

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

## Sixth Grade Unit 2 – “Europe Today”

### Elaborated Unit Focus

In this unit students will explore modern Europe. Students will describe the location of major countries and analyze the **location’s** impact on its people. Students will explain the diversity of European **culture** by examining languages, religions, and literacy rate. Students will investigate the forms and organizational structures of modern European **governments** and the purpose of the European Union (EU). Students will explain how **conflict and change** in the 20<sup>th</sup> century impacts Europe in the 21<sup>st</sup> century.

### Standards/Elements

**SS6H7 The student will explain conflict and change in Europe to the 21<sup>st</sup> century.**

- b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.
- c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

**SS6G8 The student will be able to locate selected features of Europe.**

- 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, Iberian Peninsula, and Scandinavian Peninsula.
- b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.

**SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.**

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

**SS6G11 The student will describe the cultural characteristics of Europe.**

- a. Explain the diversity of European culture as seen in a comparison of German, English, Russian, French, and Italian.
- b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.
- c. Explain how the literacy rate affects the standard of living in Europe.

**SS6CG4 The student will compare and contrast various forms of government.**

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**SS6CG5 The student will explain the structure of modern European governments.**

- a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.
- b. Describe the purpose of the European Union and the relationship between member nations.

**Enduring Understandings/Essential Questions**

**CONFLICT & CHANGE: The student will understand that when there is conflict between or within societies, change is the result.**

- How did the differing philosophies of the United States and the Soviet Union after WWII lead to the Cold War?
- Why is the Holocaust a significant event of WWII?
- What events led to the collapse of the Soviet Union?
- What events led to the reunification of Germany?
- What is the relationship between the collapse of the Soviet Union, the reunification of Germany, and the end of the Cold War?

**CULTURE: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.**

- How does the diversity of languages in Europe (German, English, Russian, French, Italian) reflect its unique cultural characteristics?
- How do the people of Europe overcome the barriers created by the diversity of cultures?
- What are the characteristics of the three major religions in Europe (Judaism, Christianity, Islam)?
- What is the relationship between literacy rate and standard of living?

**GOVERNANCE:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

- *How is power distributed in different forms of government (unitary, confederation, and federal)?*
- *How do citizens participate in different forms of government (autocratic, oligarchic, democratic)?*
- *What are the important democratic features of parliamentary and presidential forms of government?*
- How are the governments of the United Kingdom, Germany, and Russia different and how are these governments similar?
- What is the purpose of the European Union?
- What is the relationship of it's the member nations of the European Union?

**LOCATION:** The student will understand that location affects a society's economy, culture, and development.

- What are the major physical features of Europe, and where are they located on a map?
- What are the major countries of Europe, and where are they located on a map?
- How do the factors of climate, access to water, and natural resources affect where Europeans choose to live and work?
- How did the location of the United States and the Soviet Union contribute to their rise as Superpowers after World War II?

\*Note: Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
Conduct a daily review of the geographical features and location of countries. This could be done informally or formally as a game, exit slip, or quiz selected response. Using a blank projected map, students will identify physical features and countries.	SS6G8a, b	Dialogue and Discussion Observation
Students will examine a population density/physical/natural resource map of Europe. (See <a href="http://worldatlas.com">worldatlas.com</a> , Google image search, resources listed at the end of this unit and your textbook.) Students will compare the two maps, especially around the oceans and seas. Students need to locate the mountains and river systems to determine how physical features impact where people live. For example, do major cities tend to develop inland or near major bodies of water such as rivers and coastal areas? Why would mountain valleys have a higher population density than mountainous areas? How do latitude/climate zones affect population density? How do natural resources affect where people live?	SS6G10a,b	*Constructed Response *Dialogue and Discussion
Using the Jigsaw strategy, students will conduct research on the cultural characteristics of the European countries stated in the standard. The Jigsaw strategy requires a group of students to be organized in a base group where they choose a country to research. The students will break up into research groups categorized by country (Germany, Italy, France, United Kingdom, and Russia). In each country group, the students will research the culture and fill in their chart with the languages, religions, and literacy rate. Students will then bring back the information to share with the whole group to fill in a class graphic organizer.	SS6G11a, c	Self – Assessment Constructed Response Dialogue and Discussion
Students will fill in a graphic organizer outlining the basic tenets of each religion, holy days, holy books, and houses of worship, founders and primary European location of each monotheistic religion. This information can be provided by the teacher (teacher-centered) or students could do this assessment as an individual or group activity (student-centered).	SS6G11b	Dialogue Discussion Observation Constructed Response

<p>Students will be divided into groups focused on the following topics: (1) How governments distribute power, (2) How citizens participate in government, and (3) Main forms of democratic governments. Student groups will conduct research on the ways in which governments (unitary, confederation, federal) distribute power, how citizens participate in government (autocratic, oligarchic, and democratic), and forms of democratic government (parliamentary and presidential). Student groups will give an oral presentation (or participate in a debate), and record their learning in a graphic organizer.</p>	<p>SS6CG4a,b,c</p>	<p>Dialogue Discussion Observation Self-Assessment</p>
<p>Students will create a three circle Venn diagram comparing and contrasting the governments of the United Kingdom, Germany, and Russia. After recording the information through teacher directed discussion, students will discuss with a partner which government they prefer and why. After the peer discussions, students will write a three paragraph essay. The essay will discuss the similarities and differences between the governments as well as which government they prefer and why.</p>	<p>SS6CG5a</p>	<p>Constructed Response Dialogue Discussion Self-assessment</p>
<p>Students will identify the member nations of the European Union by highlighting those nations on a map of Europe (blank—projected or paper). Teacher will lead students in a discussion of the purpose of the European Union and the relationship(s) between the member nations. Students will produce a web or TICKET OUT THE DOOR identifying the European Union and the relationships between member nations.</p>	<p>SS6CG5b</p>	<p>Observation Discussion Constructed Response</p>
<p>Students will be reporters for a different news source (network/cable news station, internet blog, newspaper/magazine, etc.), and are assigned in teams to report on a specific significant event resulting from World War II (ex: Holocaust, The Fall of the Berlin Wall, Rise of Superpowers, The Cold War, The Collapse of the Soviet Union). In their teams, students will produce and share an oral and written (script) news report appropriate for the type of media selected that covers specific information related to the event.</p>	<p>SS6H7 b, c</p>	<p>Observation Discussion Constructed Response Self-Assessment</p>
<p>Students should complete an end of unit assessment which may include matching, multiple choice, fill-in the blank, short answer, and essay.</p>	<p>SS6G8a, b SS6G10a, b SS6G11a,b,c SS6CG4a,b,c SS6CG5a,b SS6H7b,c</p>	<p>*Selected Response *Constructed Response</p>

## Unit Two Performance Task

**CULTURE: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.**

The Student Government Association at your school is sponsoring a trip to Europe for the sixth grade students. Your Geography class has been asked to prepare a European Cultural Travel Guide to help prepare the sixth grade students and teachers for their trip. The purpose of your research is to get an understanding of how a culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. The trip will focus on the German, English, Russian, French, and Italian languages, customs, and traditions and religious practices and locations of Judaism, Christianity and Islam.

**Your Cultural Travel Guide must include the following:**

- I. A political map of Europe that identifies the different cultural regions of Europe.
- II. Identify the differences between the German, ~~Greek~~, English, Russian, French, and Italian languages, customs, and traditions.
- III. A description of the customs and traditions of the following religions in Europe:
  - Judaism,
  - Christianity
  - Islam
- IV. An evaluation of the cultures of Europe and discover which of the cultures studied is similar to your culture and an explanation why.

### Performance Task Content Rubric

Scale Criteria	<b>1 (Below Standard)</b>	<b>2 (Needs Work)</b>	<b>3 (Meets Standard)</b>	<b>4 (Exceeds Standard)</b>
<b>Correctly locates each culture on a map of Europe</b>	The travel guide includes a political map of Europe and allows the reader to examine the location of one to two of the five cultures in Europe	The travel guide includes a political map of Europe and allows the reader to examine the location of only three out of the five cultures in Europe	The travel guide includes a political map of Europe and allows the reader to examine the location of only four out of the five cultures in Europe.	The travel guide includes a political map of Europe that allows the reader to examine the location of the following cultures: German, English, Russian, French, and Italian
<b>Describes languages, customs and traditions</b>	The travel guide describes two of the five cultures according to language, customs and traditions.	The travel guide describes three of the five cultures according to language, customs and traditions.	The travel guide describes four of the five cultures according to language, customs and traditions.	The travel guide describes each of the five of the culture groups according to their language, customs and traditions. Comparisons to their own culture are used to further differentiate
<b>Describes religions and their locations</b>	The travel guide describes <del>two</del> one or less religions and identifies the countries that practice these religions.	The travel guide describes at least two religions and identifies the countries that practice these religions.	The travel guide describes at least three religions and identifies the countries that practice these religions.	The travel guide describes the religious practices of Judaism, Christianity, and Islam and locates the countries that practice these religions.
<b>Evaluates the cultures of Europe by comparing them to their own.</b>	The travel guide fails to mention any characteristics of the student's own culture.	The travel guide notes cultural characteristics of student's own culture, but fails to explain how they relate to European cultures.	The travel guide explains several similarities and differences between 2 or 3 cultures and the student's own culture.	The travel guide explains numerous similarities and differences between multiple European cultures and the student's own culture.

### Performance Task Product Rubric

Scale Criteria	<b>4 (Exceeds Expectations)</b>	<b>3 (Meets Expectations)</b>	<b>2 (Needs Work)</b>	<b>1 (Below Expectations)</b>
<b>Political map is accurate and easy to read.</b>	Map is colored, all sections are extremely clear and easy to read. There is a correct and consistent legend and cultures are color coded to match legend.	Map is mostly easy to read. Legend is present, but inconsistent in places. All cultures appear in same color or design.	Map is difficult to read. Legend does not include all necessary components to read map.	Map is nearly impossible to follow. No legend present.
<b>Travel guide is neat and bound like a publication.</b>	Everything is typed. Every page has a visual that accompanies the prose. A correct table of contents is included. Entire document is bound together in one piece.	Most prose passages are typed. A correct table of contents is included. Entire document is bound together in one piece.	Half written, half typed. Table of contents is included, but several page numbers are wrong. Most of document is bound, but some pages are loose-leaf.	Document is not bound at all. No table of contents.

## Resources for Unit

### Europe in Twelve Lessons – (by Pascal Fontaine - European Commission)

- Free 68 page Adobe file (with pictures) that provides twelve lesson plans that explain the purpose of the EU, how and why the EU was created, what the EU has achieved and the challenges faced by the EU.
- Special Internet Version of the Twelve EU Lessons.
- Word document of the Twelve EU Lessons- Text Only.

### Panorama of the European Union (European Commission)

- Free 14 page Adobe file (with pictures) that provides a brief overview of the purpose of the European Union. This booklet also includes a colored map of the EU countries that use the Euro and EU countries that do not use the Euro. There is also a list of EU member countries and when they joined.

### European Union Article – GPB - Discovery Educator Network

- Enter your username and password (every teacher in Georgia should have a username and password.) After entering your information, you will be taken to the European Union article.

### CIA - The World Factbook – (Central Intelligence Agency)

- This site provides a reference maps page, a notes and definitions page which provides hundreds of definitions for frequently used social studies terminology, and profiles of every country. The country profiles page include background information, Geography, People, Government, Economy, Communications, Transportation, Military, and Transitional Issues. These sub-categories list information such as major historic events and current trends, geographical coordinates, birth/death rates, major infectious diseases, literacy rates, national holidays, GDP, number of telephones in use, international disputes, etc. This site also has a Rank Order page which allows you to rank 46 different categories which allows you to see which countries have the highest public debt or which countries have the lowest unemployment rate.

### Flags of All Countries - (Theodora.com)

- This site shows you colored flags of all of countries of the world. There is also a symbolism and meaning of flags page which briefly explains the meaning of flag design, symbolism and color.

### Respecting Beliefs: Muslims, Christians, Jews, and Others Video Clip – GPB - Discovery Educator Network

- Enter your username and password (every teacher in Georgia should have a username and password.) After entering your information, you will be taken to the Respecting Beliefs: Muslims, Christians, Jews and Others Video link. There are 15 different video segments which total 24 minutes.
- A 21 page teacher's guide is available with this video which includes a video synopsis, introductory quiz, vocabulary (reproducible), fact sheet (reproducible), suggested activities, test, etc.
- An online quiz correlated to the video.

Europe Maps - (WorldAtlas.com)

- This site provides interactive maps. You can click on a continent and then choose a country. When you click on the country a map of that country will appear along with a brief description and links to famous natives, fast facts, flag and symbols, islands and regions, landforms, land statistics, latitude and longitude, maps, time, timeline of history, travel information and weather. [Europe map and facts page.](#)

**Maps of Europe-**

- [Bodies of Water.](#)
- [Capital Cities.](#)
- [Topographical Map.](#)
- [Dependencies and Territories.](#)
- [Landforms.](#)
- [Rivers.](#)
- [Blank outline map of Europe.](#)
- [Blank outline map of Eurasia.](#)
- [Balkan Peninsula.](#)
- [Baltic States.](#)
- [Iberian Peninsula.](#)
- [Mediterranean Sea.](#)
- [Scandinavia.](#)
- [Scandinavian Peninsula.](#)
- [Strait of Gibraltar.](#)

Europe Map Test - (WorldAtlas.com)

- [Blank outline map quiz of Europe.](#)
- [Answers to the blank outline map quiz of Europe.](#)

Religions of the World: A Comparison of Religious Thought

- Enter your username and password (every teacher in Georgia should have a username and password.) After entering your information, you will be taken to the Religions of the World: A Comparison of Religious Thought Video link. There are 8 different video segments which total one hour.
- [A 28 page teacher's guide is available with this video](#) which includes a script of narration, student objectives, answer keys to the blackline masters, and follow-up discussion.
- [Blackline masters](#) which includes outline, viewers guide, vocabulary list, vocabulary activity, and a quiz.
- [An online quiz correlated to the video.](#)

Semi-Presidential System - Definition

[Answers.com](#) – This link defines a semi-presidential system and provides a list of nations that currently have semi-presidential systems of government.

*\*This unit was created by Pam Knauer and Shaun Owen with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, and Sara Brown. It was reviewed and approved by the Social Studies Advisory Council 9/07/07.*

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