

OUTLINE

6th Grade Social Studies Network – 2015-6

Unit 3 – Population and migration – (see note below about focus shift)

Part A. How did people get there? (MCCC Lessons 1,5,6, shortened as explained)

GLCEs: 6G121 skills of geographic inquiry; 6G433 causes and patterns of migration

Activity: Human migration out of Africa as a countdown to the present (BUT – not explicitly in GLCEs)

Scaffolding Activity: Push and pull factors in migration (do internet search using “push pull migration”)

Resources: desk maps and response forms; Big Idea Chapter 3: Distance and its consequences

MCCC SuppMaterials.SS060301 – pages 1-3 graphic organizer, big idea page, word cards

MCCC SuppMaterials.SS060305 – graphic organizer, word cards, data forms for push-pull activity

MCCC SS060305.Powerpoint has some useful maps about migration – but see note below

Part B. Population growth (MCCC Lesson 2 and 3) –

GLCE 6G126 and 132 population maps; 6G322 opportunities for humans; 6G43 human settlement

Activity: Family size around the world – a clickable map investigation of regions and patterns

Scaffolding Activity: [Country name] is the same size as [state name], but it has X times as many people.

Extension Activity: comparing consequences of family size in China, India, and East Africa

Resources: world population map; clickable demography maps; data tables; Australia/China/US dot maps

MCCC SuppMaterials.SS060302 big idea page, word cards – ways to present population growth

MCCC SS060302.Powerpoint has some useful maps about population

MCCC SuppMaterials.SS060303 word cards, demographic transition worksheet (see note)

Part C. Population pyramids (MCCC Lesson 4) – with a tighter focus on dependency ratios

GLCE 6G224 create and interpret population pyramids

Activity: Census.gov website to get population pyramids for any country/time period

Activity: Population pyramids in the world’s largest country – China

Resources: population pyramid presentation and matching activity; China-US environmental analogs presentation; population pyramids in China activity form; photo comparison of rural and urban China; clickable miniAtlas of China; part of Big Idea Chapter 8: Population Density in China

MCCC SuppMaterials.SS060304 and **SS060304.Powerpoint** – word cards about dependency ratio

We suggest a simpler population graph than in MCCC, to focus on growth rate and dependency ratio

Part D. Human settlement (replaces MCCC Lessons 7 and 9, about urbanization – see note below)

GLCE 6G312 climate causes (elevation, ocean currents); 6G322 opportunities for human settlement; 6G432 patterns of settlement; Part D also provides brief review/preview of 6G431 technology makes places more suitable for humans; 6G512-3 settlement impacts on environment; 6G311 climographs

Activity: Elevation and human settlement in South America. Big Idea Powerpoint. Thermographs.

Scaffolding Activity: Changing patterns of the world’s megacities – the shift to “the global south”

Supplementary Activity: Where do we get ingredients for a fast-food meal? A different look at elevation

Extension Activity: Placenames as indicators of settlement by different European colonial powers

Resources: South America basemap; data sheet on elevation and environment; Big Idea Chapter 4:

Elevation and its consequences; activity map; Global Winds Powerpoint

MCCC SuppMaterials.SS060307 and **Powerpoint** - word cards; country data activity, cartoons

MCCC SS060307.Powerpoint - great series of world maps of urban population at different times.

MCCC SS060309.Powerpoint, by contrast, is rather abstract, and it has a very high reading level

MCCC SuppMaterials.SS060308 global issues that can be postponed to the capstone activity

Note: The MCCC Unit title is Population and Migration, but we moved several migration topics until later – they will be easier to teach after looking at the economic and political conditions that often drive migration. To align better with the new Michigan GLCEs, we also narrowed the focus of Unit 3D, making it a concrete look at patterns of human settlement in one region (GLCE 6G43), rather than an abstract examination of urban problems and urbanization as a global issue – that larger topic relies on a lot of prior knowledge that students will not get until Units 4 through 6. Giving Part D a specific regional focus on South America also has the benefit of adding details about an important region to their developing mental map of the world.