

2C – Physical Features and Regions

MCCC SS060204 and SS060205, omit SS060206

6th Grade Social Studies Network – 2015-6
Part C of Unit 2 – The World in Spatial Terms

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

- 1. Review** temperature patterns used to help explain locations of ancient cities, mentioning that we basically divided the world into hot, cold, and in-between regions; today we will use different criteria to divide North America into natural regions, to help us organize other information about the continent (5 to 10 minutes, depending on how many maps you project)
6th 1B Ancient Cities Region 6th 1B Ancient Cities clickable map

- 2. Activity:** Dividing North America into Regions (30-50 minutes, depending on how many related facts you choose to mention).
Students draw four lines to divide North America into regions based on important aspects of the natural environment. In doing so, they learn that a region is an attempt to simplify the world in order to make it easier to remember patterns. This activity also helps students organize prior knowledge about their own continent, which will aid them in comparing other continents later in the year.
6th 2C N America Work Map and Keywords BI2 N America Big Idea presentation
Dots, mountains, and rivers layer from BI2 N America clickable mini-Atlas
BI2 Chapter about Regions in North America

- 3. Scaffolding Activity:** Climagraphs (15-50 minutes, depending on students' prior knowledge of latitude and environment.)
6th 2Cx North America Climagraph Activity clickable Climagraph Activity
6th 2Cx Climagraph Hints 6th 2Cx Climagraph Presentation
6th 2Cx United States Climagraph Activity, 6th 2Cx World Climagraph Activity

- 4. Scaffolding Activity:** What Makes Deserts? – a primer on sun-driven air circulation (10-25 minutes.)
A world climate map typically has several dozen color patches and a legend with 10-20 categories. There is little evidence that students learn much from this kind of map. We offer a very simple map of deserts, emphasizing three “grand drying forces” – subsidence, rainshadowing, and cold ground.
6th 2B World Map Without Equator CC Climate Change in History presentation

- 5. Extension Activity:** The Moveable Desert – predicting effects of global climate change (10-30 minutes, depending on how many historic links you choose to “predict” for their next classes; this option can help set up a capstone inquiry thread.)
Dry layer of 6th 1B Ancient Cities clickable map CC Climate Change in History presentation

Pages from MCCC

SuppMaterials.SS060204 and 5 - Word cards from 05; graphic organizer 05 – we are doing the lower left circle; Regional maps from 05 (but replace Lesson 5 with the North America activity); the “extraterrestrial” activity is an interesting short way to review continent names

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

SS060205.Powerpoint is actually five presentations that could be separated and used “ad lib:”

- Michigan regions (we’d postpone this one, or use the clickable Michigan map),
- US regional examples (could be used as setup for the North America activity above),
- hemispheres (fits better under the grid activity in Part B, above),
- continents (fits the extraterrestrial activity), and
- world regions (helps review the content of Unit 2A and Unit 1).

Takehome: A “mental map” is not the ability to draw a sketch of a country or continent on blank paper; on the contrary, it is the ability to add important details to the kind of outline map one sees in media. In this Part, students draw four lines to help organize their mental maps of environments in North America.