

Unit 1: Many Faces, Many Places

6th Grade Honors Humanities

18 Class Meetings

Updated May 2024

Essential Questions

- How do we create and use maps to better understand the world?
- How does where you live affect how you live?

Enduring Understandings with Unit Goals

EU 1: Geography affects our daily decisions and impacts the future of our world.

- Explore connections between humans and the physical world.
- Examine the impact of location and access to natural resources on human systems.

EU 2: Maps are constructed as tools to represent information about people, places, and the environment around the world.

- Distinguish between specific types of geographical features around the world.
- Relate five key map-reading elements to its intended uses.
- Construct an accurate, high-quality map.
- Assess geographical features and maps knowledge.

EU 3: Physical geography affects the way people live in different regions of the world.

- Examine various components of culture within a particular country.
- Explain the connections between physical and cultural geography.
- Construct a visual presentation to inform an audience about the geography of a country

Standards

CT Social Studies Frameworks Standards:

- **GEO 6-7.1** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
- **GEO 6-7.3:** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- **GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- **CIV 6-7.3:** Compare historical and contemporary means of changing societies and promoting the common good.
- **INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.
- **INQ 6-8.9:** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **INQ 6-8.10:** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Common Core State Standards:

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- **CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- **CCSS.ELA-LITERACY.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RI 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI 6.3:** Analyze in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in a text.
- **RI 6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **W 6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W 6.2:** Write informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Elements of Geography

- Define and examine the 6 elements of geography.
- Explore connections between humans and the physical world.
- Examine the impact of location and access to natural resources on human systems.

2. Map Features and Skills

- Distinguish between specific types of geographical features around the world.
- Relate five key map-reading elements to its intended uses.
- Construct an accurate, high-quality map.
- Assess geographical features and maps knowledge.

3. Cultural Geography

- Examine various components of culture within a particular country
- Explain the connections between physical and cultural geography.
- Construct a visual presentation to inform an audience about the geography of a country.

Vocabulary and Key Terms: Geography, space, place, human-environment interaction, human systems, physical systems, population, compass rose, map key/legend, scale, peninsula, island, mountain, river, ocean, delta, isthmus, hill, valley, plain, latitude, longitude, absolute location, relative location, culture, cultural awareness, religion, architecture, economics, vegetation, political system, political map, and physical map.

Interdisciplinary Connection:

Science, Language Arts

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Daily Learning Objectives with TWPS

Students will be able to...

- Compare and contrast between specific types of geographical features around the world.
 - *What do you know about geography?*
- Explain and clarify the five themes of geography.
 - *What questions do you have about the five themes of geography?*
- Identify key elements of human geography in a non-fiction text
 - *What is the central idea of the article? Support your answer with two themes of geography.*
- Explain the different types of maps.
 - *How do you use maps in your daily life? Name and describe different types of maps.*
- Define key map features and characteristics.
 - *What is included on a map? Why?*
- Compare and contrast physical and political maps.
 - *What are the two types of maps? How are they the same and different?*
- Demonstrate knowledge of elements of geography. **
 - *What are some questions you have before the quiz?*
- Investigate various landforms. **
 - *Choose a landform to visit in real life and why?*
 - *Choose a landform that you would like to visit in real life and why?*
- Develop an understanding of various landforms and their impact on humans.
 - *How could a landform impact the way that someone lives?*
- Demonstrate an understanding of the characteristics of culture.
 - *What part of your culture are you most proud of?*
- Draw connections between physical and cultural geography.
 - *How could the physical location or landforms of a country impact culture?*
- Construct an accurate, high-quality map. **
 - *What important features must a map have and why?*
 - *What questions do you still have about geography and why?*
- Explore the major components that help define the culture of a place or region.
 - *What does "cultural awareness" mean to you?*
- Use primary and secondary sources to research the physical and cultural geography of a particular country.
 - *How can location and climate impact the types of food people eat? How could art be influenced by a country's physical geography?*
- Create an organized visual presentation to inform an audience about the cultural and physical geography of a country. **
 - *What are some good websites that we can use for research?*
 - *What have you learned about your country's culture so far?*
 - *What are some important qualities of an effective presentation?*

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- TWPS
- Interactive Notebook
- Geographical Features, Landforms, and Climates Pre-assessment
- Academic Discourse
- Exit Slips
- Vocabulary Quizzes
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Map Creation
- Homework
- Country Research Organization and Synthesis
- Performance Task – “Countries of the World” Presentation
 - Rubric 2: Literacy Rubric

SUMMATIVE ASSESSMENTS:

- Map Quiz (EU2)
- Unit Exam: Geographical Features, Landforms, and Environment (EU1 and EU3)
- Unit Task: “Countries of the World” Presentation (EU2 and EU3)

Unit Task

Unit Task Name: “Countries of the World” Presentation

Description: Students will design a well-crafted, evidence-based travel brochure and persuasive paragraph that contains information about the location, physical geography, and cultural geography of a given country. Students will then present their travel brochures with a persuasive speech. The presentation will demonstrate examples of human-environmental interaction (EU1). Students will describe the location and distance between various landmarks within their country using proper map terminology (EU2). The presentation will include examples of the country’s cultural geography and explain how they are connected to its physical geography (EU3).

Evaluation: Literacy Rubric Assessment / Teacher Scoring Rubric

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Unit Resources

- Unit Task Description and Exemplars (developed and refined with class)
- Google Classroom
- Climate and Geographical Resources - Teacher Google Slides
- World Maps
- Map Making Worksheets
- Junior Scholastic
- Project Template
- Project Checklist
- Reflection Form Template
- Peer Critique / Revision Form Template