

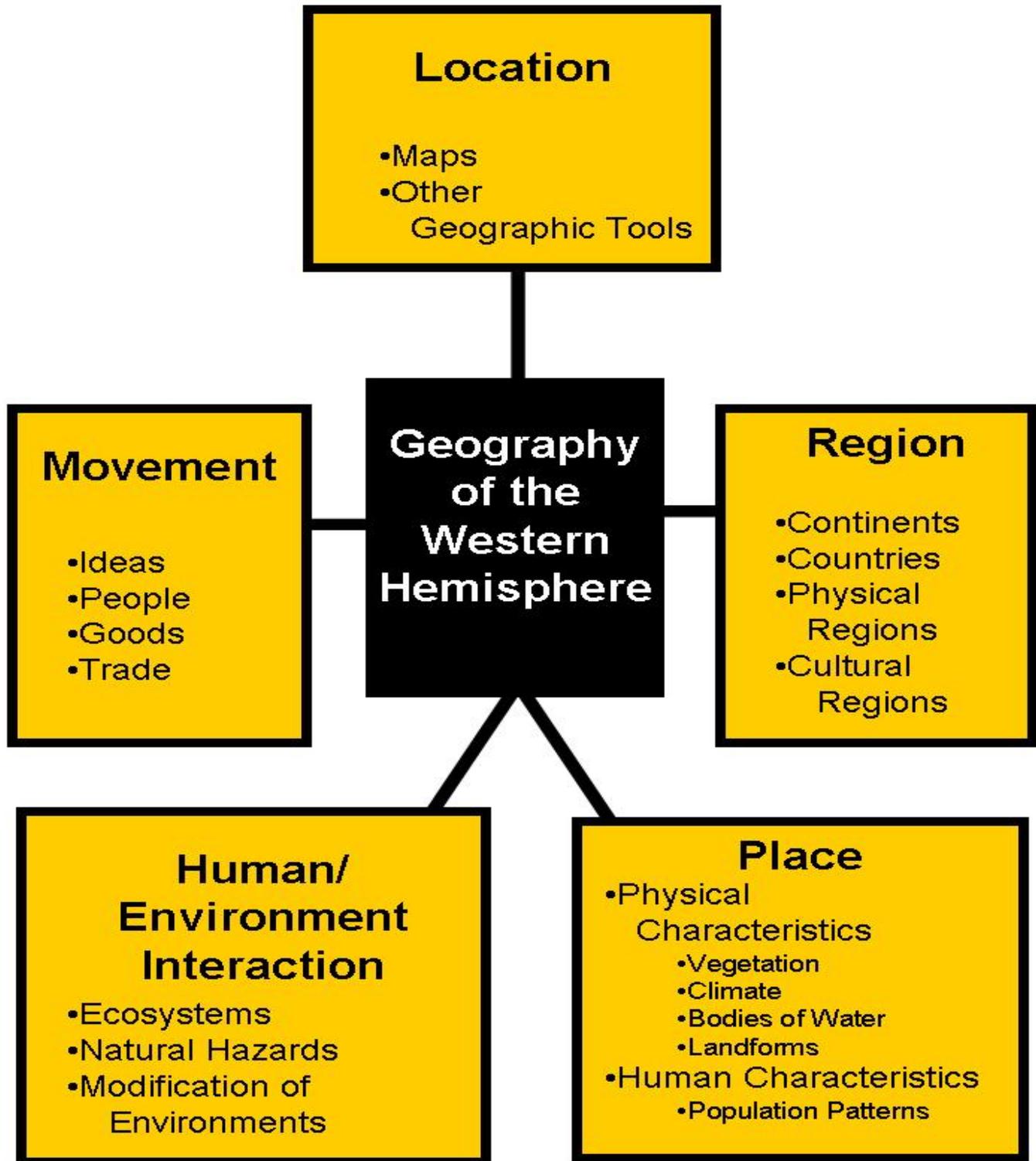
Sixth Grade Social Studies

Unit 2: Geography of the Western Hemisphere

Big Picture Graphic

Overarching Question: How can the fundamental themes of geography be used to describe the geography of the Western Hemisphere?		
Previous Unit: Foundations of Social Studies	This Unit: Geography of the Western Hemisphere	Next Unit: North America: People, Places, and Issues
<pre>graph TD; A[Geography of the Western Hemisphere] --- B[Location]; A --- C[Movement]; A --- D[Region]; A --- E[Human/Environment Interaction]; A --- F[Place];</pre>		
Questions to Focus Instruction and Assessment: 1. How has geography influenced the way people live in the Western Hemisphere? 2. What are some different ways the Western Hemisphere can be divided into regions? 3. How have humans used, adapted to, and modified different environments in North America?		

Graphic Organizer



Unit Abstract:

This unit begins with a lesson combining the themes of location and place in which students use a wide variety of maps of the Western Hemisphere to analyze spatial patterns and answer geographic questions. The students make inferences regarding different ways the Western Hemisphere can be divided into both physical and cultural regions. Students then work in small groups to gather information about significant physical features and make predictions about the land use. Next, they explore a series of maps and graphic data describing the climate regions and construct climate graphs comparing two different places. In pairs they choose a region and make generalizations about the impact of climate on the people and their culture. Changing perspective, students observe and analyze aerial and satellite images to describe the human characteristics of the Western Hemisphere. Using historical and modern maps as well as satellite images of the region at night, students make generalizations about population and settlement patterns. Students then explore types of common natural hazards and the ways in which people and places are affected by these hazards. By combining science and social studies students identify the characteristics of ecosystems, explaining how and why they differ. Researching a specific ecosystem in the Western Hemisphere, students describe its functions and the consequences of intentional and/or unintentional modifications. Students synthesize what they have learned through a lesson on human/environment interaction in which they explore places where people have modified the environment. Finally, students work in small groups to create a PowerPoint presentation, display or set of posters using only images to describe the geography of the Western Hemisphere. Students answer the unit focus questions in their presentation, explaining their images to the class.

Focus Questions

1. How has geography influenced the way people live in the Western Hemisphere?
2. What are some different ways the Western Hemisphere can be divided into regions?
3. How have humans used, adapted to, and modified different environments in North America?

Content Expectations

- 6 – G1.1.2: Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).
- 6 – G1.2.1: Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – G1.2.3: Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – G1.2.4: Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions. See also 7 – G1.2.3.

- 6 – G1.2.5: Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. *See also 7 – G1.3.1.*
- 6 – G2.1.1: Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G2.1.2: Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.
- 6 – G2.2.1: Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G3.1.1: Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).
- 6 – G3.2.1: Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – G3.2.2: Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).
- 6 – G4.3.1: Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
- 6 – G4.3.2: Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).
- 6 – G5.2.1: Describe the effects that a change in the physical environment could have on

human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia). *See also 7 – G5.2.1*

Seventh Grade Content Expectation Also Addressed

7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales

Key Concepts

climate
ecosystem
fundamental themes of geography
geographic tools and technologies
human characteristics
human/environment interaction
natural hazards
physical characteristics
population patterns
region

Duration: 4 weeks

Lesson Sequence

Lesson 1: Exploring Maps of the Western Hemisphere
Lesson 2: Different Ways to Divide the Western Hemisphere into Regions
Lesson 3: Landforms, Bodies of Water, and Vegetation of the Western Hemisphere
Lesson 4: Climate Regions of the Western Hemisphere
Lesson 5: Human Characteristics of the Western Hemisphere
Lesson 6: Population Patterns of the Western Hemisphere
Lesson 7: Natural Hazards and the Western Hemisphere
Lesson 8: Exploring Ecosystems of the Western Hemisphere
Lesson 9: Human/Environment Interaction in the Western Hemisphere
Lesson 10: Creating a Project Describing the Geography of the Western Hemisphere

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

Chalkboard and/or white board
Colored pencils or markers
Globes
Laminated desk maps
Maps
Overhead projector or document camera
Paper, blank and notebook
Satellite images copied from the Internet
Student atlases (class set) - contemporary and historical
Student handouts (see *Supplemental Materials*)
Wall map of the Western Hemisphere

Student Resource

**Altapedia Online*. 22 June 2009 <<http://www.atlapedia.com/>>.

Earth Pulse. 22 June 2009 <www.nationalgeographic.com/earthpulse>.

**Five Themes of Geography Links*. 22 June 2009 <<http://geography.mrdonn.org/5themes.html>>.

**The Geography Guide*. 22 June 2009 <<http://www.infoplease.com/spot/99geography1.html>>.

**Geography Network*. 22 June 2009 <<http://www.geographynetwork.com/>>.

**Google Earth*. 22 June 2009 <<http://earth.google.com/>>.

**National Geographic Map Machine* 22 June 2009
<<http://plasma.nationalgeographic.com/mapmachine/>>.

**Online World Atlas*. 22 June 2009
<<http://www.unicef.org/voy/discussions/showthread.php?t=3042>>.

**Terrafly*. 22 June 2009 <<http://www.terrafly.com/>>.

**Terraserver*. 22 June 2009 <<http://www.terraserver.com/>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

**United Nations Cartographic Section* 22 June 2009

<<http://www.un.org/Depts/Cartographic/english/htmain.htm>>.

**What Do You Know About the Geography of the Western Hemisphere?* 22 June 2009

<<http://lakelandschools.org/EDTECH/Differentiation/WHemispherePreAssessment.ppt#9>>.

World Climate. Buttle and Tuttle Ltd. 22 June 2009 <<http://www.worldclimate.com/>>.

**World Geography.* 22 June 2009 <<http://www.infoplease.com/ipa/A0873835.html>>.

Teacher Resource

Amazon River. Fotosearch. 22 June 2009 <<http://www.fotosearch.com/photos-images/amazon-river.html>>.

Baer, Edith. *This is the Way We Go to School, A Book About Children Around the World.* New York; Scholastic, Inc., 1990.

Gilliland, Judith Heide. *River.* New York: Clarion Press, 1993.

**GeoImages Project.* 22 June 2009 <<http://geoimages.berkeley.edu/>>.

**Geographic Information Systems.* 22 June 2009 <http://erg.usgs.gov/isb/pubs/gis_poster/>.

**Introduction to GIS.* 22 June 2009

<<http://www.geom.unimelb.edu.au/gisweb/GISModule/GISModule.htm>>.

Latest Earthquakes in the World - Past 7 days. 22 June 2009

<<http://earthquake.usgs.gov/eqcenter/recenteqsww/>>.

Map of Temperate Rainforests – World. 22 June 2009

<http://geography.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=geography&cdn=education&tm=16&qps=289_549_769_415&f=10&su=p897.4.336.ip_&tt=2&bt=1&bts=1&zu=http%3A/en.wikipedia.org/wiki/File%3ATemperate_rainforest_map.png>.

Map of Wet Rainforests – World. 22 June 2009

<http://geography.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=geography&cdn=education&tm=24&qps=362_871_769_415&f=10&su=p897.4.336.ip_&tt=2&bt=1&bts=1&zu=http%3A/en.wikipedia.org/wiki/File%3A800px-tropical_wet_forests.png>.

Megacities maps. 22 June 2009 <[http://www.megacities.uni-](http://www.megacities.uni-koeln.de/frame.htm?http://www.megacities.uni-koeln.de/documentation/megacity/maps.htm)

[koeln.de/frame.htm?http://www.megacities.uni-koeln.de/documentation/megacity/maps.htm](http://www.megacities.uni-koeln.de/documentation/megacity/maps.htm)>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Mississippi River Delta. USGS. 22 June 2009 <<http://gulfsi.usgs.gov/missriv/aerials.html>>.

**The National Council for Geographic Education*. 22 June 2009
<<http://www.ncge.org/geography/2005bill/>>.

**National Geographic*. 22 June 2009 <<http://www.nationalgeographic.com/>>.

**National Geographic Educational Network*. 22 June 2009 <<http://www.ngsednet.org/>>.

National Geographic, Photo Gallery. 22 June 2009
<<http://photography.nationalgeographic.com/photography/photogalleries>>.

National Geographic, Photo of the Day archive. 22 June 2009
<<http://photography.nationalgeographic.com/photography/photo-of-the-day/archive>>.

National Geographic Society: Earth at Night map. 22 June 2009
<<http://maps.nationalgeographic.com/maps/print-collection/earth-at-night.html>>.

National Geophysical Data Center Natural Hazards Slide Sets. 22 June 2009
<http://www.ngdc.noaa.gov/nndc/struts/results?eq_0=5&t=101634&s=0&d=1>.

North America Map. About.com: Geography. 22 June 2009
<<http://geography.about.com/library/blank/blxnamerica.htm>>.

North American Deserts. 22 June 2009
<<http://www.nps.gov/archive/moja/mojadena.htm>>.

Oregon State University: Pangea to the Present, A History of the Earth's Plates. 22 June 2009
<<http://volcano.oregonstate.edu/vwdocs/vwlessons/lessons/Pangea/Pangea1.html>>.

**Outline Maps*. 22 June 2009 <<http://www.eduplace.com/ss/maps/>>.

**Resources for Geography Teachers*. 22 June 2009
<<http://www.cnr.vt.edu/geography/vga/resource.html>>.

**Revisiting the Americas: Teaching and Learning the Geography of the Western Hemisphere*. 22 June 2009
<http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/fc/49.pdf>.

Singer, Marilyn. *On the Same Day in March, A Tour of the World's Weather*. New York: Harper Collins Publishers, 2000.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Smith, David J. *Mapping the World by Heart*. Watertown MA: Tom Snyder Productions, 2003.

South America Map. About.com: Geography. 22 June 2009
<<http://geography.about.com/library/blank/blxsamerica.htm>>.

Sunset Mississippi River. Photohome. 22 June 2009 <<http://photohome.com/photos/missouri-pictures/mississippi-river-1.html>>.

Stock Aerial Photography of Mississippi Delta. Aerial Archives. 22 June 2009
<<http://www.aerialarchives.com/missdelta.htm>>.

USAToday Weather. USA Today. 22 June 2009
<<http://www.usatoday.com/weather/resources/askjack/wfaqpast.htm>>.

USGS Ring of Fire. 22 June 2009
< <http://pubs.usgs.gov/gip/dynamic/fire.html>>.

Western Hemisphere Atlas Buddy. 22 June 2009
<http://www.pennsvalleypublishers.com/assets/pages/elementary_westernhem_outlinema ps.htm>.

Western Hemisphere Global Satellite. The Weather Channel. 22 June 2009
<http://www.weather.com/maps/maptype/satelliteworld/westernhemisphereglobalsatellite_large.html>.

Instructional Organization

Lessons 1: Exploring Maps of the Western Hemisphere

Content Expectations:

- 6 – G1.2.5: Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

Key Concepts: geographic tools and technologies

Lesson 2: Different Ways to Divide the Western Hemisphere into Regions

Content Expectations:

- 6 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. *See also 7 – G1.3.1.*

Key Concepts: fundamental themes of geography, region

Lesson 3: Landforms, Bodies of Water, and Vegetation of the Western Hemisphere

Content Expectations:

- 6 – G1.2.1: Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – G1.2.4: Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions. *See also 7 – G1.2.3*
- 6 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. *See also 7 – G 1.3.1.*
- 6 – G2.1.1: Describe the landform features and the climate of the region (within the Western or

Eastern Hemispheres) under study.

Key Concepts: fundamental themes of geography, physical characteristics

Lesson 4: Climate Regions of the Western Hemisphere

Content Expectations:

- 6 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. *See also 7 – G1.3.1*
- 6 – G2.1.1: Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G3.1.1: Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

Key Concepts: climate, physical characteristics, region

Lesson 5: Human Characteristics of the Western Hemisphere

Content Expectations:

- 6 – G1.2.4: Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions. *See also 7 – G1.2.3.*
- 6 – G2.2.1: Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

Key Concepts: human characteristics

Lesson 6: Population Patterns of the Western Hemisphere

Content Expectations:

- 6 – G1.2.3: Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – G4.3.2: Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in

South and North America).

Key Concepts: human characteristics, population patterns

Lesson 7: Natural Hazards and the Western Hemisphere

Content Expectations:

6 – G2.1.2: Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.

6– G5.2.1: Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia). *See also 7 – G5.2.1.*

Key Concepts: human/environment interaction, natural hazards, physical characteristics

Lesson 8: Exploring Ecosystems of the Western Hemisphere

Content Expectations:

6 – G3.2.1: Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).

6 – G3.2.2: Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

Key Concepts: ecosystem

Lesson 9: Human/Environment Interaction in the Western Hemisphere

Content Expectations:

6 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. *See also 7 – G1.3.1*

6 – G4.3.1: Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).

Key Concepts: fundamental themes of geography, human/environment interaction

Lesson 10: Creating a Project Describing the Geography of the Western Hemisphere

Content Expectations:

6 – G1.1.2: Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

6 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. See also 7 – G1.3.1.

Key Concepts: fundamental themes of geography, human characteristics, physical characteristics