

Effective Date: August 2010

Hamburg Area School District

Name of Course: Geography and Culture of the Western Hemisphere

Department: Social Studies

Grade Level: 6th grade

Instructional Time: 56 min/day

Length of Course: 1 year

Period Per Cycle: 6

Length of Period: 56 minutes

Texts and Resources:

- Newspapers
- World Wide Web
- Prentice Hall World Studies – Foundations of Geography
- Prentice Hall World Studies – The United States & Canada
- Prentice Hall World Studies – Latin America
- All supplemental materials for the Prentice Hall Series
(including, but not limited to CD's, videos, etc. for each book being utilized)
- Rand McNally Atlas
- Hamburg Area 1752-1852
- Hamburg Area 1850-2000
- *I Am Regina*

Assessments:

- Teacher Observation
- Tests
- Quizzes
- Projects
- Notebooks

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Geography

Time Line: 1st Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are the five themes of geography?	<ul style="list-style-type: none"> - Identify the five themes of geography (location, place, human-environment interaction, movement and region). - Describe characteristics of each of the five themes of geography. 	7.1.6A
How are latitude/ longitude lines and meridians arranged on a globe?	<ul style="list-style-type: none"> - Explain the difference between lines of longitude/latitude and meridians. - Identify/label lines of latitude/longitude and meridians on a globe or map. - Use lines of latitude and longitude to locate places around the world using maps. 	7.1.6A 7.1.6B
What is the difference between absolute and relative location?	<ul style="list-style-type: none"> - Explain the difference between the terms absolute location and relative location. - Describe examples of absolute and relative location. 	7.1.6A
What are the geographer's tools?	<ul style="list-style-type: none"> - Identify and describe the advantages and disadvantages of maps and globes. - Identify the 3 different types of maps (Mercator, Robinson, Interrupted) 	7.1.6A
What are the different parts of a map?	<ul style="list-style-type: none"> -Identify the 5 components of a good map (key/legend, compass rose, scale, grid, title) <ul style="list-style-type: none"> - Identify the difference between cardinal and intermediate directions. - Create a map that includes the 5 components listed above. 	7.1.6A

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Earth's Physical Geography

Time Line: 1st Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How does the Earth move in space? Why do seasons change?	<ul style="list-style-type: none"> - Diagram how the Earth moves in space. - Explain Earth's relation to the sun in space? - Describe how day and night are related to the rotation of the Earth. - Explain why we have different seasons on the Earth. - Identify the different seasons beginning date and location of the sun on the Earth for each season. - Describe the difference between rotation and revolution. 	7.2.6A
What are the different zones of latitude?	<ul style="list-style-type: none"> - Identify the 3 different zones of latitude and the characteristics of each zone. <ul style="list-style-type: none"> - Low - Middle - High - Locate each zone of latitude on a map. 	7.2.6B
What forces shape the land?	<ul style="list-style-type: none"> - Describe forces that shape the land: <ul style="list-style-type: none"> - Earthquakes - Volcanoes - Underwater mountains - Faults - Describe how plate tectonics cause the movement of the continents. 	7.2.6B
What are the Earth's major landforms?	<ul style="list-style-type: none"> - Identify and describe the landforms the Earth is made of: <ul style="list-style-type: none"> - Mountains - Hills - Plateaus - Plains - Explain, describe and locate different regions of the United States with these landforms. 	7.1.6B

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Earth's Physical Geography

Time Line: 1st Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What is climate?	<ul style="list-style-type: none"> - Describe the differences between weather and climate. - Explain how temperature and precipitation affect the climate of different regions on the Earth. - Explain how landforms can affect the climate of different regions. 	7.2.6A 7.2.6B
How does wind and water affect the Earth?	<ul style="list-style-type: none"> - Explain how the winds cool the Earth. - Explain the cooling and warming effects of the oceans. - Describe the difference between: <ul style="list-style-type: none"> - hurricanes - typhoons - blizzards - rain/thunder storms - Explain regions where each storm could be seen. 	7.2.6A 7.2.6B
What are the Earth's major climate regions?	<ul style="list-style-type: none"> - Identify and describe the 6 different climate regions on Earth. <ul style="list-style-type: none"> - Tropical - Dry - Moderate - Continental - Polar - Vertical - Explain the differences in temperature and precipitation for each region. 	7.2.6A

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies
Unit: Earth's Physical Geography

Time Line: 1st Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What kinds of vegetation grow in each climate region?	- Describe the different kinds of vegetation found in the 6 different climate regions on Earth.	7.2.6A

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Earth's Human Geography

Time Line: 1st Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Where does most of the world's population live?	<ul style="list-style-type: none"> - Explain what population and population distribution is and how/why the Earth's population is spread so unevenly over the Earth. - Explain what demographers are and what they study. 	7.3.6A 7.4.6.A
Why is population distribution uneven?	<ul style="list-style-type: none"> - Explain, describe and identify locations people believe are good to live by. 	7.3.6A
What continents are the most populous and least populous?	<ul style="list-style-type: none"> - Identify the most populated and least populated continents. - Describe and list reasons why some continents are more populated than others. 	7.3.6A,C 8.1.6A 8.3.6D
What is population density?	<ul style="list-style-type: none"> - Explain what population density is and how demographers calculate population density. - Explain the difference between areas with a high population density and a low population density and what the difference is between both. 	7.3.6A 8.1.6A 8.3.6D
What are some reasons for population growth today?	<ul style="list-style-type: none"> - Explain the difference between birthrate and death rate and explain how those numbers affect the population of an area. - Describe and explain the Green Revolution. 	7.3.6A,C 8.1.6A 8.3.6D

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Earth's Human Geography

Time Line: 1st Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are the challenges of population growth?	- Explain reasons why populations grown and discuss problems associated with that growth to different areas of the world.	7.3.6A,C 8.1.6A 8.3.6D
What is the push-pull theory?	- Create a chart that explains the reasons people are “pushed” from one location and reasons people are “pulled” to another location. - Explain the difference between rural and urban and reasons why people like one over the other.	7.3.6A,C 8.1.6A 8.3.6D

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Cultures of the World

Time Line: 1st Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What is culture?	<ul style="list-style-type: none"> - Discuss what their culture is like (i.e. entertainment, sports, clothing, food). - Create a venn diagram for Japanese and American schools similarities and differences. 	7.3.6B 8.1.6A
How do cultures develop?	<ul style="list-style-type: none"> - Explain what culture is and how culture began and evolved into what we have today. - Hunting/Gathering - Development of tools - Use of fire - How to farm/Agricultural Revolution - Complex Societies - Development of laws, government, and a writing System - Development of art, music, and religion - Technological advancements 	7.3.6B 8.1.6A 6.2.6.A,B,C,D,G
Why are social groups, language, and religion important to cultures?	<ul style="list-style-type: none"> - Discuss the different aspects of culture and their importance to individual cultures. - Family (ex. nuclear, extended, patriarchal, matriarchal) - Social Class (ex. rank in society) - Language (ex. communication, pass on) - Beliefs (ex. religion, values) 	7.3.6B

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Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Cultures of the World

Time Line: 1st Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are the different types of economic systems in the world?	<ul style="list-style-type: none">- Explain the difference between basic and non-basic businesses and provide examples of both.- Explain the three types of economic systems in the world and provide examples of each.<ul style="list-style-type: none">- Capitalism- Socialism- Communism	7.3.6B 6.3.6.A,B,C,D
What are the different types of political systems in the world?	<ul style="list-style-type: none">- Explain the four types of political systems in the world and provide examples of each.<ul style="list-style-type: none">- Monarchy/Constitutional Monarchy- Direct Democracy- Representative Democracy- Dictatorship	7.3.6D,E 6.4.6.D
What is cultural change and how does it affect the world?	<ul style="list-style-type: none">- Explain new ideas/technological discoveries that have changed cultures.<ul style="list-style-type: none">- Recycling/technology (i.e. computers, phone, internet, radio/tv), protection of endangered species- Explain how ideas are shared all over the world.	7.3.6D,E 6.5.6.A,B,D,E

**Hamburg Area School District
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Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Natural Resources

Time Line: 1st Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are natural resources?	<ul style="list-style-type: none">- Explain the difference between recyclable resource, nonrenewable resource, and renewable resource.- Explain what a natural resource is.- Discuss what fossil fuels are and how they can affect the world.	7.3.6C,D
How do people use the land?	<ul style="list-style-type: none">- Explain the difference between a developed and a developing nation and the different ways the people in those nations use their land.- Discuss challenges facing developed nations.- Discuss challenges facing developing nations.	7.3.6C,D
What is people's effect on the environment?	<ul style="list-style-type: none">- Explain and discuss the different levels of economic activity.<ul style="list-style-type: none">- First level (ex. Creating farmland)- Second level (ex. Jobs)- Third level (ex. Reshaping environment)	7.3.6C,D

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Latin America

Time Line: 2nd/3rd Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Where is Latin America located?	<ul style="list-style-type: none"> - Use maps to locate Latin America. - Discuss and locate the other countries in Latin America. 	7.1.6A,B
What are the important landforms of Latin America?	<ul style="list-style-type: none"> - Discuss and locate the 3 regions that make up Latin America and the physical features of those areas. <ul style="list-style-type: none"> - Mexico and Central America <ul style="list-style-type: none"> - mountain chains (Sierra Madre Oriental/Occidental) - Central Plateau - Yucatan Peninsula - isthmus - Caribbean Islands <ul style="list-style-type: none"> - Greater Antilles - Lesser Antilles - what islands are made up of (volcanoes/coral) - South America <ul style="list-style-type: none"> - mountains (Andes) - pampas - Amazon basin - Amazon Rain Forest - Discuss the main purposes of rivers in Latin America and locate them (ex. Amazon River) - Discuss and locate the deserts in Latin America <ul style="list-style-type: none"> - Patagonia (Argentina and Chile) - Atacama (Chile) - Locate, label, and color a map with the countries of Latin America and land features important to Latin America. 	7.1.7A,B 7.2.6A,B

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Course Name: Grade 6 Social Studies

Unit: Latin America

Time Line: 2nd/3rd Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Where is South America and the Caribbean located?	<ul style="list-style-type: none"> - Identify, label, and draw the countries of South America and Caribbean Islands and physical features of the land in South America - 13 countries in South America - 5 islands in Caribbean - 2 oceans/Amazon River/Caribbean Sea - Rainforest (Amazon) - Mountains (Andes) - Deserts (Atacama and Patagonia) - Pampas 	7.1.6A,B 7.2.6A,B
What natural resources are in Latin America?	<ul style="list-style-type: none"> - Identify and discuss the natural resources found in: <ul style="list-style-type: none"> - Mexico and Central America - Caribbean - South America - Discuss what types of climates these areas have and what the soil is good for growing/producing - Discuss and explain why the countries in these areas need find ways to rely on more than one product for income. 	7.1.6A,B 7.2.6A,B

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Ancient Civilizations of Latin America

Time Line: 2nd/3rd Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Who were the Mayans and why were they important to Latin America?	<ul style="list-style-type: none"> - Locate and identify the area in Mexico and Central America the Mayan lived. - Discuss Mayan culture <ul style="list-style-type: none"> - what they looked like - what they developed - great Mayan mystery - Discuss and practice Mayan math - Discuss importance of Chichen Itza, Tikal, and Copan - Discuss Mayan writing (hieroglyphics) and importance 	8.4.6A,B,C,D
Who were the Aztecs and why were they important to Latin America?	<ul style="list-style-type: none"> - Locate and identify the area in Mexico and Central America where the Aztec lived. - Discuss the importance of Tenochtitlan - Discuss the importance of Montezuma and Hernando Cortes to the Aztec empire - Discuss social classes of Aztecs (upper class/nobles, commoners, serfs, slaves) 	8.4.6A,B,C,D
Who were the Incas and why were they important to Latin America?	<ul style="list-style-type: none"> - Locate and identify the area in South America where the Incas lived. - Discuss the importance of Cuzco, Machu Picchu - Discuss development of terrace farming and its importance to the Incan civilization - Discuss development of roads and bridges (ex. aqueduct) 	8.4.6A,B,C,D

Hamburg Area School District
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Course Name: Grade 6 Social Studies

Unit: Latin America History

Time Line: 2nd/3rd Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What Europeans sailed to the Americas?	<ul style="list-style-type: none"> -Identify and discuss the following explorers and their contributions to the Americas: <ul style="list-style-type: none"> - Christopher Columbus - Hernan Cortez - Francisco Pizarro - Discuss the way the world was divided between Spain and Portugal. - Explain the Treaty of Tordesillas and why it so important to the Spanish. - Explain and locate the line of demarcation and how it helped both Spain and Portugal 	5.4.6A,B 8.4.6A,B,C,D
What events led to revolutions in Latin America?	<ul style="list-style-type: none"> - Discuss what a revolution is. - Explain what a criollo is and why they were so important to Latin American history. 	8.4.6A,B,C,D
Which groups made up most of Hidalgo's army?	<ul style="list-style-type: none"> - Explain and discuss who Miguel Hidalgo is and why he was so important to the Mexican revolutions for independence. 	8.4.6A,B,C,D
How did Simon Bolivar and Jose San Martin help bring independence to South America?	<ul style="list-style-type: none"> - Explain and discuss who Simon Bolivar was and why he was one of the most important revolutionary leaders in South America. - Explain and discuss who Jose San Martin is and why he was an important revolutionary leader to South America. - Explain and discuss who Dom Pedro was and why he so important to Brazil. 	8.4.6A,B,C,D

**Hamburg Area School District
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Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Latin America History

Time Line: 2nd/3rd Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How did Latin American caudillos and foreign involvement contribute to the regions trouble?	<ul style="list-style-type: none">- Explain and discuss the following terms and their importance to Latin America and the country:<ul style="list-style-type: none">- dicators- export- import- Explain and discuss the role foreign countries play in the history of Latin America. Specifically discuss the role of the United States.- Discuss how the country began to reform in the mid-1900's.- Discuss and explain what a regime is and how they ruled the country.- Discuss and explain how the debt these countries created affected the whole country.<ul style="list-style-type: none">- The World Bank- International Money Fund- Explain and discuss how the country is moving forward;<ul style="list-style-type: none">- North American Free Trade Agreement (NAFTA)	5.4.6C 6.2.6F 6.4.6C 8.4.6A,B,C,D 6.4.6.A,B,D,E

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Geography of Canada

Time Line: 3rd/4th Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are the names and locations of the thirteen Canadian provinces?	<ul style="list-style-type: none"> - Identify, locate, and label the 13 Canadian provinces and their capitals on a map of Canada. - Create a map of a given Canadian province and identify the following on the map: <ul style="list-style-type: none"> - Capital City - 3 other cities - 2 major rivers - Any mountains, lowlands, valleys, plains, or plateaus - Canadian shield - Bordering provinces, states or bodies of water - Maps must also include a key, compass rose, and title. - Create a cookie in the shape of the province using decorations for the identified items on the map created. 	7.1.6B 7.2.6A 7.3.6A,C,D
What is Canada's physical geography like?	<ul style="list-style-type: none"> - Explain, describe, and identify characteristics of the 6 geographic regions in Canada: <ul style="list-style-type: none"> - Atlantic - Canadian Shield - St. Lawrence Lowlands - Prairie/Interior Plains - Cordillera/Western Mountains - Arctic - Locate and color map of Canada to identify the 6 geographic regions. 	7.2.6A 7.3.6A,C,D 7.4.6A

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Geography of Canada

Time Line: 3rd/4th Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What bodies of water are important to Canada?	<ul style="list-style-type: none"> - Draw, label, and color different given bodies of water on a map of Canada to understand the importance of each. - Rivers (ex. Mackenzie, Nelson, Fraser, St. Lawrence) - Oceans (ex. Atlantic, Arctic, Pacific) - Bays (ex. Hudson Bay, Baffin Bay) - Seas (ex. Labrador Sea, Beaufort Sea) - Lakes (ex. Great Lakes, Great Slave Lake, Great Bear Lake, Lake Winnipeg, Lake Athabasca) - Straits (ex. Hudson Strait) 	7.1.6B
What are the important water systems in Canada?	<ul style="list-style-type: none"> - Explain the importance of the St. Lawrence River to Canada. - Describe the lock/canal system used along the St. Lawrence River. - Explain how and when the Great Lakes were formed and the names of the Great Lakes (ex. HOMES) - Explain the direction in which the Mackenzie River flows. 	7.2.6A,B
What are the different types of climate in each region?	<ul style="list-style-type: none"> - Explain, discuss, and show the location of the different types of climate found in the following Canadian regions: <ul style="list-style-type: none"> - Northwest Coast - Interior Plains - North - East - Tundra 	7.1.6A,B 7.2.6A,B 7.3.6C,D
What are Canada's population and area like?	<ul style="list-style-type: none"> - Use a chart with each province's name, area in square miles, and population to discuss reasons why some of the larger provinces have smaller populations and the smaller provinces have larger populations. 	7.1.6A,B 7.2.6A,B 7.3.6B,C,D

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Geography of Canada

Time Line: 3rd/4th Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Where to travel in Canada?	<ul style="list-style-type: none">- Create a travel brochure, with pictures, of a city in Canada to travel to. Include the following in the brochure:- Location- Attractions- Cultural Events- History- Other Important Facts (ex. capital, other major cities, population, climate/temperature/precipitation, language, natural resources)	7.1.6B 7.2.6A 7.3.6A,C,D 8.2.6.A,B,C,D

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies
Unit: Canadian Exploration

Time Line: 3rd/4th Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How did some of the different parts of the Americas get their names?	<ul style="list-style-type: none"> - Discuss the following explorers and their importance to the discovery of the Americas. - Amerigo Vespucci - Christopher Columbus - John Cabot - Jacques Cartier - Martin Walseemuller - Gerardus Mercator 	8.1.6A 8.4.6A
What were the lifestyles of the different Indian tribes in Canada like?	<ul style="list-style-type: none"> - Discuss the following groups of Indians and their lifestyles. - Northeastern Woodland - Plains - Northwestern Coast - People of the Far North - Compare/contrast the major groups, location, sources of food, types of settlement, and other important features for each group. 	8.1.6A,B 8.4.6A,B
What effect did European exploration have on the Indians?	<ul style="list-style-type: none"> - Create a chart comparing and contrasting the positive and negative effects of European exploration and the Indians. 	8.4.6A
Who began to settle the New World?	<ul style="list-style-type: none"> - Discuss the following explorers and their importance the New World. - Vikings - John Cabot - Jacques Cartier - Samuel de Champlain 	7.1.6B 7.3.6C 8.4.6A,C

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies
Unit: Canadian Exploration

Time Line: 3rd/4th Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Why did the French colonies grow so slowly?	<ul style="list-style-type: none">- Explain Daughters of the King.- List reasons why the French colonies were struggling to stay alive.- Discuss the importance of Henry Hudson and his company to the Americas.- List reasons why the French colonies did not survive.	8.4.6A,C

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies
Unit: Canada from 1710 to Today

Time Line: 3rd/4th Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How did Canada become a British colony?	<ul style="list-style-type: none">- Explain the problems with Acadia.- Explain the importance of the French and Indian War and reasons it was fought.<ul style="list-style-type: none">- Who was involved- Why it began- Where it was fought- Explain the Fight for Quebec<ul style="list-style-type: none">- When was it fought?- Who was involved?- Who were the commanders?- Where was it fought?- How/Why did it begin?- How long did it last?- Treaty of Paris- What was the result of the attack?- Explain the Quebec Act and its importance- Discuss cartoon on French/Indian War	5.4.6.A,B 8.4.6A,B,C,D 5.1.6.A,B 5.2.6.A,B,C,D

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Canada from 1710 to Today

Time Line: 3rd/4th Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How did the outcome of the wars affect Canada?	<ul style="list-style-type: none"> -Discuss how North America is now divided. The importance of First Continental Congress and why some did not attend. - Discuss the impact of the war and how it led up to the American Revolution. <ul style="list-style-type: none"> - Loyalists - Creation of three provinces <ul style="list-style-type: none"> - New Brunswick - Upper Canada - Lower Canada - Discuss the new boundaries established. <ul style="list-style-type: none"> - Land Canada lost and America gained - War of 1812 <ul style="list-style-type: none"> - Who fought? - What happened? - Convention of 1812 (boundaries) 	5.4.6D 7.1.6B 8.4.6 A,B,C,D 5.1.6.C 5.3.6.A,B,C,D,E,F
What steps led to Canada's becoming an independent nation?	<ul style="list-style-type: none"> - Create a 4 box chart that explains why Canada moved from separated provinces into a dominion. <ul style="list-style-type: none"> - Why Canada was not a united country with a single government? - What revolt made the British change the government of Canada? - What were Lord Durham's recommendations? - Why the uniting of the provinces was a lengthy process? 	8.4.6A,B,C,D 5.3.6.G,H,I

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Course Plan
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Course Name: Grade 6 Social Studies

Unit: Canada from 1710 to Today

Time Line: 3rd/4th Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How did the west become part of Canada?	<ul style="list-style-type: none"> - Explain and discuss the following concepts/people and their importance to the formation of Canada: - The Northwest Company - Alexander Mackenzie - Simon Fraser - Oregon Country - Amelia Douglas - James Douglas 	8.4.6A,B,C,D 6.1.6.D
In what ways did Canada change after it became a Dominion?	<ul style="list-style-type: none"> - Explain and discuss the following concepts/people and how they helped build a nation. - Canada's First Prime Minister <ul style="list-style-type: none"> - Sir John Macdonald - transcontinental railroad - Canadian Pacific Railroad - Royal Canadian Mounted Police (RCMP) - Homesteader's concerns <ul style="list-style-type: none"> - Metis - Louis Riel - Advances in the 1900's - New Provinces (Alberta and Saskatchewan) - Statute of Westminster 	8.4.6A,B,C,D

**Hamburg Area School District
Course Plan
Grade 6 Social Studies**

Course Name: Grade 6 Social Studies

Unit: Hamburg History

Time Line: 4th Marking Period

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What is the culture of the Lenni-Lenape Indians?	<ul style="list-style-type: none"> -Explain and discuss the following topics: <ul style="list-style-type: none"> - Time periods (Paleo, Archaic, Woodland, Historic) - Discuss how they how got their food and how each group changed and evolved - Discuss what the Lenni-Lenape Indians looked liked, wore, and what specific tribes they were divided into, marriage, children, work done in the tribes, food they hunted for and how they used it, housing, games/entertainment within all of the different tribes 	8.1.6 A,C,D 8.2.6 A,B,C,D 8.3.6C,D
How did the French and Indian War affect the people of Hamburg?	<ul style="list-style-type: none"> - Explain and discuss the following topics: <ul style="list-style-type: none"> - Trade items the Penn's gave to the Lenni-Lenape for the land in Hamburg - Attacks made locally <ul style="list-style-type: none"> - Fort NorthKill - Moyer Massacre - Degler and Spatz - Hochstetler Massacre (Northkill Amish) - Shingas (Indian born locally) – leader of all Lenape 	8.1.6 A,C,D 8.2.6 A,B,C,D 8.3.6C,D
What is the history of the different townships in Hamburg?	<ul style="list-style-type: none"> - Explain and discuss the formation of the local townships and businesses in those early townships/boroughs <ul style="list-style-type: none"> - Windsor - Tilden - Upper Bern - Perry - Upper Tulpehocken - Shoemakersville - Hamburg - Explain and discuss the formation of the school district from the early 1700's to today. 	8.1.6 A,C,D 8.2.6 A,B,C,D 8.3.6C,D