

3D – Human Settlement

Replaces MCCC SS060307, SS060308, and SS060309; see note

6th Grade Social Studies Network – 2015-6

Part D of Unit 3 – Population and Migration

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 climagraphs

- 1. Activity:** Elevation, temperature, and human settlement in South America. Big Idea Powerpoint and clickable map investigation (20-40 minutes, plus 10-15 minutes each if you choose to do the activities that explore links between elevation and temperature, and/or the location of capitals, plus the time you choose to spend on videos, readings, or other activities related to South America topics such as the Incas, rainforest deforestation, child labor in mining, etc.)
6th 3D South America population map Big Idea Presentation: Elevation in S America
6th 3D Elevation and Capital Cities in S America Big Idea Chapter: Elevation in S America
6th 3D Thermograph form 6th 3D Thermograph for Detroit clickable
6th 3D Thermographs in Bolivia, Chile, Ecuador 6th 3D Thermograph Teacher Notes
- 2. Scaffolding Activity:** Changing patterns of the world's megacities – the shift to “the global south.” (10 minutes for a quick map-based comparison of the locations of ancient cities, industrial cities, and modern cities; more if you have students construct their own maps and/or write generalizations about the map patterns; this could also go in the unit about Africa or South Asia).
6th 3By Top 20 cities 4 lists 6th 1B Ancient cities clickable map
- 3. Supplementary Activity:** Where do we get ingredients for a fast-food meal?
A different look at the influence of elevation on human settlement and economic life in South America (10-20 minutes, more if linked with the Big Idea Powerpoint and/or a history focus).
6th 3Dz Making a Fast-Food Meal (two versions, different amount of text)
- 4. Extension Activity:** Placenames as indicators of settlement by different European colonial powers (20-40 minutes, depending on which placenames you choose to put on the map and how thorough you expect them to be; more time if you include the presentation on Global Winds as part of the explanation for why every European colonial power wanted at least a small colony in Northern South America).
6th 3Dx Placenames clickable activity map 6th 3Dx Placenames teacher notes
6th 3Dy Beach Temperatures (clues about ocean currents)
6th 3Dy Winds Currents and Trade 6th 3Dy Global Winds presentation

Pages from MCCC

- **SuppMaterials.SS060307** - word cards; the country data activity has a Common Core math link, but it is quite long and does not fit the new Michigan GLCEs. Likewise, the cartoon activity can be a refreshing change of pace, but it also does not address any GLCEs.
- **SS060307.Powerpoint** has a great series of world maps of urban population at different times, showing South America as the most urban continent, though its total population is much less than Asia's. These maps could be used directly with activity 2 and/or as background with the others.
- **SS060309.Powerpoint** is rather abstract with a very high reading level
 (“Urbanization embodies structural inequalities” etc.)
- **SuppMaterials.SS060308** deals with global issues, a topic covered in Unit 7; we'd suggest using only a little bit of it here as a brief teaser and postponing most of it to later.
- **SuppMaterials.SS060309** is also very high-level – it is hard to see how students could do this without knowledge they will get in Units 4 through 7 (see note).

Note: To align better with the new Michigan GLCEs, we narrowed the focus of Part D of Unit 3, making it a concrete look at patterns of human settlement in one region – South America (GLCE 6G43), rather than an abstract analysis of urban problems and urbanization as a global issue. That much larger topic relies on a lot of prior knowledge about economic and political geography, which 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.

Takehome: The Big Idea of elevation can help us understand many geographic patterns in South America. Elevation-related patterns include early Inca settlement, colonial invasions, mining, deforestation in the Amazon rainforest, cattle ranching, even the locations of capital cities. (PS and wine production, for adults!)