The Georgia Department of Juvenile Justice

6th Grade Social Studies

Units of Instruction Resource Manual

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**Acknowledgements**

The Georgia Department of Juvenile Justice Department of Education would like to thank the many educators who have helped to create this 6th Grade Social Science Units of Instruction Resource Manual. The educators have been particularly helpful in sharing their ideas and resources to ensure the completion and usefulness of this manual.

Students served by the DJJ require a special effort if they are to become contributing and participating members of their communities. Federal and state laws, regulations, and rules will mean nothing in the absence of professional commitment and dedication by every staff member.

The Georgia Department of Juvenile Justice is very proud of its school system. The school system is Georgia’s 181st and is accredited by the Southern Association of Colleges and Schools (SACS). The DJJ School System has been called exemplary by the US Department of Justice. This didn’t just happen by chance; rather it was the hard work of many teachers, clerks, instructors and administrators that earned DJJ these accolades and accreditations. The DJJ education programs operate well because of the dedicated staff. These dedicated professionals are the heart of our system.

These Content Area Units of Instruction were designed to serve as a much needed tool for delivering meaningful whole group instruction. In addition, this resource will serve as a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs).

I would like to thank all the DJJ Teaching Staff, the Content Area Leadership Teams, Kimberly Harrison, DJJ Special Education/Curriculum Consultant and Martha Patton, Curriculum Director for initiating this project and seeing it through. Thank you all for your hard work and dedication to the youth we serve.

Sincerely yours,

James “Jack” Catrett, Ed.D.

Associate Superintendent

**Mission**

The mission of Department of Juvenile Justice Social Science Consortium (DJJSSC) is to build a multiparty effort statewide to achieve continuous, systemic and sustainable improvements in the education system serving the Social Science students of the Department of Juvenile Justice (DJJ).

**Vision**

To achieve the mission of the DJJSSC, members work collaboratively in examining the Georgia Performance Standards. These guidelines speak specifically to teachers being able to: deliver meaning content pertaining to the Characteristics of Social Science and its content standards across the Social Science units of instruction. The DJJSSC will master and develop whole-group unit lessons built around Curriculum Activity Packets (CAPs), critique student work, and work as a team to solve the common challenges of teaching within DJJ. Additionally, the DJJSSC jointly analyzes student test data in order to: develop strategies to eradicate common academic deficits among students, align curriculum, and create a coherent learning pathway across grade levels. The DJJSSC also reviews research articles, attends workshops or courses, and invites consultants to assist in the acquisition of necessary knowledge and skills. Finally, DJJSSC members observe one another in the classroom through focus walks.

**Introduction**

The 6th Grade Social Science Units of Instruction Resource Manual is a tool that has been created to serve as a much needed tool for delivering meaningful whole group instruction. This manual is a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs). It is imperative that our students become informed Georgia citizens who understand the history of the United States and our place in an ever increasing interconnected world. In addition, students must understand their past and how that past influences the present day and the future. Best practices in education indicate that teachers should first model new skills for students. Next, teachers should provide opportunities for guided practice. Only then should teachers expect students to successfully complete an activity independently. The 6th Grade Social Science Units of Instruction meets that challenge.

|  |  |
| --- | --- |
|  | **The Georgia Department of Juvenile Justice** **Office of Education** **Direct Instruction Lesson Plan** |
| Teacher: |
| Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_to­\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_Period □ 1st□ 2nd□ 3rd□ 4th□ 5th□ 6th | Students will engage in: □ Independent activities □ pairing □ Cooperative learning □ hands-on □ Peer tutoring □ Visuals  □ technology integration □ Simulations  □ a project □ centers □ lecture □ Other  |
| Essential Question(s):Standards:CAPs Covered:Grade Level:\_\_\_\_ Unit:\_\_\_\_\_\_RTI Tier for data collection: 2 or 3Tier 2 Students:Tier 3 Students: |
| **Time** | **Procedures Followed:** | **Material/Text**  |
| \_\_\_\_\_\_\_Minutes  | Review of Previously Learned Material/Lesson Connections:Recommended Time: 2 Minutes |  |
|  \_\_\_\_\_\_\_Minutes  | Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html), or print on blackboard) Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard). Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Introduce task by stating the purpose of today’s lesson. Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Engage students in conversation by asking open ended questions related to the essential question(s). Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Begin whole group instruction with corrective feedback:Recommended Time: 10 Minutes |  |
| \_\_\_\_\_\_\_Minutes  |  Lesson Review/Reteach:Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Independent Work CAPs:Recommended Time: 30 Minutes |  |
| Teacher Reflections:  |

The Instructional Rotation Matrix has been designed to assist social science teachers in providing a balanced approach to utilizing the Social Science Units of Instruction across all grade levels on a rotating schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday |
| 6th Grade ContentMiddle School | 9th Grade ContentHigh School | 7th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 8th Grade ContentMiddle School | 11th Grade ContentHigh School | 6th Grade ContentMiddle School | 12th Grade ContentHigh School |
| 7th Grade ContentMiddle School | 9th Grade ContentHigh School | 8th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 6th Grade ContentMiddle School | 11th Grade ContentHigh School | 7th Grade ContentMiddle School | 12th Grade ContentHigh School |

**Georgia Performance Standards**

**SS6G1 The student will locate selected features of Latin America and the Caribbean.**

a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.

b. Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.

**SS6G2 The student will discuss environmental issues in Latin America.**

a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.

**SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.**

a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.

b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.

**SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.**

**a.** Describe the results of blending of ethnic groups in Latin America and the Caribbean.

b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.

c. Evaluate how the literacy rate affects the standard of living.

**SS6G5 The student will locate selected features of Canada.**

a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.

**SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.**

a. Describe how Canada’s location, climate, and natural resources have affected where people live.

b. Describe how Canada’s location, climate, and natural resources impact trade.

**SS6G7 The student will discuss environmental issues in Canada.**

a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.

**SS6CG1 The student will compare and contrast various forms of government.**

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

c. Describe the two predominate forms of democratic governments: parliamentary and presidential.

**SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean.**

a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.

**SS6CG3 The student will explain the structure of the national government of Canada.**

a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms.

**SS6E1 The student will analyze different economic systems.**

a. Compare how traditional, command, and market, economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.

**SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.**

a. Explain how specialization encourages trade between countries.

b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

c. Explain the functions of the North American Free Trade Agreement (NAFTA).

d. Explain why international trade requires a system for exchanging currencies between nations.

**SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Describe the role of natural resources in a country’s economy.

d. Describe the role of entrepreneurship.

**SS6E4. The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**

**SS6H1 The student will describe the impact of European contact on Latin America.**

a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.

b. Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.

**SS6H2 The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.**

a. Describe the influence of African slavery on the development of the Americas.

b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.

c. Explain the Latin American independence movement; include the importance of Toussaint L’Ouverture, Simon Bolivar, and Miguel Hidalgo.

**SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.**

a. Explain the impact of the Cuban Revolution.

b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.

**SS6H4 The student will describe the impact of European contact on Canada.**

a. Describe the influence of the French and the English on the language and religion of Canada.

b. Explain how Canada became an independent nation.

**SS6H5 The student will analyze important contemporary issues in Canada.**

a. Describe Quebec’s independence movement.

**SS6G8 The student will locate selected features of Europe.**

a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.

b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.

**SS6G9 The student will discuss environmental issues in Europe.**

a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.

**SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.**

a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.

b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.

**SS6G11 The student will describe the cultural characteristics of Europe.**

a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.

b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.

c. Explain how the literacy rate affects the standard of living in Europe.

**SS6CG4 The student will compare and contrast various forms of government.**

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**SS6CG5 The student will explain the structure of modern European governments.**

a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.

b. Describe the purpose of the European Union and the relationship between member nations.

**SS6E5 The student will analyze different economic systems.**

a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.

**c.** Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

**SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.**

a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.

b. Explain why international trade requires a system for exchanging currencies between nations.

**SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Describe the role of natural resources in a country’s economy.

d. Describe the role of entrepreneurship.

**SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.**

a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.

b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.

c. Trace the colonization of Australia by the United Kingdom.

d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.

**SS6H7 The student will explain conflict and change in Europe to the 21st century.**

a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.

b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.

c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

**SS6G12 The student will be able to locate selected features of Australia.**

a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.

**SS6G13 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.**

a. Describe how Australia’s location, climate, and natural resources have affected where people live.

b. Describe how Australia’s location, climate, and natural resources impact trade.

**SS6G14 The student will describe the cultural characteristics of people who live in Australia.**

a. Explain the impact of English colonization on the language and religion of Australia.

b. Evaluate how the literacy rate affects the standard of living.

**SS6CG6 The student will compare and contrast various forms of government.**

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

c. Describe the two predominate forms of democratic governments: parliamentary and presidential.

**SS6CG7 The student will explain the structure of the national government of Australia.**

a. Describe the federal parliamentary democracy of Australia, distinguishing form of leadership, type of legislature, and the role of the citizen in terms of voting and personal freedoms.

**SS6E8 The student will analyze different economic systems.**

a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.

c. Describe the economic system used in Australia.

**SS6E9 The student will give examples of how voluntary trade benefits buyers and sellers in Australia.**

a. Explain how specialization makes trade possible between countries.

b. Compare and contrast different types of trade barriers, such as tariffs, quotas and embargos.

c. Explain why international trade requires a system for exchanging currency between nations.

**SS6E10 The student will describe factors that influence economic growth and examine their presence or absence in Australia.**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).

c. Describe the role of natural resources in a country’s economy.

d. Describe the role of entrepreneurship.

 **SS6H8 The student will describe the culture and development of Australia prior to contact with Europeans.**

a. Describe the origins and culture of the Aborigines.

**SS6H9 The student will explain the impact European exploration and colonization had on Australia.**

a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.

b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.

|  |
| --- |
|  DJJ 6th Grade Social StudiesGeorgia Performance Standards:  Curriculum Map                                             |
| 1st Semester | 2nd Semester |
| **Unit 1**An Introduction to World Geography & Cultures | **Unit 2**United States and Canada | **Unit 3**Middle and South America | **Unit 4**Europe  | **Unit 5**Russia and Its Western Neighbors | **Unit 6**The Pacific World and AntarcticaNo CAPs |
| **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** |
| 1 | 1-2 | 4 |  | 7 | 10-12 | 13 | 26-28 | 20 | 46-48 | 22 |  |
| 2 | 3-5 | 5 |  | 8 | 13 | 14 | 29-31 | 21 | 49-51 | 23 |  |
| 3 | 6-7 | 6 | 8-9 | 9 | 14-15 | 15 | 32-34 |  |  |  |  |
|  |  |  |  | 10 | 16-18 | 16 | 35-37 |  |  |  |  |
|  |  |  |  | 11 | 19-22 | 17 | 38-40 |  |  |  |  |
|  |  |  |  | 12 | 23-25 | 18 | 41-43 |  |  |  |  |
|  |  |  |  |  |  | 19 | 44-45 |  |  |  |  |
| **GPS:**6SS6G1;6SS6G2;SS6G3; | **GPS:**SS6H2; SS6H3; SS6G1; SS6G2;SS6G3;SS6G4; | **GPS:**SS6H3; SS6G1;SS6G3; SS6G4; SS6CG1; SS6E2;SS6E1;SS6E2; SS6E3;SS6H1; SS6H2 | **GPS:**SS6G8; SS6G5; SS6G6; SS6CG2; SS6G7; SS6H5SS6G2;SS6H4;SS6E5SS6E6;SS6E7 | **GPS:**SS6G8; SS6G7; SS6G6; SS6G5; SS6G2;SS6H4SS6H5; SS6E5; SS6E6; SS6E7 | **GPS:** |
| **Focus CAPs**:2,5,7 | **Focus CAPs:**9 | **Focus CAPs:**12,15,18,22,25 | **Focus CAPs:**28,31,34,37,40,45 | **Focus CAPs:**48,51 | **Focus CAPs:** |

**An Introduction to World Geography & Cultures**

**Georgia Performance Standard(s):**

The focus of this important first unit is on the themes and enduring understandings rather than specific standards. These connecting themes will be integrated in multiple units throughout the Seventh Grade Social Studies curriculum. Understanding of these themes will be linked to students’ own experience and knowledge as well as lay the foundation for the rest seventh grade social studies course. At the conclusion of this unit students will be able to demonstrate effective use of the enduring understandings and can apply them to their daily lives.

This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.

**Task: 1**

**Essential Questions:**

What affects how your family makes/earns income?

Contrast your lifestyle (i.e.- jobs, house, entertainment) depending on where in Georgia you

currently live or where in the United States/World you have lived?

How might location affect the economy, culture, and development where you live?

**Resources:**

<http://my.hrw.com/ss2/ss06_07_08/student/flash/wggeo_m1ewf_geCD/click_viewer.html>

[All about geography](http://my.hrw.com/ss2/ss06_07_08/student/flash/wggeo_m1ewf_geCD/assets/video.html)

[Absolute Location and Relative Location](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p017.swf)

[Activity](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch1/WGC_ch01_sec1_3.pdf)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating in order to successfully study geography, you must be familiar with its five themes. Today, we will look at an interactive feature detailing the five themes of geography and its usage in your People, Places, and Change text.

7. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

8. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

9. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

10. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

11. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

Activity

The teacher and students will view [Absolute Location and Relative Location](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p017.swf) , [All about geography](http://my.hrw.com/ss2/ss06_07_08/student/flash/wggeo_m1ewf_geCD/assets/video.html) and complete [Activity 1](http://my.hrw.com/ss2/ss06_07_08/student/flash/wggeo_m1ewf_geCD/click_viewer.html) as a whole group activity.

**Ticket out the door**

Students will work in cooperative learning groups to complete the [Graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch1/WGC_ch01_sec1_3.pdf).

**Task: 2**

**Essential Question(s:**

What jobs exist for geographers?

How much money does a geographer make?

What interesting things do geographers study?

**Resources:**

<http://www.plattsburgh.edu/academics/geography/career.php>

[The Association of American Geographers: Careers in Geography](http://www.aag.org/careers/intro.html)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating have you ever asked yourself what career opportunities are available for a geographer. Today, we will discuss and explore the different categories of geography that are available for those of you who may desire a career in geography.

7. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

8. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

9. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

10. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

11. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

 **Activity**

The teacher and students will view [Geography as a career](http://www.plattsburgh.edu/academics/geography/career.php) and [The Association of American Geographers: Careers in Geography](http://www.aag.org/careers/intro.html). Students will then work in learning circles to complete the  [Lesson activity](http://glencoe.mcgraw-hill.com/sites/0078745292/student_view0/unit1/chapter1/student_web_activities.html).

**Task: 3**

**Essential Question:**

How does a society adapt to its environment?

**Resources:**

<http://my.hrw.com/ss2/ss06_07_08/student/flash/wgwin_m1ewf_cl_L0/layer_viewer.html>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating the Earth is a patchwork of different climates. Geographers divide earth into five general climate zones based on temperature, precipitation, and native plant life. Climate is one factor that affects where people live.

7. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

8. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

9. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

10. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

11. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

The teacher and students will view [Climate, environment and resources overview](http://my.hrw.com/ss2/ss06_07_08/student/flash/wgwin_m1ewf_cl_L0/layer_viewer.html) as

w hole group activity. Students will then work in cooperative learning groups to complete

the [Graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch1/WGC_ch01_sec1_1.pdf) and present their graphic organizer to the class.

**Task: 4**

**Essential Question:**

What causes families to move?

What causes large groups of people to move?

What are the positive/negative consequences of moving?

How can society be affected by people moving from place to place?

What in your life has changed but remained the same?

How can a society change but basic components remain the same over a period of

time?

Why might a society remain the same even if there is change over time?

**Resources:**

<http://www.census.gov/ipc/www/idb/worldpopinfo.php>

[Maps in motion demographic transition](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p071.swf)

[Maps in motion density](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p073.swf)

[Reading graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch4/WGC_ch04_sec1_1.pdf)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating we will discuss how population changes have a huge impact on the world around us. Countries must deal with shrinking populations, growing populations, and other population issues. We will explore the issues surrounding global population.

7. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

8. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

9. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

10. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

11. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

 **Activity**

The teacher and students will view [Maps in motion demographic transition](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p071.swf) and [Maps in motion density](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p073.swf) and complete [Reading graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch4/WGC_ch04_sec1_1.pdf) as a whole group activity.

Teacher will project <http://www.census.gov/ipc/www/idb/worldpopinfo.php> onto the blackboard. The class will discuss the different graphs and tables to discuss the population growth. The class will be able to see the world population growth rates from 1950-2050 and the world population by age and sex. Students will then work in cooperative learning groups to predict the world population in the year 3010 as a ticket out the door.

**Task: 5**

**Essential Question:**

What in your life has changed but remained the same?

How can a society change but basic components remain the same over a period of time?

Why might a society remain the same even if there is change over time?

**Resources:**

[Quick check](http://glencoe.mcgraw-hill.com/sites/0078745292/student_view0/unit1/chapter4/self-check_quizzes.html)

[Maps in motion economy](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p106.swf%20)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating today we will review the concepts which we have learned about population.

7. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

8. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

9. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

10. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

11. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

The teacher and students will view [Maps in motion economy](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p106.swf%20) as a whole group activity.

The teacher and students will review facts which they have learned about population. The class will be divided into two groups. Each student that is at the beginning of the line will be given an opportunity to answer a question about population. The student will raise up a sign if they know the answer. If the student answers the question correctly his or her team will be given a point and will move to the back of the line. The student that fails to answer the question correctly or unable to answer first his or her team will not receive a point. The team with the most points will win. This will be used as a review tool to prepare for the written test that will be given at the end of the class.

The teacher and students will complete [Quick check](http://glencoe.mcgraw-hill.com/sites/0078745292/student_view0/unit1/chapter4/self-check_quizzes.html) as a whole group activity.

**United States & Canada**

**Georgia Performance Standards**

**SS6G1 The student will locate selected features of Latin America and the Caribbean.**

a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.

b. Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.

**SS6G2 The student will discuss environmental issues in Latin America.**

a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.

**SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.**

a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.

b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.

**SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.**

**a.** Describe the results of blending of ethnic groups in Latin America and the Caribbean.

b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.

c. Evaluate how the literacy rate affects the standard of living.

**SS6H2 The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.**

1. Describe the influence of African slavery on the development of the Americans.
2. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.
3. Explain the Latin American independence movement; include the importance of Toussaint L’Ouverture, Simon Bolivar, and Miguel Hidalgo.

**SS6H3 The Student will analyze important 20th century issues in Latin America and the Caribbean.**

1. Explain the impact of the Cuban Revolution.
2. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.

**]**

**Task: 1**

**Essential Question:**

Where are the United States, Canada, and Latin America?

On which of the seven continents does these three lie?

Location affects a society’s economy, culture, and development.

**Resources:**

<http://my.hrw.com/ss2/ss06_07_08/student/flash/wgusa_m2nwf_plL1/layer_viewer.html> (United States)

<http://www.yourchildlearns.com/mappuzzle/canada-puzzle.html> (Map of Canada)

<http://www.slideshare.net/mrsharrisonss/physical-features-of-latin-america-2835989> (Latin America)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating today, we will discuss some interesting facts about the United States, Canada, and Latin America. From the thirteen colonies on the Atlantic coast, the territory of the United States expanded all the way to the Pacific Ocean in about seventy-five years and continued to grow. Today, the United States is the third largest country in the world behind Russia and Canada. Its many regions are home to an incredible variety of physical features, climates and resources.

7. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

8. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

9. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

10. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

11. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

The teacher and students will view [United States Map](http://my.hrw.com/ss2/ss06_07_08/student/flash/wgusa_m2nwf_plL1/layer_viewer.html) , [Map of Canada](http://www.yourchildlearns.com/mappuzzle/canada-puzzle.html), and [Latin America](http://www.slideshare.net/mrsharrisonss/physical-features-of-latin-america-2835989) and complete the virtual activities as a whole group.

**Task: 2**

**Essential Question:**

Where is Canada?

What are some interesting facts about Canada?

**Resources:**

[All about Canada](http://canada.gc.ca/acanada/acPubLevel3.jsp?font=0&lang=eng&categoryId=27)

<http://www.canadafacts.org>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating the United States is the third country in the world behind Russia and Canada. It stretches from sea to sea across North America and is home to an incredible variety of geographic features.

7. Engage students in conversation by asking open ended questions related to the

Essential Question (s) display answers on the blackboard.

8. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

9. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

10. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

11. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

The teacher and students will view [All about Canada](http://canada.gc.ca/acanada/acPubLevel3.jsp?font=0&lang=eng&categoryId=27) and <http://www.canadafacts.org>

as a whole group activity to learn about geographic features.

**Task: 3**

**Essential Questions:**Who has the power in a unitary government?

Who has the power in a confederation?

Who has the power in a federal governmental structure?

**Resources:**

[Canada Facts](http://canada.gc.ca/acanada/acPubLevel3.jsp?font=0&lang=eng&categoryId=27)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating even though they are close neighbors, Canada and the United States have different yet similar systems of organization. Canada has provinces, prime minister and parliament. The United States have states, presidents and senators.

7. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

8. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

9. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

10. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

11. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity 1**

The teacher and student will view the [Canada Facts](http://canada.gc.ca/acanada/acPubLevel3.jsp?font=0&lang=eng&categoryId=27) and compare and contrast the government of Canada and the United States as a whole group activity.

**Activity 2**

Students will be divided into cooperative learning groups focused on the following topics: (1) How governments distribute power (2) How citizens participate in government (3) Main forms of democratic governments. Student will be able to use their written notes, textbook, any handouts that were given to them by the teacher to answer and focus on these three topics. Student groups will give an oral presentation, and record their learning in a graphic organizer.

**Middle & South America**

**Georgia Performance Standards**

**SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.**

a.Explain the impact of the Cuban Revolution.

b.Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.

**SS6G1 The student will locate selected features of Latin America and the Caribbean.**

a.Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.

b.Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.

**SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.**

a.Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.

b.Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.

**SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.**

a.Describe the results of blending of ethnic groups in Latin America and the Caribbean.

b.Explain why Latin America is a region based on the languages of Portuguese and Spanish.

c.Evaluate how the literacy rate affects the standard of living.

**SS6CG1 The student will compare and contrast various forms of government**

a.Describe the ways government systems distribute power: unitary, confederation, and federal.

b.Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.**

a.Explain how specialization encourages trade between countries.

b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

c. Explain the functions of the North American Free Trade Agreement (NAFTA).

d.Explain why international trade requires a system for exchanging currencies between nations.

**SS6E1 The student will analyze different economic systems.**

a.Compare how traditional, command, and market, economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.

b.Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

c.Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.

**SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.**

a.Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b.Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c.Describe the role of natural resources in a country’s economy.

d.Describe the role of entrepreneurship.

**SS6H1 The student will describe the impact of European contact on Latin America.**

a.Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.

b.Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.

**SS6H2 The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.**

a. Describe the influence of African slavery on the development of the Americas.

b.Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.

c.Explain the Latin American independence movement; include the importance of Toussaint L’Ouverture, Simon Bolivar, and Miguel Hidalgo.

**Task: 1**

**Essential Questions:**

What is the Santa Elena Cloud Reserve?

Where is it located?

What are some of the unique characteristics of the Santa Elena Cloud Reserve?

**Resources:**

<http://www.monteverdeinfo.com/reserve.htm>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the

Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

Activity

The teacher and students will view the [Monteverde Facts virtual lesson](http://www.monteverdeinfo.com/reserve.htm)  as a whole group. Students will then be placed in cooperative learning groups to answer the following questions:

1. Where is Santa Elena located?
2. List some unique characteristics of Monteverde.
3. The Monteverde forest consists of how many acres?
4. T F Monteverde is one of the first community administered reserves in the country.

**Task: 2**

**Essential Questions:**

What are traje and tipica?

Why are they important to the Guatemalan economy?

**Resources:**

<http://www.thresholds.net/chichi/>

Page A4 of the text (inset map of Central America)

 **Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

The teacher and students will view the <http://www.thresholds.net/chichi/> as a whole group activity. Students will then work in cooperative learning groups to com[plete the following activity:

Locate the map on page A4 of the text. Next locate Guatemala on the map. Then complete the handout a visitor’s account in Chichicastenango which is a clothing market in Guatemala.

**Task: 3**

**Essential Questions:**

Where is Latin America?

Where is the Pacific Ocean?

Where is Haiti and Cuba?

Resources:

[http://web.mac.com/davidashirk/LA\_Politics/Materials/Entries/2007/1/1\_Data\_&\_Maps\_files/Latin\_America.gif](http://web.mac.com/davidashirk/LA_Politics/Materials/Entries/2007/1/1_Data_%26_Maps_files/Latin_America.gif)

poster boards

 **Teacher’s Place:**

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**Activity**

The teacher and students will view [Maps in motion](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p244.swf) as whole group activity and complete [Limited Industrial Growth](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch10/WGC_ch10_sec1_1.pdf.)

Students will work in cooperative learning groups to complete [The Region Today](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch10/WGC_ch10_sec1_2.pdf).

**Europe**

**Georgia Performance Standards**

**SS6G8 The student will locate selected features of Europe.**

a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.

b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.

**SS6G5 The student will locate selected features of Canada.**

a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.

**SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.**

a. Describe how Canada’s location, climate, and natural resources have affected where people live.

b. Describe how Canada’s location, climate, and natural resources impact trade.

**SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean.**

a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.

**SS6G7 The student will discuss environmental issues in Canada.**

a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.

**SS6H5 The student will analyze important contemporary issues in Canada.**

a. Describe Quebec’s independence movement.

**SS6G2The student will discuss environmental issues in Latin America.**

a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.

**SS6H4 The student will describe the impact of European contact on Canada.**

a.Describe the influence of the French and the English on the language and religion of Canada.

b.Explain how Canada became an independent nation.

**SS6E5 The student will analyze different economic systems.**

a.Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.

c.Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

**SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.**

a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.

b. Explain why international trade requires a system for exchanging currencies between nations.

**SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Describe the role of natural resources in a country’s economy.

d. Describe the role of entrepreneurship.Task: 1

The Greek Civilization

**Essential Questions:**

Who were the Greeks?

When did they exist?

What are some of their major inventions or contributions to our society?

**Resources**:

<http://www.pbs.org/empires/thegreeks/htmlver>[The natural vegetation of Europe](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p286.swf%20%20%20%20)

[Natural Resources graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch11/WGC_ch11_sec1_1.pdf%20%20)

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Activity

Activity 1

The teacher and students will view [The natural vegetation of Europe](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p286.swf%20%20%20%20) and complete [Natural Resources graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch11/WGC_ch11_sec1_1.pdf%20%20) as a whole group activity

Activity 2

Ancient Greece was an amazing civilization—the Greeks helped shape our government, art, philosophy, writing, and more!

The class will view <http://www.pbs.org/empires/thegreeks/htmlver> as a whole group activity. Students will then work in cooperative learning groups to answer the following question as a ticket out the door.

What are some of their important inventions or contributions to our society?

**Task: 2**

**Essential Questions:**

When were the Middle Ages? What significant events occurred at this time?

Resources:

<http://www.learner.org/interactives/middleages>
[Europe climate region](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p287.swf%20)

 [Climate graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch11/WGC_ch11_sec2_1.pdf%20)

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 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Activity 1

The teacher and students will view the [Europe climate region](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p287.swf%20) and complete [Climate graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch11/WGC_ch11_sec2_1.pdf%20) as a whole group activity.

Activity 2

Whatwas it really like to live in the Middle Ages? The teacher and students will view<http://www.learner.org/interactives/middleages> as a whole group activity. The Student will be divided into a group of two or three to illustrate what it is really like to live in the Middle Ages.

The students will be asked to do a project about the topic that is given to them. The teacher will provide a poster boards for each group. They are to present their information on the poster board in a creative manner. For example the students can draw pictures, write poems, or create a graphic organizer to explain their topic.

**Task: 3**

**Essential Questions:**

What was D-Day? What did it mean for the liberation of Europe?

**Resources:**

<http://my.hrw.com/ss2/ss06_07_08/student/flash/husww2_fd_ddayCD/click_viewer.html>
[The Cold War](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p314.swf)

[The time line of events in Europe](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch12/WGC_ch12_sec3_2.pdf%20as%20a%20whole%20group%20activity)

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 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

Activity 1

The teacher and students will view [The Cold War](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p314.swf) and complete [The time line of events in Europe](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch12/WGC_ch12_sec3_2.pdf%20as%20a%20whole%20group%20activity) as a whole group activity.

Activity 2

D-Day is known as the beginning of liberation of Europe, June 6, 1944, the day allied forces landed in Northern Europe to begin the liberation of occupied Europe in World War II.

The teacher will facilitate a class discussion about D-Day the event that is known during World War II. The teacher and students will view

 <http://my.hrw.com/ss2/ss06_07_08/student/flash/husww2_fd_ddayCD/click_viewer.html> to show illustrations of the events that happen that day. Students will then be given one of the review questions at the end of each slide to complete as a ticket out the door.

**Task: 4**

**Essential Questions:**

What were some of the technological advances that occurred as a result of World War 1?

Resources:

[**http://www.worldwar1.com**](http://www.worldwar1.com)

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**Activity**

Many new technologies were introduced in World War I. The introduction of new weaponry, like poison gas and machine guns, and combat vehicles, like tanks and aircraft, made this war deadlier than any previous ones. Trench warfare is a defending position by fighting from the protection of deep ditches it was a deadly new technique introduced in World War I. The students are to write three journal entries that describe the psychological impact on the soldier who is experiencing these technologies for the first time. Remember to use facts from research and class discussions. Students will be able to use their notes to write these entries.

**Russia and Its Western Neighbors**

**Georgia Performance Standards**

**SS6G8 The student will locate selected features of Europe.**

a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.

b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.

**SS6G5 The student will locate selected features of Canada.**

1. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.

**SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.**

a. Describe how Canada’s location, climate, and natural resources have affected where people live.

b. Describe how Canada’s location, climate, and natural resources impact trade.

**SS6G7 The student will discuss environmental issues in Canada.**

1. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.

**SS6H5 The student will analyze important contemporary issues in Canada.**

1. Describe Quebec’s independence movement.

**SS6G2The student will discuss environmental issues in Latin America.**

1. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.

**SS6H4 The student will describe the impact of European contact on Canada.**

a.Describe the influence of the French and the English on the language and religion of Canada.

b.Explain how Canada became an independent nation.

**SS6E5 The student will analyze different economic systems.**

a.Compare how traditional, command, and market, economies answer the economic questions of 1 –what to produce, 2-how to produce, and 3-for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.

c.Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

**SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.**

a.Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.

b.Explain why international trade requires a system for exchanging currencies between nations.

**SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.**

a.Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c.Describe the role of natural resources in a country’s economy.

d.Describe the role of entrepreneurship.

**Task: 1**

**Essential Questions:**

What is the Cold War?

When was it?

What were its effects on Europe?

**Resources:**

<http://www.funfront.net/hist/europe/coldwar.htm>

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 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Activity

By the 1980s the Cold War had been going on for decades. But times were changing, communism was falling apart and the Soviet Union would never be the same again. The students will be given construction paper to create a brochure on the fall of communism in the Soviet Union, the factors that led to its decline, and the impact on Russian Society.

**Task: 2**

**Essential Questions:**

Where is Russia?

What are some important facts about Russia?

**Resources:**

[**http://www.kidport.com/reflib/worldgeography/russia/russia.htm**](http://www.kidport.com/reflib/worldgeography/russia/russia.htm)Printer/copier paper

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 Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Russia is the world largest country. It is so vast that is that it spans eleven time zones. While huge, much of Russia is cold, with flat, rolling plains and forests. South of Russia are three much smaller countries Georgia, Armenia and Azerbaijan. In these three countries the land is mountainous and much warmer than that of their northern neighbor. Though the regions are very different physically, they have had a very close historical relationship.

After reviewing the website’s contents on the blackboard, students will construct a pamphlet titled “Russia”. Students will conduct research utilizing the encyclopedias and other resources readily available. Pamphlets will include Russia’s economic activities, culture, religions, languages, population, literacy rate, etc.

**Task: 3**

 **Essential Questions:**

What is the unit of currency in Russia? What type of government does Russia have?

**Resources:**

<http://countries.pppst.com/russia.html>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

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 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

Activity

Teachers will facilitate a lesson utilizing a “Russia” PowerPoint from the following website, <http://countries.pppst.com/russia.html>**.** This PowerPoint is the second on the list of Power Points. Students should take notes on the PowerPoint as you will quiz them at the end.

At the end of the lesson, students should answer the following questions:

Is Russia the largest country in the world? The answer is yes.

The dollar is the currency? The answer is ruble.

\_\_\_\_\_\_\_\_\_\_\_\_ is the capital. The answer is Moscow.

\_\_\_\_\_\_\_\_\_\_\_\_ is the center of government. The answer is Kremlin.

\_\_\_\_\_\_\_\_\_\_\_\_ is the deepest lake in the world. The answer is Lake Baykal.

\*\*Teachers should state the questions and allow the students time to answer either verbally or on paper. Teachers should provide the correct answers if needed.

**Task: 4**

**Essential Questions:**

What was the Russian Revolution? What were some of the significant people involved in the Russian Revolution? When was it? What were some of its effects?

**Resources:**

<http://lessonplans.mrdonn.org/russianrev.html>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

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**Questioning Techniques:**

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 Signal words: who, what, when, where?

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 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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Activity

 Break the students into 5 groups.

Have the students research the lives of the following 5 people:

1. Czar Nicholas II
2. Rasputin
3. Alexander Kerensky
4. V.I. Lenin
5. Lev Trotsky

If you have a larger class or if you want smaller groups you can add Alexandra (Czarina) and Anastasia.

Students are to determine as a group the pivotal or turning point of their lives from their research.

The pivotal moment can be either a personal pivotal point or a pivotal point for the country.

The group will then create a short one-act/one scene play about that pivotal moment and perform it in front of the class.

Have the group turn in to you a written copy of the play including dialogue and stage (movement) directions. They may create quick props out of paper if necessary.

This lesson is a lot of fun. The kids did a really good job with it. You need the kids to understand what a pivotal moment is, so do that first.

At the end of their "act", have each group explain why they chose that scene as their pivotal moment.

**Task: 5**

**Essential Questions:**

Where is the Ukraine? What are some interesting things about their culture?

Resources:

[**http://academickids.com/encyclopedia/u/uk/ukraine.html**](http://academickids.com/encyclopedia/u/uk/ukraine.html)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the

 Essential Question (s) display answers on the blackboard.

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**Questioning Techniques:**

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Teachers will facilitate a lesson on the Ukraine using the following website, <http://academickids.com/encyclopedia/u/uk/ukraine.html>. Teachers will ask students questions at the end of the lesson to ensure comprehension of the material.

Examples of questions can involve but are not limited to:

1. Where is the Ukraine located?
2. What type of government do they have?
3. Are they any interesting customs that they have? What are they?

Task Websites

Unit 1

<http://my.hrw.com/ss2/ss06_07_08/student/flash/wggeo_m1ewf_geCD/click_viewer.html>

[All about geography](http://my.hrw.com/ss2/ss06_07_08/student/flash/wggeo_m1ewf_geCD/assets/video.html)

[Absolute Location and Relative Location](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p017.swf)

[Activity](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch1/WGC_ch01_sec1_3.pdf)

<http://www.plattsburgh.edu/academics/geography/career.php>

[The Association of American Geographers: Careers in Geography](http://www.aag.org/careers/intro.html)

[Geography as a career](http://www.plattsburgh.edu/academics/geography/career.php)

 [Lesson activity](http://glencoe.mcgraw-hill.com/sites/0078745292/student_view0/unit1/chapter1/student_web_activities.html)

<http://my.hrw.com/ss2/ss06_07_08/student/flash/wgwin_m1ewf_cl_L0/layer_viewer.html>

[Climate, environment and resources overview](http://my.hrw.com/ss2/ss06_07_08/student/flash/wgwin_m1ewf_cl_L0/layer_viewer.html)

[Graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch1/WGC_ch01_sec1_1.pdf)

<http://www.census.gov/ipc/www/idb/worldpopinfo.php>

[Maps in motion demographic transition](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p071.swf)

[Maps in motion density](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p073.swf)

[Reading graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch4/WGC_ch04_sec1_1.pdf)

[Quick check](http://glencoe.mcgraw-hill.com/sites/0078745292/student_view0/unit1/chapter4/self-check_quizzes.html)

[Maps in motion economy](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p106.swf%20)

Unit 2

[United States Map](http://my.hrw.com/ss2/ss06_07_08/student/flash/wgusa_m2nwf_plL1/layer_viewer.html)

[Map of Canada](http://www.yourchildlearns.com/mappuzzle/canada-puzzle.html)

[Latin America](http://www.slideshare.net/mrsharrisonss/physical-features-of-latin-america-2835989)

[All about Canada](http://canada.gc.ca/acanada/acPubLevel3.jsp?font=0&lang=eng&categoryId=27)

<http://www.canadafacts.org>

[Canada Facts](http://canada.gc.ca/acanada/acPubLevel3.jsp?font=0&lang=eng&categoryId=27)

Unit 3

<http://www.monteverdeinfo.com/reserve.htm>

<http://www.thresholds.net/chichi/>

[http://web.mac.com/davidashirk/LA\_Politics/Materials/Entries/2007/1/1\_Data\_&\_Maps\_files/Latin\_America.gif](http://web.mac.com/davidashirk/LA_Politics/Materials/Entries/2007/1/1_Data_%26_Maps_files/Latin_America.gif)

Unit 4

<http://www.pbs.org/empires/thegreeks/htmlver>[The natural vegetation of Europe](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p286.swf%20%20%20%20)

[Natural Resources graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch11/WGC_ch11_sec1_1.pdf%20%20)

<http://www.learner.org/interactives/middleages>
[Europe climate region](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p287.swf%20)

[Climate graphic organizer](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch11/WGC_ch11_sec2_1.pdf%20)

<http://my.hrw.com/ss2/ss06_07_08/student/flash/husww2_fd_ddayCD/click_viewer.html>
[The Cold War](http://glencoe.com/sites/common_assets/socialstudies/in_motion_08/wgc/WGC-p314.swf)

[The time line of events in Europe](http://glencoe.com/sites/common_assets/socialstudies/igo_08/wgc/ch12/WGC_ch12_sec3_2.pdf%20as%20a%20whole%20group%20activity)

<http://www.worldwar1.com>

Unit 5

<http://www.funfront.net/hist/europe/coldwar.htm>

<http://www.kidport.com/reflib/worldgeography/russia/russia.htm>
<http://countries.pppst.com/russia.html>

<http://lessonplans.mrdonn.org/russianrev.html>

<http://academickids.com/encyclopedia/u/uk/ukraine.html>

Resources

[Great Barrier Reef Marine Park](http://www.gbrmpa.gov.au/)

[Life and Times of a Coral Reef](http://www.reef.edu.au/lt.html)
[Discover the Reef](http://www.reef.crc.org.au/discover/plantsanimals/facts_plantanimal.htm)

[Threats to the Reef](http://www.reef.crc.org.au/discover/threats/)

[Introducing Aborigines](http://users.orac.net.au/~mhumphry/aborigin.html)

[History of the Aborigines](http://library.thinkquest.org/28994/abhistory.html)

[Australian Aboriginals](http://www.crystalinks.com/aboriginals.html)

[Stories of the Dreaming](http://www.dreamtime.net.au/dreaming/index.htm)

[Portraits of Our Elders](http://www.qmuseum.qld.gov.au/features/portraits/)

[Introducing New Zealand](http://www.state.gov/r/pa/ei/bgn/35852.htm)

[Regions of New Zealand](http://go.hrw.com/atlas/norm_htm/newzland.htm)

[Visit New Zealand](http://www.math.duke.edu/~das/family/new%20zealand/)

[New Zealand Adventures](http://www.vic.com/new_zealand/)

[Background Notes: The Pacific Islands](http://www.state.gov/p/eap/ci/)

[Regional Maps](http://go.hrw.com/atlas/norm_htm/oceania.htm)

[Climate and Natural Resources](http://www.schools.ash.org.au/elanorah/spacific.htm)