

# 6<sup>th</sup> Grade Western Hemisphere

**Instructional Focus:** Geography is the study of physical and human characteristics and how they impact the relationship between Earth and the people on it. In grade six, students study the Western Hemisphere (North America and Latin America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.

## Unit 1: Geography Skills and our Earth

### Students will:

- Develop their geography skills and learn to use geography as a tool.
- Develop skills that will enable them to observe patterns, associations, and spatial order and discuss how the five themes of geography help them develop their understanding of the world around them.
- Understand how geography influences how people live and work on earth in order to get what they need and how people are affected by environmental, social, and cultural concerns.
- Understand how culture and experience shape belief systems influence people’s perceptions of places and regions throughout their lives.

### Alaska Content Standards

G.B1 G.B7

Objective	Key Concepts/Ideas/Events
Students will: Define the term geography and give examples how it is used to understand the world around us.	<ol style="list-style-type: none"> <li>1. The five themes of geography are used to organize the study of geography. <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Region</li> <li>• Human-Environment Interactions</li> <li>• Movement: People Places, Ideas</li> </ul> </li> </ol>
Students will: Define, locate, and compare major landforms and water bodies on the earth.	<ol style="list-style-type: none"> <li>1. Continents and Oceans.</li> <li>2. Landforms and water bodies show how the earth is shaped. <ul style="list-style-type: none"> <li>• Bodies of Water - Mississippi, Colorado, Mackenzie, Rio Grande, and Amazon Rivers, Gulf of Mexico, Hudson Bay, Straits of Magellan and the Bering Strait, Atlantic, Pacific, Arctic and Southern Oceans, the Great Lakes, and the concept of drainage systems and the Continental Divide.</li> <li>• Landforms - the Appalachian, Rocky, Andes, and Cascade Mountain Ranges, the Atacama and Sonoran Deserts, the Hawaiian and Greater Antilles archipelagos, the Pampas and Great Plains, the Canadian Shield, the Yucatan Peninsula, the Isthmus of Panama, and the Great Basin.</li> </ul> </li> </ol>
Students will: Identify the purposes of maps and their key components	<ol style="list-style-type: none"> <li>1. Identify different types of maps and their purpose.</li> <li>2. Be able to choose a map for a specific purpose.</li> <li>3. Know how to use basic components of a map such as a compass, scale, and legend/key.</li> </ol>
Students will: Describe how the Earth’s rotation causes night and day and the Earth’s revolution causes the change in seasons.	<ol style="list-style-type: none"> <li>1. Know that Earth is tilted on its axis and that this tilt, by affecting the angle of incidence of sunlight, is responsible for the seasons.</li> <li>2. Understand how different angles of incidence affect surface heating.</li> <li>3. Recognize that different parts of the world experience different seasonal changes.</li> <li>4. Be able to interpret satellite maps of the world that show seasonal differences in plant life.</li> </ol>
Students will: Identify the purpose of the Global Grid and determine how this helps humans make sense of	<ol style="list-style-type: none"> <li>1. The Global Grid is a series of intersecting lines of latitude and longitude devised to provide a means to measure absolute location.</li> </ol>

location on the Earth's surface.	
Students will: <ul style="list-style-type: none"> <li>Determine various ways that maps can be used to solve problems in society.</li> <li>Research geographic information using a variety of online and/or print almanacs and atlases.</li> </ul>	1. Maps are used by social scientists as tools to examine problems from the spatial perspective.
Students will: Explain why there are 24 time zones, give examples why time zones are useful, and be able to calculate time differences.	1. Time zones are determined by longitude. Traveling east hours are gained; traveling west hours are lost. 2. The International Date Line is where the day officially starts.
Students will: Identify and describe how climate zones are characterized.	1. Climate is affected by factors of geography and earth's movements. 2. There are five major climate regions/biomes.
Students will: Describe natural resource distribution in the Western Hemisphere.	1. Define natural resource. 2. Make correlations between environment and economy. <ul style="list-style-type: none"> <li>North America benefits greatly from its fertile soils, plentiful freshwater, oil and mineral deposits, and forests.</li> <li>South America's economy is centered on the export of natural resources</li> </ul>

## Unit 2: Early Migration and Geological History of the Western Hemisphere

### Students will:

- Understand that early Americans developed unique cultures with many different ways of life.
- Identify the impact the climate had on early groups and how resources influence where people live.

### Alaska Content Standards

G.B1 G.B7

#### Objective

#### Examples

Students will:

Evaluate the impact of climate on various human and physical systems (i.e. population, vegetation, cultural, and agriculture).

- Geography plays a role in movement, such as how major airports are located near large cities.
- Patterns of movement impact(ed) cultures.
- The natural resource distribution impacts where people live.

Students will:

Describe the patterns of migration and settlements of the first Americans.

- Identify the areas where the first Americans settled: (i.e. plains, forest, tundra, etc.).
- Recognize the importance of a nomadic lifestyle in the settlement of the Americas.
- Draw conclusions about Native peoples based on archaeological evidence.

## Unit 3: Canada and the United States

### Students will:

- Explore how Canada's geography, history, and mix of diverse cultures influences the world today.
- Recognize Canada and the United States are neighbors sharing the longest undefended border in the world.
- Discuss the main physical geographical features, the variety of climates, how resources impact lifestyles and economy.
- Discuss how the many different cultures derived and influenced the political system of Canada and compare it to that of the United States.

### Alaska Content Standards

G.B1 G.B7

#### Objective

#### Examples

Students will:

Identify geographic and political features of Canada.

- Identify the regions, territories, rivers, mountains, seas, oceans, lakes, tundra, glaciers.
- Label the provinces and capitals of Canada.
- Recognize geographic features that Canada and the United States share.

Students will:

- Throughout time people have continually moved.

Explain how physical features of the United States and Canada affect human settlement patterns.	<ol style="list-style-type: none"> <li>Discuss the regional differences in Canada.</li> <li>Changing patterns of industrialization and trade between the United States, and Canada have resulted in close connections between the countries in terms of manufacturing, energy and finance.</li> </ol>
Students will: Recognize how the physical environment influences the impact of human settlement, land use and economic activity in Canada.	<ol style="list-style-type: none"> <li>Discuss the regional differences in Canada.</li> <li>Describe the communities of early settlers and First Nations People in Upper Canada around 1800.</li> </ol>
Students will: Make comparisons using regional characteristics: physical, political, economic, or cultural features of Canada vs the United States.	<ol style="list-style-type: none"> <li>Contrast the form of government in the United States with that of Canada.</li> <li>Discuss the movement of goods and people across the international border between the U.S. and Canada.</li> </ol>
<b>Unit 4: Early Civilizations</b>	
<b>Students will:</b> <ul style="list-style-type: none"> <li>Understand that Early Indian civilizations (Maya, Inca, and Aztec) existed in the Western Hemisphere prior to the arrival of Europeans.</li> <li>Identify the unique characteristics of these civilizations by being able to describe their governments, social structures, religions, technologies, and agricultural practices and products.</li> </ul>	
<b>Alaska Content Standards</b>	
H.B1a	
<b>Objective</b>	<b>Examples</b>
Students will: Identify the key elements of a civilization. (I.e. culture, government, language, religion, technology).	<ol style="list-style-type: none"> <li>Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.</li> </ol>
<b>Alaska Content Standards</b>	
G.E5	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Measure the effect of the key elements of a civilization on the Aztec, Inca, and Maya civilizations.</li> <li>Determine the importance of agricultural advances to the development of each civilization.</li> </ul>	
<b>Alaska Content Standards</b>	
G.F1	
<b>Objective</b>	<b>Examples</b>
Students will: Analyze the role of environment in the development of early empires: Incas, Aztecs, and Mayans.	
<b>Alaska Content Standards</b>	
GV.A4, H.B1c	
<b>Objective</b>	<b>Examples</b>
Students will: Describe the similarities and differences among the Aztec, Inca, and Maya civilizations including economy, religion, government, and class structure.	

<b>Alaska Content Standards</b>	
H.A6, H.A7, H.B1b	
<b>Objective</b>	<b>Examples</b>
Students will: Explain how Inca, Aztec, and Mayan civilizations expanded.	
<b>Alaska Content Standards</b>	
H.A1	
<b>Objective</b>	<b>Examples</b>
Students will: Construct a timeline of main events in the origin and development of civilizations in the Western Hemisphere.	
<b>Alaska Content Standards</b>	
H.A5, H.A7, H.B1d, e	
<b>Objective</b>	<b>Examples</b>
Students will: Explain the reasons for the decline of each civilization.	
<b>Alaska Content Standards</b>	
H.A6	
<b>Objective</b>	<b>Examples</b>
Students will: Summarize the major developments of the Mayan Civilization.	
Students will: Summarize the major developments of the Aztec Civilization.	1. Aztec-calendar, astronomy, floating gardens, medicine.
Students will: Summarize the major developments of the Inca-terracing, road system, aqueduct,	
<b>Unit 5: Latin America</b>	
<b>Students will:</b>	
<ul style="list-style-type: none"> <li>• Be introduced to various geographical concepts of Latin America.</li> <li>• Learn about different countries in Latin America along with the main physical features, climate, and vegetation present in the area.</li> <li>• Look at the history and government of the area.</li> <li>• Examine the cultural aspects of Latin America and will look at population patterns, differing cultures, and current lifestyles. The unit will wrap up by having students examine the impact of people on the environment in Latin America.</li> </ul>	
<b>Alaska Content Standards</b>	
G.E1, G.E2, G.E3	
<b>Objective</b>	<b>Examples</b>
Students will: Identify the major physical features and nations of Latin America located.	1. Locate on a world and regional political-physical map major physical features. 2. Locate on a world and regional political-physical map nations of Latin America.
Students will: Explain how location, climate, and natural resources affect people in Latin America.	1. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade. 2. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.
Students will: Explain the major environmental concerns of Latin America.	1. Issues of air pollution in Mexico City, Mexico. 2. The destruction of the rainforest in Brazil. 3. Oil-related pollution in Venezuela.

<b>Alaska Content Standards</b>	
G.B2, H.B2	
<b>Objective</b>	<b>Examples</b>
Students will: Explain the effects of European colonization. (I.e. slavery, colonialism, civil war, disease).	<ol style="list-style-type: none"> <li>1. Explain triangular trade and its impact.</li> <li>2. Describe the influence of African slavery on the economic and cultural development of the Americas.</li> </ol>
<b>Alaska Content Standards</b>	
H.B2	
<b>Objective</b>	<b>Examples</b>
Students will: Discuss how Latin American countries gained their independence.	<ol style="list-style-type: none"> <li>1. Explain the Latin American independence movement.</li> </ol>
<b>Alaska Content Standards</b>	
G.B7	
<b>Objective</b>	<b>Examples</b>
Students will: Compare the characteristics of various cultures in Latin America (beliefs, languages, life styles, religions, traditions, etc.).	<ol style="list-style-type: none"> <li>1. The results of blending of ethnic groups in Latin America and the Caribbean.</li> <li>2. Why Latin America is a region based on the languages of Portuguese and Spanish.</li> <li>3. The influence of the Spanish and the Portuguese on the language and religions of Latin America.</li> </ol>
<b>Alaska Content Standards</b>	
GV.D5, GV.G1	
<b>Objective</b>	<b>Examples</b>
Students will: Describe the economic systems of Latin America.	<ol style="list-style-type: none"> <li>1. Compare and contrast the basic types of economic systems found in Cuba, and Brazil.</li> <li>2. Describe how trade has impacted Mexico's economic development.</li> <li>3. Describe how Chile's location and resources affect its economy.</li> </ol>
<b>Alaska Content Standards</b>	
GV.D3	
<b>Objective</b>	<b>Examples</b>
Students will: Contrast the international border between the U.S. and Mexico with that of the U.S. and Canada.	
<b>Alaska Content Standards</b>	
G.E2, G.E3, G.E4, G.E5	
<b>Objective</b>	<b>Examples</b>
Students will: Explain the significance of rainforest in the region.	<ol style="list-style-type: none"> <li>1. Cultural and environmental significance to regions.</li> <li>2. Economic impact the economic development of Central America and Brazil.</li> </ol>
<b>Alaska Content Standards</b>	
G.D1	
<b>Objective</b>	<b>Examples</b>
Students will: Explain the importance of the Panama Canal.	<ol style="list-style-type: none"> <li>1. Reasons why the U.S. wanted to build the Panama Canal.</li> <li>2. The impact that the Panama Canal has had on key global affairs since its construction.</li> </ol>
<b>Alaska Content Standards</b>	
G.B3, G.B4, G.B6, G.B7	
<b>Objective</b>	<b>Examples</b>
Students will: Describe the different types of political rule in	<ol style="list-style-type: none"> <li>1. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and</li> </ol>

Latin America.	citizens. 2. Explain why refugees leave their country-(political vs. economic).
Students will: Compare commonwealth status to that of an independent nation.	