## Sixth Grade Five Themes of Geography and Mapping Unit

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</table>
| A. 5 themes        | Different maps and globes reflect geography, history, politics, and economics. | History – INTRODUCTION  
H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. | Required:  
*Sixth Grade Five Themes of Geography and Mapping Unit* |                   |
| B. Mapping         | People use primary and secondary sources to learn about the past. | W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products). | Formative: |                   |
|                    | Maps and globes reflect change over time due to knowledge, historical events, and technology. | Geography MAPPING  
G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world. | District: |                   |
|                    | The five theme themes of geography - location, place, human-environment interaction, movement, and region – are interrelated. | G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).  
G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.  
G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.  
G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.  
G1.2.4 Use observations from air photos, photographs (print and |                   |                   |

**Key Terms & Vocabulary**
Sixth Grade Five Themes of Geography and Mapping Unit

CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

G1.2.5
Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.

G2.1.2
Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.

G3.1.1
Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

G4.3.2
Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

Geography 5 THEMES

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
Sixth Grade Five Themes of Geography and Mapping Unit

the Western Hemisphere.

G1.3.1
Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

G1.3.2
Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

G1.3.3
Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2.1.1
Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

G3.2.2
Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

G4.2.1
List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals’ ideas as voice and image messages on electronic networks such as the Internet).

G4.3.1
Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).

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<td><strong>G5.1.1</strong></td>
<td>Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).</td>
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<td><strong>G5.1.3</strong></td>
<td>Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</td>
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<tr>
<td><strong>G5.2.1</strong></td>
<td>Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g. drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</td>
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#### Civics and Government

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<tr>
<td><strong>C1.1.1</strong></td>
<td>Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</td>
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<tr>
<td><strong>C3.6.1</strong></td>
<td>Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.</td>
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**Economics**
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<td>Google Earth</td>
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<td>2</td>
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<td>Junior Achievement</td>
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<td>G1.3.1 G2.1.1 G1.2.6 G1.3.3</td>
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| Lesson 8 | Geographic Positioning Systems | G1.2.1  
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G1.2.5  
G1.3.2  
G2.1.2  
G4.3.2 | United Streaming video: *Earth Science: Mapping the Earth*  
| Lesson 9 | Timelines | H1.1.1 | Timeline template  
[www.xtimeline.com](http://www.xtimeline.com)  
[www.circavie.com](http://www.circavie.com) | United Streaming video: *Maps and Their Uses* (12 min.) Teacher resources available online.  
United Streaming video: *Explorations: Satellites: Our Eyes in the Sky* (10 min.) Teacher resources available online |
Sixth Grade Five Themes of Geography and Mapping

Lesson 1

Title: Location

Grade Level: 6

Unit of Study: Introduction

GLCE:
- **G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- **G1.2.1** Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- **G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- **G1.2.2** Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.

Abstract: The five themes of geography, different maps and globes reflect geography, history, politics, and economics.

Key Concepts: There are two ways to talk about location- its absolute and relative location.

Sequence of Activities:
1. Students will use maps to identify places and map features.
2. Students will compare and contrast the various uses of different types of maps.

Connections:

- English Language Arts
- Mathematics

Instructional Resources:

- Equipment/Manipulative
  Samples of various types of maps
- Student Resources
- Teacher Resources
  - [http://plasma.nationalgeographic.com/mapmachine](http://plasma.nationalgeographic.com/mapmachine)
  - [http://www.graphicmaps.com](http://www.graphicmaps.com)

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Lesson 2

Title: Place

Grade Level: 6

Unit of Study: Sixth Grade Five Themes of Geography and Mapping

GLCE:

G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

Abstract: The five themes of geography, different maps and globes reflect geography, history, politics, and economics.

Key Concepts: Place includes a location’s physical and human features.

Sequence of Activities:
1. Students will draw a map of their school or town and label the physical and human features.
2. Show a picture of a large city. Discuss with students the physical and human features of a large city and how people adapt to different places (transportation, housing, population, etc.)
3. Show a picture of a remote place (example: Northern Canada) and compare to previous activity.

Connections:

English Language Arts

Mathematics
Population density (how it is calculated)

Instructional Resources:

Equipment/Manipulative
Pictures or transparencies of a city and a remote place

Student Resources

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Sixth Grade Five Themes of Geography and Mapping

Teacher Resources
Google Earth
Sixth Grade Five Themes of Geography and Mapping

Lesson 3

Title: Human/Environment Interaction

Grade Level: 6

Unit of Study: Sixth Grade Five Themes of Geography and Mapping

GLCE:
G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).
G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g. drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

Abstract: The five themes of geography, different maps and globes reflect geography, history, politics, and economics.

Key Concepts: Identify the ways in which humans induced changes in the physical environment.

Sequence of Activities:
1. Show before and after pictures of a place (example: the rainforest, tsunami, volcano).
2. Discuss the changes made by humans and how they affect the environment.
3. Create a graphic organizer, such as a Venn Diagram or cause and effect chart, comparing the past/present pictures that were discussed.

Connections:

English Language Arts
Mathematics
Science

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Sixth Grade Five Themes of Geography and Mapping

**Instructional Resources:**

Equipment/Manipulative

Student Resources

Teacher Resources
Before and after pictures of a place
Sixth Grade Five Themes of Geography and Mapping

Lesson 4
Title: Movement

Grade Level: 6

Unit of Study: Sixth Grade Five Themes of Geography and Mapping

GLCE:
- G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals’ ideas as voice and image messages on electronic networks such as the Internet).

Abstract: The five themes of geography, different maps and globes reflect geography, history, politics, and economics.

Key Concepts: Movement helps explain how people, goods, and ideas get from one place to another.

Sequence of Activities:
1. Students bring an item of choice from home that was manufactured outside of the USA.
2. On a map, students will draw the path the item took from its country of origin to the USA.
3. An optional extension of the activity would be to research the way that the item reached the USA (method of transportation, technologies).
4. Use the individual student maps to create one class map showing where all of the students’ products came from.

Connections:

English Language Arts

Mathematics

Science

Instructional Resources:

Calhoun ISD Social Studies Curriculum Design Project
Sixth Grade Five Themes of Geography and Mapping

Equipment/Manipulative- pictures/transparencies

Student Resources

Teacher Resources- Junior Achievement
Lesson 5
Title: Regions

Grade Level: 6

Unit of Study: Sixth Grade Five Themes of Geography and Mapping

GLCE:
G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).
G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

Abstract: The five themes of geography—location, place, human-environment interaction, movement, and region—are interrelated.

Key Concepts: The theme of regions is to make comparisons. A region has a unifying characteristic such as climate, population, land, or history.

Sequence of Activities:
1. Students will be placed in groups and given a specific region in the Western Hemisphere.
2. Groups will use an actual map of their region to create their own maps.
3. The region map should include climate zone(s), population density, and major landforms.
4. Students will compile the region information and maps and create a poster or PowerPoint presentation.
5. Group will present their projects upon completion.

Connections:
English Language Arts

Mathematics

Science

Instructional Resources:

Equipment/Manipulative- art supplies, maps

Student Resources

Websites:
International Populations Database: http://www.census.gov/ipc/www/idb/

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World Info Zone: http://www.worldinfozone.com/

Teacher Resources-

http://129.252.3.27/lesson-plans/PDF/make%20way.pdf
Overview
Students will be introduced to the five themes of geography through the use of picture books, including *Make Way for Ducklings* by Robert McCloskey. A series of overhead transparency overlays will demonstrate how these themes are interdependent.

Connection to the Curriculum
This lesson is related to geography and language arts. Science and art are also emphasized in this lesson.

South Carolina Social Studies Academic Standards
K-5.1 Identify the location of school, home, neighborhood, community, city/town, and state on a map.
K-5.2 Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood.
K-5.3 Construct a simple map.
K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models.
1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions.
1-2.2 Compare the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment.
2-2.1 Locate on a map the places and features of the local community, including the geographic features and the urban, suburban, and rural areas.
2-2.2 Recognize characteristics of the local region, including its geographic features and natural resources.

South Carolina Social Studies Literacy Elements
F. Ask geographic questions
G. Make and record observations about the physical and human characteristics of places
H. Construct maps, graphs, tables, and diagrams to display social studies information
I. Use maps to observe and interpret geographic information and relationships

Grade Range
Pre-K – 4 / Levels of difficulty may be adjusted for use at any grade level

Time
One or two 45-minute periods.

Materials Needed
Picture books including *Make Way for Ducklings* by Robert McCloskey
Overhead transparencies
Overhead projector and screen
Assorted picture books
White drawing paper
Colored pencils, markers, or crayons
Colored index cards

Objective
Students will listen to the story Make Way for Ducklings and become familiar with the five themes of geography. The students will discuss the interdependence of the five themes of geography while viewing transparency overlays depicting events in the story.

Suggested Procedures
Introduce the five themes of geography and make local connections.

Read Make Way for Ducklings aloud to the class using questions to help the students recognize various story elements related to the five themes of geography.

Retell the story using transparency overlays to assist the students in understanding the interrelationship of the five themes of geography.

Allow groups of students to demonstrate their understanding of the lesson objectives by viewing pictures and listing examples of the five themes of geography on paper or index cards.

Have the students draw their own map of the classroom, school, or neighborhood and include examples of the five themes of geography. Each group can present their map to the rest of the class.

Lesson Extensions
Create a bingo game, which will require students to identify different examples of the five themes of geography in order to cover their spaces.

Create a themes hopscotch board for the floor using a plastic shower curtain and pictures or statements related to various themes.

Provide small groups of students with other picture books and blank plastic overlays so that they can create their own demonstration lesson patterned after Make Way for Ducklings.

Evaluation
Informal evaluations while students work would be appropriate

Materials Provided
The Five Themes of Geography chart (available on SCGA website www.cas.sc.edu/cege)
Copies of transparencies (available on SCGA website www.cas.sc.edu/cege)

Resources

Maps, The Landscape and Fundamental Themes in Geography. (Poster published by The National Geographic Society, Washington, DC, 1997.)


Tool Kit for Teaching Geography (Grades 3-8). National Geographic Society.
Theme 1 - Location
Theme 2 – Place
(Overlay of Themes 1 and 2)
Theme 3 – Human-Environment Interaction
(Overlay of Themes 1, 2, 3)
Theme 4 – Movement
(Overlay of Themes 1, 2, 3, 4)
Theme 5 – Region
(Overlay of Themes 1, 2, 3, 4, 5)
Sixth Grade Five Themes of Geography and Mapping

Lesson 6
Title: The Five Themes of Geography

Grade Level: 6

Unit of Study: Sixth Grade Five Themes of Geography and Mapping

GLCE:
  G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
  G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
  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 Western Hemisphere.
  G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

Abstract: Students will create a project showing how the five themes of geography are interrelated.

Time for lesson: Depending on projects chosen, lesson could take 3-5 hours.

Key Concepts: Location, place, human-environment interaction, movement and region are interrelated.

Sequence of Activities:
1. Create a KWL chart about the five themes of geography.
2. Short activity where students relate the five themes of geography to their own home/school life.
3. Students create a project (example: brochure) using the information about the five themes and how they relate to a region (example: the school, Great Lakes region).

Connections:

English Language Arts
Technology

Instructional Resources:

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Sixth Grade Five Themes of Geography and Mapping

Equipment/Manipulative- computers, posterboard/construction paper, art supplies

Student Resources-atlas, globes

Teacher Resources

Web quest on Five Themes of Geography:
http://sd71.bc.ca/sd71/edulinks/ICT6_9/lessons/geo1/5themes2.htm

www.salineschools.com/users/donickj/5Themes.pdf
Lesson 7
Title: Comparing Climates

Grade Level: 6

Unit of Study: Sixth Grade Five Themes of Geography and Mapping

GLCE:
- G1.2.3
Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.

Abstract: Given climate maps for two different regions, students will create graphs showing patterns of precipitation and temperature

Key Concepts: Climate affects where people choose to settle.

Sequence of Activities:
- Students will be given population and climate maps for two different regions.
- Using the data from the maps, they will create a climate graph for each region.
- Students will then make generalizations about how climate affects population.

Connections:

English Language Arts
Mathematics

Instructional Resources:

Equipment/Manipulative

Student Resources
Websites for climate and population maps:
- National Geographic: http://ngm.nationalgeographic.com/maps

Teacher Resources

Calhoun ISD Social Studies Curriculum Design Project
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Lesson 8
Title: Geographic Positioning Systems

Grade Level: 6

Unit of Study: Sixth Grade Five Themes of Geography and Mapping

GLCE:
G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.
G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

Abstract: Information from GPS and GIS can be used to process maps and data to analyze spatial patterns and answer geographic questions.

Key Concepts: There are ways to account for topographic and human spatial patterns.

Estimated Time for Lesson: 4-5 Class Periods

Sequence of Activities:
1. Show the United Streaming video: Earth Science: Mapping the Earth (20 min.). Teacher resources are available online
2. Using Google Earth (http://earth.google.com/), students will locate five major landforms in the Western Hemisphere. (Suggested landforms: Mississippi River, Amazon River, Grand Canyon, Niagara Falls, Panama Canal)
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3. Students will be given the coordinates for five landforms in the Western Hemisphere. They will have to identify these places on a map and then look for them on Google Earth. (Suggested items: Machu Picchu, Death Valley, Canadian Shield, Cuba, Cape Horn, Straits of Magellan)

4. Using photos, students will compare two different locations (each at a different elevation) and discuss the settlement patterns (as well as benefits and negatives of living in each area).

Connections:
English Language Arts
Mathematics

Instructional Resources:

Equipment/Manipulative
Computers

Student Resources
Maps
Google Earth (http://earth.google.com/)

Teacher Resources
United Streaming video: Maps and Their Uses (12 min.) Teacher resources available online
United Streaming video: Explorations: Satellites: Our Eyes in the Sky (10 min.) Teacher resources available online
Lesson 9
Title: Timelines

Grade Level: 6

Unit of Study: Sixth Grade Five Themes of Geography and Mapping

GLCE:
H1.1.1
Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

Abstract: Students will use their life or the life of someone close to them to create a timeline, consisting of five smaller units of time.

Key Concepts: Why historians find it necessary to separate time into smaller segments (such as years or periods).

Sequence of Activities:
1. Students will use their own life or the life of someone close to them to create a timeline.
2. Students will decide how they want to separate the timeline into five smaller segments.
3. Students will explain their reasoning behind their choice of time frames.

Connections:

- English Language Arts
- Mathematics

Instructional Resources:

- Equipment/Manipulative

Student Resources
- www.xtimeline.com
- www.circavie.com
- Timeline Template

Teacher Resources

Calhoun ISD Social Studies Curriculum Design Project