

PENINSULA SCHOOL DISTRICT

Ancient Civilizations and Geography

Sixth Grade

WORLD GEOGRAPHY

The following pages provide guidelines for teaching your students about World Geography. While each era of World Geography offers important lessons on our society, economic system, government, and culture, it would be nearly impossible to teach students about every era in a way that promotes in-depth understanding. Peninsula School District has chosen the enduring understandings in 6th grade World Geography. The goal is for students to have the opportunity to gain important **Enduring Understandings** that teach us about ourselves and our world.

EALR Components:	Enduring Understandings/ Essential Questions Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p>G 1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information</p> <p>G 1.2 Recognize spatial patterns on Earth’s surface and understand the processes that create these patterns</p> <p>G2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics</p> <p>G2.2 Describe the patterns humans make on places and regions</p> <p>G3.1 Identify and examine people’s interaction with and impact on the environment</p> <p>G3.2 Analyze how the environment and environmental changes affect people</p> <p>G3.3 Examine cultural characteristics, transmission, diffusion and interaction</p>	<ol style="list-style-type: none"> 1. What do maps, globes, and charts teach us about the world? 2. What are the five themes of geography? 3. What are the spatial patterns and how are they created? 4. What is a region and how are regions defined? 5. What is culture? 6. What are the elements of culture? 7. What is meant by cultural transmission and how does that idea influence a place or region? 8. What is meant by cultural diffusion and how does that idea influence a place or region? 	

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Because of the nature of world geography, **best practices require that geography skills and concepts be taught within a context.** Individual districts may choose the context in which these geographic skills and concepts are taught. Possible examples could include **Latin America, Canada, World History, or your local region.**

A world geography course often includes issues within the economic, political, and social realms. Along with the geography EALRs, other social studies EALRs may fit within this course, given the regional context a district chooses.

A. Cartography—Maps, charts, and geographic tools

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBA s	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
Geography G 1.1.2a Use globes, a variety of map projections, satellite imagery, and Geographic Information System (GIS) data to interpret information from a spatial perspective (Location, Place) G 1.1.2b Use data and a variety of symbols and colors to create thematic maps, mental maps, and graphs depicting geographic information; e.g., patterns of population, economic features, rainfall, and vegetation (Location, Place, Region)	<ul style="list-style-type: none"> Identify the purposes of using different map projections and globes Compare a globe to a variety of world map projections in order to observe that the four characteristics of shape, size, distance, and direction are accurately preserved only on a globe Identify and compare the major differences between the two broad categories of world map projections (conformal and equal area) Construct a mental map to identify the relative location of each continent and ocean 		<ul style="list-style-type: none"> What do maps, globes, and charts teach us about the world? What are the five themes of geography? 	

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B. Spatial Patterns and Regions				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p>G1.1.2b Use data and a variety of symbols and colors to create thematic maps, mental maps, and graphs depicting geographic information, e.g., patterns of population, economic features, rainfall, and vegetation (Location, Place, Region)</p> <p>G1.1.2a Locate physical and human features and events on maps and globes (e.g., location of cultural regions, large urban areas, now and in the past, and major land forms and climate regions (Location, Place, Region)</p> <p>G1.1.2b Analyze how human spatial patterns emerge from natural processes and human activities (e.g., tectonic forces, climate, fires, farming, air pollution, transportation, population and urban development (Place, Human/Environment Interaction, Movement)</p> <p>G2.1.2 Use observation, maps, and globes to identify, compare and contrast the physical characteristics of places and regions (e.g., wildlife, vegetation, climate, natural hazards and waterways) (Location, Region)</p> <p><i>G2.2.2 Use observation, maps and other tools to identify and to compare and contrast the patterns humans make on places and regions (e.g., cultural characteristics, population characteristics)</i></p>	<ul style="list-style-type: none"> • Identify on a map or globe the specific location of places or events using the geographic grid of latitude and longitude • Identify on a map or globe specific types of regions including physical, cultural, and economic • Create a map that locates physical and political features of a major cultural or political region. Include the seven elements of a map • Create a map that demonstrates the growth of a city over time and its spatial organization • Analyze how the physical environment is impacted by human activity such as agriculture • Explain the impact of transportation corridors such as rivers, roads, railroads etc., on the development of cities • Compare and contrast the physical and human characteristics of different regions • Analyze and explain patterns of land use in urban, suburban, and rural areas and describe the effects of these uses • Given specific data, create a graph depicting agricultural and industrial production of a region • Use mental maps of nations and regions of the world to describe the relative location of a place or region 	<p>See <i>Analyzing Sources CBA</i></p>	<ul style="list-style-type: none"> • What are spatial patterns and how are they created? • What is a region and how are regions defined? 	

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C. Interaction: People, the Environment, and Culture

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p>G 3.1.2a Analyze the different ways people use the environment, identify and consequences of use, and consider possible alternatives (Human./Environment Interaction, Region)</p> <p>G3.1.2b <i>Explain how the actions and interactions of human societies affect and are affected by the environment with regard to air, water, and land issues (Human/Environment Interaction, Region)</i></p> <p>G 3.2.2a Explain how the physical environment impacts how and where people live and work</p> <p>G3.2.2b Examine how technology can affect people’s interaction with the environment (Human/Environment Interaction, Region, Movement)</p> <p>G3.3.2a Identify the many groups and subcultures that exist within large societies and the ways they interact (Location/Place)</p> <p>G3.3.2b <i>Explain how some forms of cultural communication contribute to societal cohesion and/or division (Five Themes)</i></p> <p>G3.3.2c Identify how people develop their understandings of culture through the exchange of ideas, art, music, natural resources, and goods and services</p>	<ul style="list-style-type: none"> • Examine how the increase in human population has led to challenges with such issues as fresh water and what implications this may create in the future • Illustrate on a map the impact of humans on a particular region over a period of time and describe its resulting effects on the environment as well as communities • Compare and contrast the culture that developed in a desert area with one that developed in a wet area • Analyze how the construction of public works projects can bring about both positive and negative impacts • Describe the pros and cons of energy production • Using the most recent census data available list the different ethnic and cultural groups within a state or region and describe the opportunities and difficulties they may encounter • Compare the cultural elements of a country or region (i.e., society, government, economy, technology, art, ideas and beliefs, and trade) and to those in neighboring regions • Analyze how cultural diffusion and transmission create patterns on the landscape • Compare and contrast cultural philosophies and practices in regard to use of natural resources (e.g., tribal vs. governmental or private land use) 	<p>See <i>Analyzing Sources CBA</i></p> <p>See <i>Humans & the Environment CBA</i></p>	<ul style="list-style-type: none"> • What is culture? • What are the elements of culture? • What is meant by cultural transmission and how does that idea influence a place or region? • What is meant by cultural diffusion and how does that idea influence a place or region? 	

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The following pages provide guidelines for teaching your students about Ancient Civilizations. While each civilization offers important lessons how our people formed societies, economic system, governments, and culture, it would be nearly impossible to teach students about every ancient civilization in a way that promotes in-depth understanding. Consequently you should choose which civilizations you want to explore deeply and which you will use as points of comparison. The goal is for students to have the opportunity to gain important **Enduring Understandings** that these ancient civilizations teach us about ourselves and our world

Ancient Civilizations

EALR Components:	Enduring Understandings/ Essential Questions Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p>G3.1 Identify and examine people’s interaction with and impact on the environment</p> <p>G3.2 Analyze how the environment and environmental changes affect people</p> <p>E2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain</p> <p>E2.2 <i>Explain how different economic systems produce, distribute, and exchange goods and services</i></p> <p>C2.3 Compare and contrast democracies with other forms of government</p> <p>WH1.2 Understand events, trends, individuals, and movements shaping the United States and the world</p> <p>H1.2 Understand events, trends, individuals, and movements shaping the US, World, and Washington State History</p> <p>H2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict</p> <p>H2.2 Understand how ideas and technological developments influence people, culture, and environment</p>	<ol style="list-style-type: none"> 1. How does physical geography contribute to the political, economic, and cultural development of a particular civilization? 2. What geographic factors stimulate the movement of goods, people, and ideas? 3. How and why does the rule of law develop in civilizations? 4. How do religion and government exercise authority over people? 5. What legacies have been left by ancient civilizations, in particular, on our society? 6. What significant contributions were made that advanced science, technology, and the arts? 7. How does the movement of ideas, goods, and people affect cultures? 8. How does trade affect culture? 9. How do different economic systems affect people’s daily lives? 	

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A. River Civilizations: Mesopotamia, Egypt, Kush				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBA s	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Geography</u></p> <p>G3.2.2a Explain how the physical environment impacts how and where people live and work (Human/Environment Interaction, Region, Place Movement)</p> <p>G3.1.2a Analyze the different ways people use the environment, identify the consequences of use, and consider possible alternatives</p>	<ul style="list-style-type: none"> • Locate and describe major river systems and explain why early civilizations developed in river valleys and how the river affected daily life and culture • Explain how farming and herding changed human lifestyles 	<p>See <i>Humans & the Environment CBA</i></p>	<ul style="list-style-type: none"> • How does physical geography contribute to the political, economic, and cultural development of a particular civilization? • What geographic factors stimulate the movement of goods, people, and ideas? • How does the movement of ideas, goods, and people affect cultures? 	

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A. River Civilizations: Mesopotamia, Egypt, Kush, <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Economics</u> E3.2.2b Understand that money as a medium of exchange serves as a temporary store of value E3.2.2c Describe how money facilitates transactions by decreasing costs E2.1.2a Understand that when trade occurs, people benefit and have a broader range of choices	<ul style="list-style-type: none"> • Explain how barter and, later, money, affected trade in these civilizations • Explain how cultures were changed and influenced as a result of trade with other civilizations 		<ul style="list-style-type: none"> • How do different economic systems affect people's daily lives? • How does trade affect culture? 	
<u>Civics</u> C2.3.2a Explain how various forms of government have different effects on the lives of people	<ul style="list-style-type: none"> • Describe how religion and society helped to shape government and what authority it has on people's daily lives • <i>Analyze how and why codes and laws were developed</i> 		<ul style="list-style-type: none"> • How and why does the rule of law develop in ancient civilizations? • How does religion and government exercise authority over people? 	

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A. River Civilizations: Mesopotamia, Egypt, Kush, <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>History</u> H2.2.2 Interpret how changing technologies have shaped ideas and attitudes and analyze the impact of ideas and technological development on society and culture WH1.1.2 Compare and contrast elements of culture (e.g., society and government, economy, technology, arts, ideas and beliefs)	<ul style="list-style-type: none"> • Describe the achievements of each particular culture in the arts, government, and technology and explain how they present themselves today • Analyze how beliefs were reflected in cultural expression 	See <i>Analyzing Sources CBA</i>	<ul style="list-style-type: none"> • What legacies have been left by ancient civilizations, in particular, on our society? • What significant contributions were made that advanced science, technology, and the arts? 	

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B. Ancient China				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Geography</u> G3.2.2a Explain how the physical environment impacts how and where people live and work G3.3.2c Identify how people develop their understandings of culture through the exchange of ideas, art, music, natural resources, and goods and services (Five Themes)	<ul style="list-style-type: none"> • Describe the impact of physical geography on the development of China and its culture • Explain why China remained relatively isolated and how the isolation ended • <i>Explain the effects of the introduction of other cultural ideas and practices</i> 		<ul style="list-style-type: none"> • How does physical geography contribute to the political, economic, and cultural development of a particular civilization? • What stimulates the movement of goods, people, and ideas? • How does the movement of ideas, goods, and people affect cultures? 	
<u>Economics</u> E2.1.2c Understand that when trade occurs internationally, many people in each country benefit and have a broader range of choices	<ul style="list-style-type: none"> • <i>Explain the economic and cultural effects of Silk Road trade</i> 		<ul style="list-style-type: none"> • How do different economic systems affect people's daily lives? • How does trade affect culture? 	

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B. Ancient China, <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Civics</u></p> <p><i>C2.3.2b Describe a variety of forms of government</i></p> <p><i>C2.3.2c Explain how various forms of government have different effects on the lives of people</i></p>	<ul style="list-style-type: none"> <i>Describe the government and bureaucracy that developed in China and its impact of the lives of the people</i> <i>Identify the major dynasties of China</i> 		<ul style="list-style-type: none"> How and why does the rule of law develop in ancient civilizations? How do religion and government exercise authority over people? 	
<p><u>History</u></p> <p>H2.2.2 Interpret how changing technologies have shaped ideas and attitudes; analyze the impact of ideas and technological developments on society and culture</p> <p>WH1.2.2 Compare and contrast elements of culture (e.g., society and government, economy, technology, arts, ideas and beliefs, in the following context: Ancient China)</p>	<ul style="list-style-type: none"> Summarize China’s contributions to the arts, literature, and science Describe how Chinese philosophy (Confucianism, Taoism, Buddhism) was reflected in its culture 	See <i>Analyzing Sources CBA</i>	<ul style="list-style-type: none"> What legacies have been left by ancient civilizations, in particular, on our society? What significant contributions were made that advanced science, technology, and the arts? How do religion and government exercise authority over people? 	

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C. Greece and Rome: Compare and Contrast				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Geography</u></p> <p>G3.2.2a Explain how the physical environment impacts how and where people live and work</p> <p>G3.3.2a Identify the main groups and subcultures that exist within large societies and the ways they interact</p> <p>G3.3.2c Identify how people develop their understandings of culture through the exchange of ideas, art, music, natural resources, and goods and services</p>	<ul style="list-style-type: none"> • Examine the role of physical geography in the growth and development of Greek and Roman civilizations • Analyze the expansion of Greek language and culture and their impact on neighboring peoples • Describe the experiences of different groups in Roman society during the Roman Empire 		<ul style="list-style-type: none"> • How does physical geography contribute to the political, economic, and cultural development of a particular civilization? • What stimulates the movement of goods, people, and ideas? • How does the movement of ideas, goods, and people affect cultures? 	
<p><u>Economics</u></p> <p>E2.1.2c <i>Understand that when trade occurs internationally, many people in each country benefit and have a broader range of choices</i></p>	<ul style="list-style-type: none"> • Explain the economic and cultural effects of trade in the Greek and Roman civilizations 		<ul style="list-style-type: none"> • How do different economic systems affect people's daily lives? • How does trade affect culture? • What stimulates the movement of goods, people, and ideas? 	

