

Social Studies 6th Grade- Unit 2	
Elaborated Unit Focus	<p>In this unit students will explore the connection between geography and economy. Students will describe the location of major countries and analyze the location's impact on its people. A study of environmental issues will allow students to explore the theme of human environmental interaction. Students will explain how the location and availability of resources affect where people in Europe live and how the unequal distribution of resources impacts trade in Europe. By the end of the unit students will be able to explain the presence or absence of the factors of production in European countries, and how these factors of production influence the production, distribution, and consumption of goods and services. Students will understand how the European countries are economically interrelated to provide for the needs of the European people through voluntary trade.</p>
Connection to Connecting Theme/Enduing Understandings	<p>Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.</p> <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p> <p>Location: The student will understand that location affects a society's economy, culture, and development.</p> <p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>
GSE for Social Studies (standards and elements)	<p>SS6G7 Locate selected features of Europe.</p> <ol style="list-style-type: none"> 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, and Iberian Peninsula. b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom. <p>SS6G8 Explain environmental issues in Europe.</p> <ol style="list-style-type: none"> a. Explain the causes and effects of acid rain in Germany. b. Explain the causes and effects of air pollution in the United Kingdom. c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.

	<p>SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.</p> <ul style="list-style-type: none"> a. Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live. <p>SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.</p> <ul style="list-style-type: none"> a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes. c. Explain why international trade requires a system for exchanging currencies between nations. d. Describe the purpose of the European Union and the relationship between member nations. <p>SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.</p> <ul style="list-style-type: none"> a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Describe the role of natural resources in a country’s economy. e. Describe the role of entrepreneurship.
<p>Connection to Literacy Standards for Social Standards (reading and /or writing)</p>	<p>6th Grade Reading Skills</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

	<p>6th Grade Writing Skills</p> <p><i>L6-8WHST1: Write arguments focused on discipline-specific content.</i></p> <ul style="list-style-type: none">a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.d. Provide a concluding statement or section that follows from and supports the argument presented. <p><i>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></p> <ul style="list-style-type: none">a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p><i>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</i></p> <p><i>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</i></p>
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<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills</p> <ul style="list-style-type: none">4. compare and contrast the categories of natural, cultural, and political features found on maps6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps8. draw conclusions and make generalizations based on information from maps11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations <p>Informational/Processing Skills</p> <ul style="list-style-type: none">1. compare similarities and differences3. identify issues and/or problems and alternative solutions5. identify main idea, detail, sequence of events, and cause and effect in a social studies context6. identify and use primary and secondary sources11. draw conclusions and make generalizations12. analyze graphs and diagrams15. determine adequacy and/or relevancy of information
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6th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Essential Questions and Related Supporting/Guiding Questions	
<p>Enduring Understanding Location</p>	<p>1. Why does location matter?</p> <ul style="list-style-type: none"> a. How does location affect where people live? b. How does location affect trade? c. How does location help or hinder a country's development?
<p>Enduring Understanding Human Environment Interaction</p>	<p>1. Whose problem is it?</p> <ul style="list-style-type: none"> a. How can progress cause problems? b. How does location play a part in environmental issues? c. Why is cooperation needed for solving environmental issues?
<p>Enduring Understanding Production, Distribution, Consumption</p>	<p>1. Do they have what it takes?</p> <ul style="list-style-type: none"> a. Why do people trade? b. How do trade barriers impact a country? c. What is necessary for a country to have a strong GDP?

Sample Instructional Activities/Assessments	
Making the Connections – Location: Where People Live and Trade	
Description	
Part 1	
<ol style="list-style-type: none"> 1. Provide students with an outline physical map and have them label the physical features listed in the element. 2. Provide students with an outline political map and have them label the countries listed in the element. 	
Part 2	
<ul style="list-style-type: none"> • Students will be given different types of maps: natural resources, climate, physical, land use, etc. Students will analyze the maps to determine where they think people will live. Students will create a “prediction” population density map (See detailed directions below.) 	
Part 3	
<ul style="list-style-type: none"> • Students will be given different types of maps: natural resources, climate, physical, land use, etc. Students will analyze the maps to make predictions on the countries trading partners, trading routes, and major exports. (See detail directions below). 	
Part 4	
<ul style="list-style-type: none"> • Students will make comparisons between the 3 countries, Germany, the United Kingdom and Russia, to provide evidence to answer the essential question, “Why does location matter?” 	
<i>See Appendix A for detailed instructions.</i>	
GSE Standards and Elements	<p>SS6G7 Locate selected features of Europe.</p> <ol style="list-style-type: none"> 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, and Iberian Peninsula. b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom. <p>SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.</p> <ol style="list-style-type: none"> a. Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live.

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<p>Literacy Standards Social Studies Matrices</p>	<p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills 4. compare and contrast the categories of natural, cultural, and political features found on maps 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 8. draw conclusions and make generalizations based on information from maps 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>Informational/Processing Skills 1. compare similarities and differences 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information</p>
<p>Enduring Understanding(s)</p>	<p>Location: The student will understand that location affects a society’s economy, culture, and development.</p>

Appendix A

Map Analysis and Making Predictions

For each country, Germany, the United Kingdom, and Russia, students will use maps to determine how the location, climate and natural resources impact where people live.

STEP 1: *Use the map of the United Kingdom to model the process.*

“Where People Live” – MODELING THE PROCESS using the white board

- Project a population density map of the United Kingdom.
- Explain to students that they are going to determine why people choose to live where they do in the United Kingdom.
- Place a natural resource map and the population density map beside each other. Discuss with students if there is any connection between highly populated areas and natural resources. As a class create and record a connection statement. For example: People may live near these areas for job opportunities such as mining and manufacturing.
- Continue this process with the following maps determining the impact the information may have on where people live.
 - Types of maps: climate, precipitation, land use, physical maps, economic activity.
 - NOTE: Use any type of map that has information that can help students determine the connection.
- After all maps have been analyzed, review all connection statements with students.

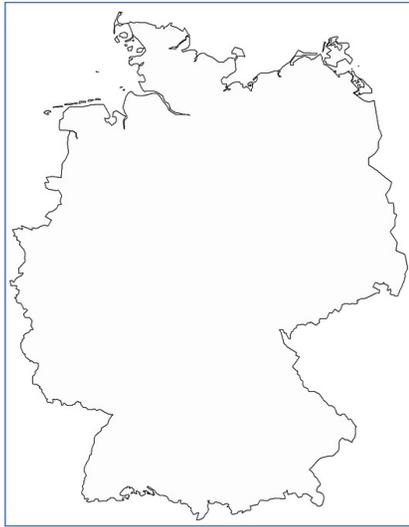
STEP 2: *Germany and Russia – Continue the process working in partners. However, for this next part students **ARE NOT** given the population density map until they complete their own prediction map. For **Russia** make sure students understand that the Russia covers both Europe and Asia.*

1. Give students an outline map of each country.
2. Students are to analyze maps such as natural resources, climate, precipitation, land use, physical maps, economic activity etc. to create their own “prediction” population density map. They will shade the map using the following guidelines:
 - ✓ Areas that they think are highly populated – shade in **red**
 - ✓ Areas they think are medium populated areas – shade in **orange**
 - ✓ Areas they think are low populated areas – shade in **yellow**

Note: The greater the variety of maps students are given the more helpful it will be in making their predictions more accurate.

3. Once students have completed their “prediction” map, show them the actual population density map of the country and check their predictions and complete the “How did I Do?” portion of their prediction maps.

Germany - Population Density Map - My Prediction



KEY

High	
Medium	
Low	

How did I do?

Compare your prediction map to the actual population density map. Respond to the following:

1. Using the following scale to rate your map and then explain your rating.
3- Right on! GOT it! 2-Fair – Missed some areas 1 – Not so good - Predictions not correct

2. I did a good job...

3. One thing I missed....

4. Next time I will...

**Russia – Population Density Map –
My Prediction**



KEY

High	
Medium	
Low	

How did I do?

Compare your prediction map to the actual population density map. Respond to the following:

1. Using the following scale to rate your map and then explain your rating.
3- Right on! GOT it! 2-Fair – Missed some areas 1 – Not so good - Predictions not correct

2. I did a good job...

3. One thing I missed....

4. Next time I will...

“Trade”

Step 1:

- Using the maps introduced in the “Where People Live” section, have students complete the “Trade Predictions” organizer.

Step 2:

- Once they have made their predictions, have students go the *The World Factbook — Central Intelligence Agency - CIA* (<https://www.cia.gov/library/publications/the-world-factbook/>) to check their predictions. Once they get to the site, have students use the drop-down menu and select the country: United Kingdom, Germany and Russia. They can scroll down to the Economic section to see trading partners and items for export.

Step 3:

- Students will make other connections using the information on the World Factbook site: Agriculture products, Industries. Students can make connections to this information to exports.

Step 4:

- Have students go to the transportation section for each country. Have them scroll down to find important information about transportation that will impact trade (major waterways, ports, etc.) Use this information and the physical features map to determine possible trade routes for the countries they are trading partners.
 - Example:
 - Railways: note about carriers for industries, waterways, merchant marines ports and terminals.

Other sites for information on economy of the countries: the following sites can be used.

1. Germany - <https://www.britannica.com/place/Germany/Economy>
2. Russia - <https://www.britannica.com/place/Russia/Manufacturing#toc38616>
3. United Kingdom - <https://www.britannica.com/place/United-Kingdom/Trade>

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SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.

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

Trade – Germany, the United Kingdom and Russia

Using the maps provided in the activity on population density, complete the prediction statements about trade in these countries.

	<i>Germany</i>	<i>United Kingdom</i>	<i>Russia</i>
Physical Map: What features may help or hinder trade?			
Natural Resources: What do you think the county might export?			
Climate: Do you think climate will impact trade in this country? Explain.			
Location: What are possible trade routes for this country? Who do you think might be their trading partners?			
Other observations			

Sample Instructional Activities/Assessments	
Whose Problem Is It?	
<p>Description</p> <ol style="list-style-type: none"> 1. For each environmental issue complete the cause-effect-solutions organizer. In the section for vocabulary, write the definitions of main vocabulary (for example – acid rain, smog, etc.) This organizer will be used to complete an ending task. (Resources and Organizer listed below) (Appendix B) 2. “Spreading the Word” – Choice activity using information from the cause/effect/possible solutions organizer. Students are presented with the following scenario. <ol style="list-style-type: none"> a. You have been asked to be part of a team to design a public service campaign to educate people about the environmental issues in Europe. Choose one task from the list below to present to your team. The theme of the campaign is our essential question, “Whose problem is it?” (Directions listed below- Appendix C) <p><i>See Source Set PowerPoint for articles and web sites</i></p>	
GSE Standards and Elements	<p>SS6G8 Explain environmental issues in Europe.</p> <ol style="list-style-type: none"> a. Explain the causes and effects of acid rain in Germany. b. Explain the causes and effects of air pollution in the United Kingdom. c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.
Literacy Standards	<p>6th Grade Reading Skills</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6th Grade Writing Skills (<i>NOTE: These skills will vary depending on the choice activity.</i>)</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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	<ul style="list-style-type: none"> f. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. g. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. h. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. i. Use precise language and domain-specific vocabulary to inform about or explain the topic. j. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Social Studies Matrices	<p>Map and Globe Skills</p> <ul style="list-style-type: none"> 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 8. draw conclusions and make generalizations based on information from maps <p>Informational/Processing Skills</p> <ul style="list-style-type: none"> 3. identify issues and/or problems and alternative solutions 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations 12. analyze graphs and diagrams
Enduring Understanding(s)	Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Appendix B

Air Pollution in the United Kingdom

Acid Rain in Germany

Nuclear Disaster in Chernobyl

Causes

Causes

Causes

Effects

Effects

Effects

Possible Solutions

Possible Solutions

Possible Solutions

Vocabulary

Appendix C

Spreading the Word!

You have been asked to be part of a team to design a public service campaign to educate people about the environmental issues in Europe. Choose one task from the list below to present to your team. The theme of the campaign is our essential question, “Whose problem is it?”

Essential Question: Whose problem is it?

1. Create an infographic about the environmental issues in Europe using the answer to the essential question as your focal point. Information from your graphic organizers can be used to give supporting evidence for your infographic.
2. Create a t-shirt design that could be used to make citizens aware of the environmental issues. The message on the shirt must provide an answer to your essential question. You must also prepare a presentation to explain your design to your team. This presentation must include supporting evidence from each environmental issue. Information from your graphic organizers can be used for the supporting evidence.
3. Write an article to be published in a magazine informing the public about the environmental issues in Europe. The main purpose of the article is to answer the essential question. Information from your graphic organizers can be used for the supporting evidence.
4. Create a public service announcement for television to educate people about the environmental concerns. Your message should be your answer to the essential question. Information from your graphic organizers can be used for the supporting evidence. NOTE: You may use any program that you are comfortable with to produce your public service announcement.
5. Your idea! This must be approved by the teacher.

Criteria:

1. Central Focus: The answer to the essential question
2. Each environmental issue is included.
3. Supporting evidence from each environmental issue.

Europe’s Environmental Issues (Teacher Information – Also located in Source Set in PowerPoint)

<p>Definition: Air that contains gases, dust, fumes or odor in harmful amounts that could be harmful to the health or comfort of humans and animals or which could cause damage to plants and materials.</p> <p>Causes:</p> <ul style="list-style-type: none"> • Smoke from Factories/Power stations burning coal • Vehicle emissions <p>Effects:</p> <ul style="list-style-type: none"> • Damage to vegetation • Harm to the atmosphere • Harm to humans (lungs, nose, eyes, causing asthma & pneumonia) Blackens buildings • Harms wildlife • People can’t go outside as often (elderly & children) <p>Solution(s):</p> <ul style="list-style-type: none"> • Smokeless zones using only those fuels • Laws force automakers make cars with less harmful exhaust <ul style="list-style-type: none"> • Government regularly checks air quality 	<p>Definition: Rainfall made acidic by pollution that causes environmental harm, typically to forests and lakes.</p> <p>Causes:</p> <ul style="list-style-type: none"> • Air Pollution, Acid rain occurs when factories’ smoke or vehicles’ exhaust containing sulfur dioxide and nitrogen oxides go up into the atmosphere and come back down to earth in the form of harmful precipitation (rain, snow, etc.). • Burning of fossil fuels <p>Effects:</p> <ul style="list-style-type: none"> • Harms vegetation/plant life • Destroyed half of Black Forest • Damage to lakes, rivers and streams • Contamination of drinking water • Damage to buildings and monuments • Sulfur deposits from acid rain are carried through the air causing acid rain in other countries in Europe. <p>Solution(s):</p> <ul style="list-style-type: none"> • Coal-burning factories are being replaced by hydroelectric power • German government passed laws to reduce emissions from cars and factories • New types of energy: solar & wind turbine 	<p>Definition: Nuclear accident to those events that emit a certain level of radiation which could harm people</p> <p>Causes:</p> <ul style="list-style-type: none"> • Unsafe reactor Workers lacked training • Workers made a mistake while testing the reactor, causing a steam explosion and fires <p>Effects:</p> <ul style="list-style-type: none"> • 28 to 31 people died; over 300,000 people evacuated • Animals & fish died and were unsafe to eat for years • Farmland was destroyed causing food shortages • Those exposed had increased rate of cancer Wind carried radiation to other countries <p>Solution(s):</p> <ul style="list-style-type: none"> • Bury / contain objects • Clean and control the spread of dust that contain radiation • Area around Chernobyl remains deserted
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Sample Instructional Activities/Assessments	
Economic Systems	
<p>Element A: Comparison Chart and Report Card Activity Infographic for "Economic Systems: How Do Countries Organize Economic Activity?"</p> <p>https://www.frbatlanta.org/education/classroom-economist/infographics/economic-systems/full-view.aspx</p> <p>Use the information provided on the chart to complete the comparison organizer and Report Card – Rate the Economic System activity. For this activity, you may choose to revise the number of criteria you include on the “report card”. (Appendix D)</p> <p>NOTE: The infographic only provides information on market and command. You will need to provide information for the traditional economy.</p> <p>Elements B and C:</p> <p>http://www.heritage.org/index/ranking</p> <p>NOTE to TEACHER: If you are using this index for the first time, click on About the Index to gain an understanding of what is being used to determine the economic freedom of the countries. Also, this may be used to help explain this to students. Students may use their own devices to access the website or the teacher can project the site to lead class in an analysis of the information.</p> <ul style="list-style-type: none"> ✓ Use the <i>create a comparison</i> feature to compare Germany, United Kingdom and Russia. Type in Germany and United Kingdom and click compare. To add Russia: Once you get to the graph, click on Countries by List + tab. Click on R and locate Russia. Click on Russia and the graph comparing the 3 countries. ✓ Have students complete the organizer (Appendix E) marking each countries place on the continuum. ✓ After analyzing the information, students will complete the comparison statements on the organizer. 	
<p>GSE Standards and Elements</p>	<p>SS6E7 Analyze different economic systems.</p> <p>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.</p> <p>b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.</p> <p>c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.</p>

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<p>Literacy Standards</p>	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Social Studies Matrices</p>	<p>Informational/Processing Skills 1. compare similarities and differences 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations 12. analyze graphs and diagrams 15. determine adequacy and/or relevancy of information</p>
<p>Enduring Understanding(s)</p>	<p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>

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Information in this chart taken from <http://civics.sites.unc.edu/files/2012/05/ComparingEconomicSystems10.pdf>

(Power Point of this information located in Source Set)

Traditional	Command
<ul style="list-style-type: none"> ➤ An economic system where tradition and custom govern economic decisions ➤ Economic activities are usually centered toward the family, tribe, or ethnic group ➤ Resources are allocated based on inheritance – ➤ Farming, hunting, and gathering are done largely in the same fashion as the generation before – ➤ Choices are determined by environment ➤ Little or no use of technology 	<ul style="list-style-type: none"> ➤ The government or other central authority makes all economic decisions ➤ Individuals have little, if any, influence over economic functions ➤ Resources are owned by the government ➤ There is no competition; the purpose of business is to provide goods and services, not to make a profit ➤ Factories are concerned with quotas ➤ Consumers have few, if any, choices in the market place ➤ The government sets the prices of goods and services
Advantages- Traditional	Advantages - Command
<ul style="list-style-type: none"> ➤ Little friction among members because there is little competition ➤ Individual roles are clearly defined ➤ System is generally well understood by participants 	<ul style="list-style-type: none"> ➤ Can ensure stability because it does not coincide with business cycles ➤ Serves people collectively instead of individuals; focus on equality ➤ Distributes wealth among all of society ➤ Products produces fulfill needs
Disadvantages- Traditional	Disadvantages - Command
<ul style="list-style-type: none"> ➤ Does not allow for growth and development ➤ Changes are slow ➤ There is little social mobility (your role is determined by birth) ➤ Does not take advantage of technology ➤ Individuals often have no control over environmental factors 	<ul style="list-style-type: none"> ➤ Often there is insufficient resource distribution, ie. Shortages and/or surpluses ➤ Cannot determine societies objectives and consumer preferences as well as market can ➤ Lack of incentives for innovation – ➤ Infringes on personal freedoms -Can often lead to corruption among state planners ➤ Cannot easily adjust to change

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Market	Mixed
<ul style="list-style-type: none"> ➤ Economic decisions are made by individuals competing to earn profits based on supply and demand ➤ Resources are owned by individuals ➤ Profit, not quotas, is the motive for increasing work ➤ Competition determines price and increases the quality of products ➤ Individual freedom is considered very important; individuals have freedom to make economic decisions ➤ Also called “capitalist” economy 	<ul style="list-style-type: none"> ➤ Combines elements of pure market and command economies ➤ Government and individuals share the economic decision-making process ➤ Government guides and regulates production of goods and services ➤ Resources are owned by individuals ➤ Government serves to protect both producers and consumers from unfair policies and ➤ The government sets the prices of goods and practices

Advantages- Market	Advantages -Mixed
<ul style="list-style-type: none"> ➤ Prices determine by market forces (supply and demand); competition brings down prices ➤ Consumers can buy whatever they like in whatever amounts they want ➤ Adjusts to change easily ➤ Little government intervention ➤ Great variety of goods and services ➤ Capital flows to where it will get the greatest return 	<ul style="list-style-type: none"> ➤ See advantages of command and market economic systems ➤ Can focus on social welfare and political freedom, as well as individual liberties
Disadvantages- Market	Disadvantages -Mixed
<ul style="list-style-type: none"> ➤ Does not always provide basic needs of everyone in society, which can lead people to slip into poverty ➤ May make it difficult for government to provide adequate social services ➤ There are occasionally market failures ➤ People can make choices which are harmful to themselves and to others 	<ul style="list-style-type: none"> ➤ See disadvantages of command and market economic systems ➤ May not lead to optimal use of resources ➤ Government intervention can hinder progress

Appendix D

SS6E7 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.

	Traditional	Command	Market
What to produce?			
How to produce?			
For whom to produce?			
Advantages			
Disadvantages			

Part 2: Creating a Report Card for the systems

Using the grading scale, A-B-C-D-F, provide a grade for each economic system based on the “subject (criteria)”. You must provide evidence for your rating. Use the comment section for this.

	Traditional	Command	Market
Meeting consumer needs	Grade:	Grade:	Grade:
	Comments	Comments	Comments
Freedom to produce what you want	Grade:	Grade:	Grade:
	Comments	Comments	Comments
Opportunity for entrepreneurs	Grade:	Grade:	Grade:
	Comments	Comments	Comments
Job opportunities	Grade:	Grade:	Grade:
	Comments	Comments	Comments
Choose a criteria of your own.	Grade:	Grade:	Grade:
	Comments	Comments	Comments

Appendix E

Comparing the Economic Systems of the United Kingdom, Germany and Russia

SS6E7 Analyze different economic systems.

b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

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

Label the place each country is on the continuum. Write the percentage and country on the continuum.



Observations / Comparisons

Choose 3 of the comparison stems. Be sure you include information about all 3 countries in your explanation.

- I notice... (Explain)
- Looking at the information over the years... (Explain)
- The major difference... (Explain)
- In examining different components making up the overall score, I see... (Explain)
- _____ are more alike... (Explain)
- _____ are more different... (Explain)

Sample Instructional Activities/Assessments

Voluntary trade benefits buyers and sellers in Europe

NOTE: Prior to the following activity, teachers need to teach the meaning of the following terms: specialization, trade barriers, tariffs, quotas, embargoes, and currency exchange. In this instruction, ensure students understand why a country uses the trade barriers.

The following activity can be used to assess students understanding of terms. The activity can be modified to include all terms.

Vocabulary Assessment: Shape-Up Summary or I Am Poem (See **Appendix F** for activity.)

Teaching element D: (Activity time: approximately 25 minutes)

- Video Clip – *In 90 Seconds – What is the EU single market?* <https://www.youtube.com/watch?v=Z9PX0jgm8TA>
 - Show students the standard and element:
SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.
 - d. Describe the purpose of the European Union and the relationship between member nations.
 - Explain to students the purpose of viewing the video clip is to write a response to the element. Remember the element lives within the standard so students are responding about the European Union and voluntary trade. Students need to provide evidence from the video clip to support their response.
 - Step 1: View video clip.
 - Step 2: (3 minutes)– Write a response to element D.
 - Step 3: View video clip a 2nd time.
 - Step 4: (2 Minutes) – Add or revise response.
2 - 4 – 8 – Whose answer do we appreciate? (Times are a guide. They may need to be modified. The purpose is to get students to talk and collaborate to develop a response in a timely manner.)
 - Step 5: (2 minutes) With a partner share response. Decide on best information to share and choose a spokesperson. **(2 in 2-4-8)**
 - Step 6: (2 minutes) Partnership joins another partnership and spokesperson from each group shares. Decide on best information to share and choose a spokesperson. **(4 in 2-4-8)**
 - Step 7: (2 minutes) Group of four joins another group of 4. Decide on best information to share and choose a spokesperson. **(8 in 2-4-8)**

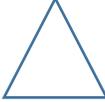
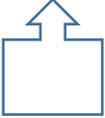
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	<ul style="list-style-type: none"> ○ <i>Step 8:</i> Spokesperson from each group of 8 shares their response. <ul style="list-style-type: none"> ▪ Teacher records main points from each group. ▪ Lead class in a discussion of responses, clarify any misconceptions, and develop a class response to the standard and element.
<p>GSE Standards and Elements</p>	<p>SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.</p> <ul style="list-style-type: none"> a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes. c. Explain why international trade requires a system for exchanging currencies between nations. d. Describe the purpose of the European Union and the relationship between member nations.
<p>Literacy Standards</p>	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Social Studies Matrices</p>	<p>Informational/Processing Skills</p> <ul style="list-style-type: none"> 11. draw conclusions and make generalizations
<p>Enduring Understanding(s)</p>	<p>Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.</p>

Appendix F – Choose One of the Following Activities

Shape-Up Summary (Activity 1)

Choose the shape you want to explain the trade barriers. Be sure in your explanation that you include as much information as necessary to show your understanding of the trade barrier.

<p>How is _____ like a circle?</p> 	<p>What is at the heart of _____?</p> 	<p>How is _____ like a triangle?</p> 	<p>How is a(n) _____ like this shape?</p> 
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<p>Embargo</p>	
<p>Quota</p>	
<p>Tariff</p>	
<p>Specialization</p>	

I Am Poem (Activity 2)

I am an <i>embargo</i> .
I want
I feel
I can
I plan
I wonder
I am

I am a <i>tariff</i> .
I want
I feel
I can
I plan
I wonder
I am

I am a <i>quota</i> .
I want
I feel
I can
I plan
I wonder
I am

I am <i>specialization</i> .
I want
I feel
I can
I plan
I wonder
I am

Sample Instructional Activities/Assessments	
Factors that influence GDP	
<p>Step 1: Vocabulary Activity: FOCUS – understanding human capital, capital goods and natural resources. (Directions and pictures found in Appendix G)</p> <p>Complete the picture sort activity. (All images were labeled for reuse.)</p> <p>Step 2: Infographic on GDP - https://www.frbatlanta.org/education/classroom-economist/infographics/gross-domestic-product/full-view.aspx</p> <p>Use this infographic to help students understand GDP.</p> <p>Step 3: Chart Analysis – (Directions and Chart found in Appendix H)</p> <p>a. The teacher will provide information about economics of United Kingdom, Germany and Russia and factors that influence economic growth and examine their presence or absence using the chart provided.</p> <p><i>NOTE:</i> If students have access to technology, give them the chart with Germany, United Kingdom and Russia not completed. Have them go to CIA Worldfactbook to complete the chart on these countries. The information is found under people and society and economy sections.</p> <p>b. Chart Analysis: Selective Highlighting and Silent Analysis – Time to Think! Making Connection Statements</p>	
GSE Standards and Elements	<p>SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.</p> <p>a. Evaluate how literacy rates affect the standard of living.</p> <p>b. Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).</p> <p>c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).</p> <p>d. Describe the role of natural resources in a country’s economy.</p> <p>e. Describe the role of entrepreneurship.</p>
Literacy Standards	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>

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	<p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p>Social Studies Matrices</p>	<p>Informational/Processing Skills</p> <ul style="list-style-type: none"> 1. compare similarities and differences 11. draw conclusions and make generalizations 12. analyze graphs and diagrams 15. determine adequacy and/or relevancy of information
<p>Enduring Understanding(s)</p>	<p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>

Appendix G

Introduction to human capital, physical capital and natural resources

Before students examine the absence of presence of human capital, physical capital and natural resources, they need to understand each of these terms. The following activity is designed to teach these terms.

Material Preparation: Print enough of picture cards for each group. (Note: These can be printed on business cards and separated easily.)

1. Divide students into groups.
2. Give each group a set of picture cards.
3. Ask students to group the cards into what they have in common. For this first round, do not tell students how many groups there are. As you are walking around the room and you notice students are grouping them differently, ask them what they think the group is and why. Then move a card into another group and ask how that picture may change the meaning of the group.
4. After students work on this for a short amount of time, explain to students that there are three groups. Continue the process using the same monitoring process described in step 3.
5. Once students start identifying the groups, even though the names of the groups may not be correct, begin discussing as a class.
 - a. Ask students for the pictures they put together. You may display these on the PowerPoint. Discuss with students the characteristics of each group. List these as students share. As a final step, ask students to identify the name of the group. If they do not get the exact name, provide it at this time.



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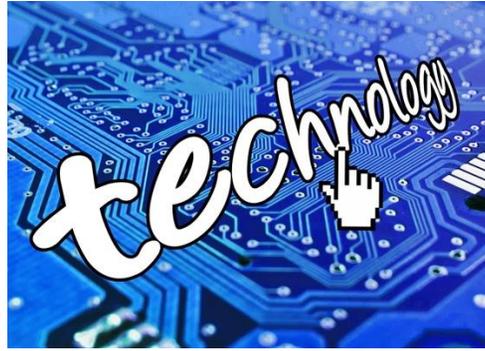


Health care



Georgia Department of Education

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Appendix H - Chart Analysis**NOTE:**

- * The standard is only for the United Kingdom, Germany, and Russia. The United States is included just a comparison for student interest. Often students inquire what the United States numbers or amounts are. **Other countries in the world are included as a reference so students can see how these factors can affect the economic growth.**
- * All information except literacy rate for United States, Germany and United Kingdom is taken from the CIA Worldfactbook. The literacy rate for these countries are taken from the following site: <http://www.pbs.org/pov/biblioburro/photo-gallery-map-world-literacy/>

Country	GDP Per Capita	Literacy Rate (age 15 and over can read and write)	Education Expenditure of GDP	Investment in Fixed Capital of GDP	Population Below Poverty Line
*United States	\$57,600 (2016 est.)	*99%	4.9% of GDP (2013)	16.2%	15.1% (2010 est.)
Germany	\$48,400 (2016 est.)	*99%	4.9% of GDP (2013)	19.9%	16.7% (2015 est.)
Russia	\$26,900 (2016 est.)	99.7%	3.9% of GDP (2012)	21%	13.3% (2015 est.)
United Kingdom	\$42,400 (2016 est.)	*99%	5.8% of GDP (2014)	16.7%	
Latin America – Other Countries					
*El Salvador	\$8,600 (2016 est.)	88%	3.4% of GDP (2014)	13.6%	34.9% (2015 est.)
*Peru	\$12,900 (2016 est.)	94.2%	3.4% of GDP (2014)	22.6%	22.7% (2014 est.)
*Cuba	\$11,900 (2016 est.)	99.8%	12.8% of GDP (2010)	9.7%	Not Available on CIA Worldfactbook
*Nicaragua	\$5,500 (2016 est.)	82.8%	4.5% of GDP (2010)	29.5%	29.6% (2015 est.)

Taken from <https://www.cia.gov/library/publications/the-world-factbook/geos/be.html>

“Investment in fixed capital” consists of total business spending on fixed assets, such as factories, machinery, equipment, dwellings, and inventories of raw materials, which provide the basis for future production. It is measured gross of the depreciation of the assets, i.e., it includes investment that merely replaces worn-out or scrapped capital.”

Teacher's Copy – Highlighted Copy

NOTE:

- * The standard is only for the United Kingdom, Germany, and Russia. The United States is included just a comparison for student interest. Often students inquire what the United States numbers or amounts are. *Other countries in the world are included as a reference so students can see how these factors can affect the economic growth.*
- * All information except literacy rate for United States, Germany and United Kingdom is taken from the CIA Worldfactbook. The literacy rate for these countries are taken from the following site: <http://www.pbs.org/pov/biblioburro/photo-gallery-map-world-literacy/>

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If students have access to technology, give them the chart with Germany, United Kingdom and Russia not completed. Have them go to CIA Worldfactbook to complete the chart on these countries. The information is found under people and society and economy sections.

Selective highlighting strategy

1. Give students two different colored highlighters or colored pencils.
2. For the columns *GDP Per Capita Literacy Rate, Education Expenditure of GDP and Investment in Fixed Capital of GDP*, have students follow the highlighting instructions below.
 - a. Using one of the colors, highlight the top 4 in each category.
 - b. Using the other color, highlight the bottom 4 in each category.
3. For the column, *Population Below Poverty Line*, use the following highlighting directions. (Note: You may need to do this with students since the directions changed.)
 - a. Highlight the highest 3 countries in the same color you did as the bottom 4.
 - b. Highlight the lowest 3 in the same color you did as the top 4.

Chart Analysis – Silent Analysis – Time to Think! and Connection Statements

- * Divide students in groups of 4 to complete the silent analysis.
- * Have students take out a sheet of paper.

ROUND 1: (3 minutes)

Write the following prompt on their paper and have students respond.

Prompt 1: I notice...

ROUND 2: (1 ½ to 2 minutes)

Rotate papers. Have students respond to their group member's response. Students may use the following prompts to help guide their thinking.

- I agree...
- I didn't think about...

ROUND 3: (2 minutes)

Rotate papers. Have students respond to this prompt.

Prompt 1: A question I have...

ROUND 4: (2 minutes)

Rotate papers. Have students respond to their group member's response. Students may use the following prompts to help guide their thinking.

- Provide an answer to the question
- I was wondering the same thing and I think...

ROUND 5: (10 – 15 minutes)

Discuss the responses and develop 3 connection statements based on their analysis. They need to complete the statements based on Germany, Russia and the United Kingdom. NOTE: These are based on the elements from the standard.

- Literacy rates affect the standard of living...
- Investing in human capital and GDP...
- Investing in capital goods and GDP...

Share as a class

The following is a list of ideas for having students share their responses. (Choose one)

1. Have students write their responses on chart paper posted around the room. After completing their responses, have students rotate to classmates' responses looking for common ideas. Have groups place a check mark by the idea that they came up with in their group.
2. Have students write their responses on notebook paper. Rotate these sheets to each group. Have groups place a check mark by the idea that they came up with in their group.
3. **Jigsaw:** Have each student in the group create their own response sheet. Number students and regroup into new groups. Have students share their responses. Have them focus on common ideas.

Class Discussion

Lead class in a discussion of common ideas and bring out any ideas they may have missed.

Culminating Unit Performance Task

Making the Connection – Geography and Economy

Provide students with the following supporting essential questions to help guide their responses. *Students do not need to answer all of these questions.* They are just listed as a guide to help them think about the question.

- Why does location matter?
 - How does location affect where people live?
 - How does location affect trade?
 - How does location help or hinder a country's development?
- Whose problem is it?
 - How can progress cause problems?
 - How does location play a part in environmental issues?
 - Why is cooperation needed for solving environmental issues?
- Do they have what it takes?
 - Why do people trade?
 - How do trade barriers impact a country?
 - What is necessary for a country to have a strong GDP?

Choose one of the following.

***Choice 1**

RACE writing response to Essential Question: Why does location matter?

NOTE: Teachers decide how much supporting details with evidence they want students to provide.

RACE steps for answering Constructed Response Question (CRQ)

- Reword/restate the question
- Provide an Answer
- Cite using evidence from text (In this case the text would be the information learned throughout the unit.)
- Explain how the evidence supports your answer

***Choice 2**

Create a Top 10 list for how geography and economy are connected. Each response must have evidence from a lesson to support their connection. **NOTE:** This may be adjusted to fewer connections if necessary.

***Choice 3**

Create a making connection diagram using the template and directions provided in **Appendix I**. Determine the number of connections you would like students to make.

<p>GSE Standards and Elements</p>	<p>SS6G7 Locate selected features of Europe.</p> <ul style="list-style-type: none"> 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, and Iberian Peninsula. b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom. <p>SS6G8 Explain environmental issues in Europe.</p> <ul style="list-style-type: none"> a. Explain the causes and effects of acid rain in Germany. b. Explain the causes and effects of air pollution in the United Kingdom. c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine. <p>SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.</p> <ul style="list-style-type: none"> a. Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live. <p>SS6E7 Analyze different economic systems.</p> <ul style="list-style-type: none"> 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 that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia. <p>SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.</p> <ul style="list-style-type: none"> a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes. c. Explain why international trade requires a system for exchanging currencies between nations. d. Describe the purpose of the European Union and the relationship between member nations. <p>SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.</p> <ul style="list-style-type: none"> a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).
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	<p>d. Describe the role of natural resources in a country’s economy.</p> <p>e. Describe the role of entrepreneurship.</p>
<p>Literacy Standards</p> <p>(Standards used depend upon the choice of the activity.)</p>	<p>6th Grade Reading Skills</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6th Grade Writing Skills (<i>NOTE: These skills will vary depending on the choice activity.</i>)</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Provide a concluding statement</p>
<p>Social Studies Matrices</p> <p>(Standards used depend upon the choice of the activity.)</p>	<p>Informational/Processing Skills</p> <ol style="list-style-type: none"> 1. compare similarities and differences 3. identify issues and/or problems and alternative solutions 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations 12. analyze graphs and diagrams 15. determine adequacy and/or relevancy of information

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Enduring Understanding(s)	<p>Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain</p> <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p> <p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>
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Appendix I

Making the Connection

Suggested Terms/Concepts

Geography			Economy		
Rhine River	natural resources	climate	Human resources	capital resources	GDP
Location	environmental issues	population density	Traditional economy	command economy	market economy
Germany	Russia	United Kingdom	Scarcity	trade barriers	tariff
Daube River	English Channel	Mediterranean Sea	Quota	embargo	trade
European Plain	Ural Mountains	European Union	European Union		

Choose a word from one of the lists as your starting point. Place this word in a bubble shape if it is about geography or a rectangle if it is about economy. Select another word and make a connection. Draw an arrow and make the connection. If the word is about geography use a bubble or if it is about economy place it in a rectangle. On the line of the arrow, write a sentence explaining the connection. Remember to make the sentence a “Super Smart” connection. Avoid just making a connection such as “The Rhine River is a major trade route in Germany.” See the example below.

EXAMPLE:

