

OUTLINE

6th Grade Social Studies Network – 2015-6

Unit 2 – The world in spatial terms – (parenthetic #s indicate MCCC Lessons)

Part A. How can maps help? (MCCC Lesson 1)

GLCEs: 6G111 use maps at different scales; 6G123 interpret maps; 6G125 use GIS

Activity: Where do people live? a global-scale clickable-map investigation.

Resources: Clickable maps, desk maps; Big Idea chapter 1: Map Overlays and World Population; optional night satellite image

MCCC SuppMaterials.SS060201 Page 3 Word cards; page 10 about scale, page 13 projections

MCCC SS060201.Powerpoint has a good section about map scale with examples from Japan.

The background essay about maps is well written and worth reading for background (but note that the readability level is above grade 11 on several indices, not suitable for 6th grade).

Part B. The global grid and projections (MCCC Lessons 2 and 3)

GLCEs: 6G111 use maps at different scales; 6G123 interpret maps; 6G125 use GIS

Activity: From Timbuktu to Great Zimbabwe – a clickable map investigation of the effects of latitude

Scaffolding Activity: Where is the Equator?

Resources: Clickable maps, desk maps; North America projections; presentation: Where Is the Equator?

MCCC SuppMaterials.SS060202 and 3: Page 1 graphic organizer, page 7 summary assessment, and word cards (except absolute/relative location; we'll explain why)

MCCC SS060202.Powerpoint has good diagrams about the global grid.

MCCC SS060203.Powerpoint poses the dilemma of map projections and has some great examples.

We recommend omitting the questions about distortion and simply noting that people have designed many projections, and they all distort something; that's enough to meet the new GLCEs.

Introduce: the Big Idea scaffold as a course organizer. World map of Regions and Big Ideas

Part C. Physical features and regions (MCCC Lessons 4 and 5; omit Lesson 6))

GLCEs: 6G112 add to an outline map; 6G124 use images; 6G211 and 6G321 climates and ecosystems; 6G311 climographs; 6G312 climate causes; 6G322 ecosystem opportunities

Activity: Divide North America into ecoregions.

Scaffolding Activity: What makes deserts? A primer on sun-driven air circulation

Resources: Regions in North America presentation, desk maps, photos; MegaGeology; Simple Climate Big Idea Chapter 2: Regions of North America; presentation: Deserts of the World optional presentation: The Moveable Desert – Effects of Climate Change

SuppMaterials.SS060205: Graphic organizer; word cards; regional maps

Substitute the North America activity for Lesson 5 and the small-group activity in Lesson 4.

SS060204.Powerpoint has world maps that may be useful individually in other presentations.

SS060205.Powerpoint is actually five presentations that could be separated: Michigan regions (postpone, or use clickable Michigan map); US regional examples (could be setup for North America activity above); hemispheres (fits Part B, above) ; continents (fits the extraterrestrial activity), and world regions (helps review the content of Unit 2A and Unit 1).

Part D. The geography of natural hazards (MCCC Lessons 7,8,9)

GLCEs: 6G121 geographic inquiry; 6G522 natural disasters; 6G212 tectonics; 6G312 climate

Activity: Putting titles on maps of hazards in the United States – an interactive activity.

Supplementary Activity: Spatial thinking about natural hazards – looking at more detailed maps

Resources: Natural hazard maps; teacher notes; brief paragraphs about hazard causes

SuppMaterials.SS060207 has a good graphic organizer, word cards, and mini-glossary.

SuppMaterials.SS060208 and 9. The hazards adaptation and mitigation material is quite complex and relies heavily on prior knowledge that students will not get until Units 4 and 5; we strongly recommend postponing the topic to later in the year, perhaps as part of the capstone activities.