accommodations: small group instruction, close proximity, modeling, power point notes, guided highlighting, small group activity, graphic organizer: table, extended time (if necessary)