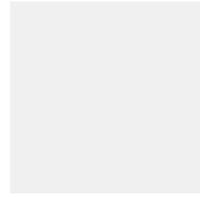
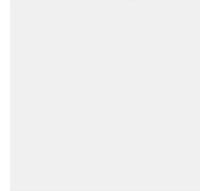


Unit



The World's People

Local Objective



The student will:

Define what culture means.

Explain what elements make each culture unique.

Describe how and why cultures change.

Explain why the world's population is growing rapidly.

Identify where most people in the world live.

Discuss why more people are moving to cities.

Distinguish between renewable and nonrenewable resources.

Explain why people trade.

Describe how the world's economies are changing.

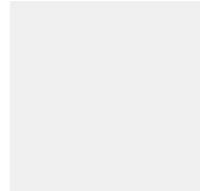
Describe how technology has changed the world.

Define interdependence and how it has led to globalization.

Objective used to evaluate students

Yes

Assessment Activity



Define: culture, ethnic group, dialect, democracy, dictatorship, monarchy, cultural diffusion, civilization, culture region

Culture: What kinds of social groups do social scientists study?

Government: What are the different forms of government a society may have?

Culture: In what ways does cultural diffusion occur?

Understanding Cause and Effect: How does history shape cultures?

Making Comparisons: Describe the beliefs of two major religions.

Organizing Information: Create a diagram like this one (example given) that describes features of your culture. On the lines, write types of food, clothing, language, music, and so on.

Analyzing Maps: Look at the World Culture Regions Map (map provided). In what culture region do you live? In which culture region(s) did your ancestors live?

Quiz 1

Define: death rate, birthrate, famine, population density, urbanization, emigrate, refugee.

Culture: What are three problems caused by overpopulation.

Human/Environment Interaction: Why do people live only a small fraction of the earth?

Economics: What is the main reason for growing urbanization?

Making Comparisons: What is the difference between an emigrant and an immigrant.

Understanding Cause and Effect: Why have populations in areas of Asia, Africa, and Latin America doubled about every 25 years?

Organizing Information: Draw a diagram like this one (example provided). List three causes of population growth.

Analyzing Maps: Look at the population density map.(map provided) How would you describe the population density around Tokyo?

Quiz 2

Define: natural resource, renewable resource, nonrenewable resource, economic system, export, import, tariff, quota, free trade, developed country, developing country.

Economics: What is the difference between commercial farming and subsistence farming?

Economics: Why do countries specialize?

Economics: How do developed and developing countries differ?

Drawing Conclusions: Why are tariffs and quotas called "barriers" to trade?

Making Comparisons: Describe two kinds of economic systems.

Organizing Information: Draw a chart like this one (example provided). List three examples for each type of resource.

Analyzing Maps: Look at the economic activity map.(map provided) What two types of farming are shown on the map?

Quiz 3

Define: rights, responsibilities, interdependence, globalization.

Technology: What are two examples of new transportation technology?

Technology: What are two examples of new communication technology?

Government: What responsibilities do people in democracies have?

Synthesizing Information: What products found in your classroom were made in other countries?

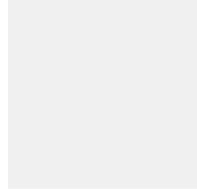
Making Comparisons: Which do you think had the greater impact on human society- the Agricultural Revolution or the Information Revolution? Explain

Organizing Information: Draw a diagram like this one.(example provided) On the outer spokes, write ways people use the Internet.

Interpreting Time Lines: Look at the time line. (time line provided) About how many year after the internal combustion engine was invented was air flight invented?

Quiz 4

Level of Expectation

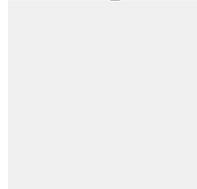


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List of concepts and Evaluation Types

| Concept | Evaluation Type |
|---|-----------------|
| Human characteristics and human systems | MC |

Learning Activity

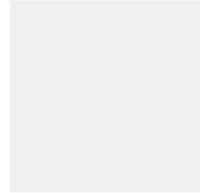


The students will:

1. Discuss and describe the different ethnic foods you have eaten.
2. Copy definitions to the following vocabulary terms as they appear in the text (culture, ethnic group, dialect, democracy, dictatorship, monarchy, cultural diffusion, civilization, culture region).
3. Write examples on a sheet of paper for each cultural characteristic.
4. Explain what culture is in your own words.
5. Discuss the different types of government. Use compare and contrast.
6. Identify the three revolutions that have changed the world. Explain each in detail.
7. Write a brief essay explaining each of the eight elements of culture.
8. Explain if you think your community is crowded.
9. Copy definitions to the following vocabulary terms as they appear in the text. (death rate, birthrate, famine, population density, urbanization, emigrate, refugee)
10. Students should be taking notes of the chart on the board. Filling in information as we discuss.
11. Contrast death rate and birthrate.
12. Explain in detail population density.

13. Write a brief summary that highlights the main ideas of each section.
14. Make a list of products you use that are produced in other countries.
15. Copy definitions to the following vocabulary terms as they appear in the text. (natural resource, renewable resource, nonrenewable resource, economic system, export, import, tariff, quota, free trade, developed country, developing country)
16. List three fossil fuels.
17. Make a list of things in the classroom. Make a chart. Label renewable or nonrenewable. Put each item in the appropriate section.
18. Explain free enterprise.
19. Create a poster that shows many different ways that one basic resource-such as iron, oil, wood, or water is used.
20. Identify the benefits and drawbacks of Internet shopping.
21. Copy definitions to the following vocabulary terms as they appear in the text.(rights, responsibilities, interdependence, globalization)
22. Write a brief essay describing some of the new technology we already have and also write about how those have changed our living.
23. Name two ways in which technology makes the world seem smaller.
24. Summarize the main ideas of the section in your own words.

Instructional Method



The teacher will:

1. Define what culture means.
2. Explain what elements make each culture unique.
3. Describe how and why cultures change.
4. Discuss and define the following vocabulary terms as they appear in the text (culture, ethnic group, dialect, democracy, dictatorship, monarchy, cultural diffusion, civilization, culture region).
5. Have volunteers describe the ethnic foods they have eaten. Point out that food is one way cultures differ from one another.
6. For each cultural characteristic (social groups, language, and so on) have students identify examples from their culutre.
7. Discuss the different types of government.
8. Explain why the world's population is growing rapidly.
9. Identify where most people in the world live.
10. Discuss why more people are moving to cities.
11. Ask students if they think their community is crowded.
12. Discuss and define the following vocabulary terms as they appear in the text. (death rate, birthrate, famine, population density, urbanization, emigrate, refugee)

13. Draw on the board a two-column chart titled " The Population Explosion." Label the heading as Cause and Effect.
14. Distinguish between renewable and nonrenewable resources.
15. Explain why people trade.
16. Describe how the world's economies are changing.
17. Have students name products they use that are produced in other countries.
18. Discuss and define the following vocabulary terms as they appear in the text. (natural resource, renewable resource, nonrenewable resource, economic system, export, import, tariff, quota, free trade, developed country, developing country)
19. Discuss objects around the classroom.
20. Describe how technology has changed the world.
21. Define interdependence and how it has led to globalization.
22. Poll the students to see how many have purchased items using the Internet.
23. Discuss and define the following vocabulary terms as they appear in the text. (rights, responsibilities, interdependence, globalization)
24. Discuss making predictions. Ask students for examples of technology that have changed the boundaries of societies and helped shape the world. Then have students think about the future, what would the world be like without these inventions. What will the future be like with new inventions.

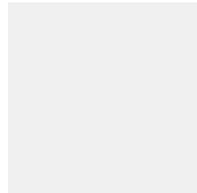
Content Standards

SS 1, SS 6, SS 4, SS 5, SS 3

Process Standards

3.8, 1.9, 1.8, 1.10, 4.2, 2.1, 1.5, 1.6, 1.3

Resources



K.F.

GLEs v1.0

| GLE Code | Discipline | Strand | Big Idea | Concept | Grade Level/Course | GLE |
|---------------|----------------|---|---|---|--------------------|---|
| SS/8/6/F/06/a | Social Studies | Relationships of Individual and Groups to Institutions and Traditions | Knowledge of relationships of the individual and groups to institutions and cultural traditions | Changing ideas, concepts and traditions | Grade 6 | Describe how ideas, concepts and traditions have changed over time |
| SS/7/5/H/06/a | Social Studies | Elements of Geographical Study and Analysis | Knowledge of major elements of geographical study and analysis (such as location, place, movement and | Regions | Grade 6 | Compare regions and predict how human life in one region in the world would differ from that in another |

| | | | | | | |
|---------------|----------------|---|---|---|---------|--|
| | | | regions) and their relationship to changes in society and the environment | | | |
| SS/1/1/A/06/b | Social Studies | Principles of Constitutional Democracy | Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | Principles expressed in documents shaping constitutional democracy in the United States | Grade 6 | Define the following: ·limited government ·rule of law ·majority rule ·minority rights |
| SS/7/5/G/06/a | Social Studies | Elements of Geographical Study and Analysis | Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment | Relationships between and among places | Grade 6 | Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources |
| SS/7/5/F/06/a | Social Studies | Elements of Geographical Study and Analysis | Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment | Human-environment interactions | Grade 6 | Identify world-wide patterns of resource distribution Identify how technology and culture influence resource use Identify environmental consequences of how people use resources Identify the effect of natural forces upon human activities |
| SS/7/5/E/06/a | Social Studies | Elements of Geographical Study and Analysis | Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment | Human systems | Grade 6 | Describe major patterns of population distribution, demographics and migrations in the world and the impact of these patterns on cultures and community life |
| SS/6/4/D/06/a | Social Studies | Economic Concepts and Principles | Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | Understanding the consequences of personal and public economic decisions | Grade 6 | Identify the consequences of personal and public economic decisions |
| SS/6/4/A/06/a | Social Studies | Economic Concepts and Principles | Knowledge of economic concepts (including | Economic concepts | Grade 6 | Apply the following economic concepts: · scarcity · supply and |

| | | | | | | |
|---------------|----------------|---|---|---|---------|--|
| | | | productivity and the market system) and principles (including the laws of supply and demand) | | | demand · specialization of regions, nations and individuals (trade) · trade-offs (opportunity cost) · income, wealth and sources of wealth |
| SS/8/6/C/06/a | Social Studies | Relationships of Individual and Groups to Institutions and Traditions | Knowledge of relationships of the individual and groups to institutions and cultural traditions | Effects of actions, cultural, traditions and institutions | Grade 6 | Describe how cultural traditions, human actions and institutions affect people's behavior |
| SS/7/5/C/06/a | Social Studies | Elements of Geographical Study and Analysis | Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment | Place | Grade 6 | Describe physical characteristics, such as climate, topography, relationship to water and ecosystems Describe human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system |
| SS/1/1/A/06/a | Social Studies | Principles of Constitutional Democracy | Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | Principles expressed in documents shaping constitutional democracy in the United States | Grade 6 | Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy |
| SS/5/3/A/06/a | Social Studies | Principles and Process of Governance Systems | Knowledge of principles and processes of governance systems | Principles and processes of government | Grade 6 | Define limited and unlimited governments (i.e., democratic and authoritarian governments) and how people's lives vary under these systems |
| SS/8/6/A/06/a | Social Studies | Relationships of Individual and Groups to Institutions and Traditions | Knowledge of relationships of the individual and groups to institutions and cultural traditions | Knowledge of how needs of individuals are met | Grade 6 | Evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in other cultures |
| SS/6/4/C/06/a | Social Studies | Economic Concepts and Principles | Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and | Interpreting the past, explaining the present and predicting the future of economic decisions | Grade 6 | Interpret the past, explain the present and predict future consequences of economic decisions |

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| | | | demand) | | | |
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Objective Notes/Essential Questions

| Date | Note/Question |
|-----------------------|---------------|
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