

Texas Social Studies

GRADE 6

SAMPLE LESSON





Social Studies
SCHOOL SERVICE

Texas

Middle School Program

Grade 6

Scope and Sequence

► Unit 1: Introduction to Physical Geography

This unit begins with an introduction to the concept of geography and one of its major branches—physical geography. Students will explore major physical geographic features such as landforms and bodies of water as well as the concepts and tools geographers use to make sense of the world. The unit concludes with students exploring physical regions through maps and other geographic tools.



DMQ: What physical factors would influence where you live?

Lesson 1: The Five Themes of Geography

- **SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.
- **SS.6.3C** Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.
- **SS.6.4B** Identify geographic factors such as **location**, **physical features**, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.
- **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.6.21A** Use social studies terminology correctly.

Lesson 2: What is Physical Geography?

- **SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.
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Lesson 3: Being a Geographer

- **SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.
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- **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **SS.6.21A** Use social studies terminology correctly.

Lesson 4: Defining Physical Regions

- **SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.
- **SS.6.3C** Identify and locate major **physical** and human **geographic features** such as landforms, water bodies, and urban centers of various places and regions.
- **SS.6.4B** Identify geographic factors such as location, **physical features**, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.
- **SS.6.19A** Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.
- **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **SS.6.21A** Use social studies terminology correctly.

Lesson 5: Comparing Physical Regions

- **SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.
- **SS.6.3C** Identify and locate major **physical** and human geographic features such as landforms, water bodies, and urban centers of various places and regions.
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- **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **SS.6.20C** Compare various world regions and countries using data from maps, graphs, and charts.

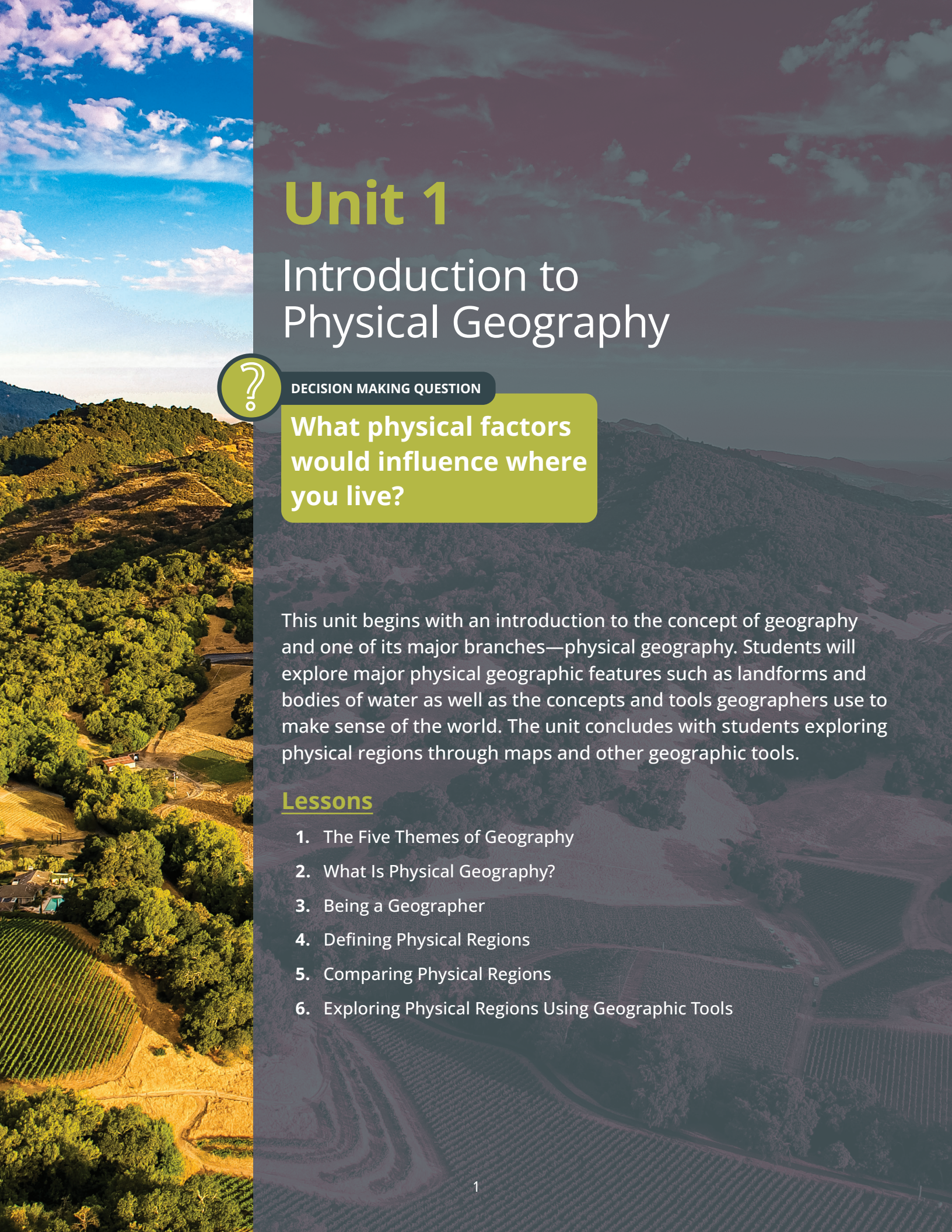
Lesson 6: Exploring Physical Regions Using Geographic Tools

- **SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.
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- **SS.6.4B** Identify geographic factors such as location, **physical features**, transportation corridors and barriers, and **distribution of natural resources** that influence a society's political relationships.
- **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.
- **SS.6.20C** Compare various world regions and countries using data from maps, graphs, and charts.
- **SS.6.20D** Create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.



Social Studies
SCHOOL SERVICE

Teacher Lesson *and* Supporting Resources



Unit 1

Introduction to Physical Geography



DECISION MAKING QUESTION

What physical factors would influence where you live?

This unit begins with an introduction to the concept of geography and one of its major branches—physical geography. Students will explore major physical geographic features such as landforms and bodies of water as well as the concepts and tools geographers use to make sense of the world. The unit concludes with students exploring physical regions through maps and other geographic tools.

Lessons

1. The Five Themes of Geography
2. What Is Physical Geography?
3. Being a Geographer
4. Defining Physical Regions
5. Comparing Physical Regions
6. Exploring Physical Regions Using Geographic Tools

Lesson 2: What is Physical Geography?



Guiding Question

What is physical geography, and how is it used to study Earth's land and features?

Vocabulary

climate, landforms, physical features, physical geography, physical processes, water bodies

Texas Essential Knowledge and Skills

- **SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.
- **SS.6.3C** Identify and locate major **physical** and **human geographic features such as landforms, water bodies**, and urban centers of various places and regions.
- **SS.6.4B** Identify geographic factors such as location, **physical features**, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.
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- **SS.6.21A** Use social studies terminology correctly.



ENGAGE AND CONNECT 10 minutes

Visual Analysis

Direct students to **Visual Analysis** in their Student Resource Book and go over the instructions.

Imagine you are the lead investigator exploring a new region. An investigator is someone who asks questions and looks for clues to find out the truth about something. Examine the photo and then answer the questions that follow using the sentence stems provided.

When all students have completed the assignment, direct them to find a partner and share their responses. Call on a few students to share with the class. *(Accept all reasonable responses.)*

Teacher Tip

This lesson serves as an introduction to physical geography. These concepts will be revisited throughout Grade 6 Social Studies.

Share **Physical Geography World Map**. Point to South America and the other six continents as you speak.

Explain to students that the photo in their Student Resource Book was taken in a region of South America—one of seven continents in the world. Explain that they will participate in a Geo-Scene Investigation and explore physical (natural) features like those they

Teacher Moves

identified in the image. By the end of the investigation, students will be able to answer the lesson's guiding question: What is physical geography, and how is it used to study Earth's land and features?



DELIVER NEW CONTENT 40 minutes

GEO-SCENE INVESTIGATION

Physical Geography

Place students into groups of 3 or 4 and direct them to **Graphic Organizer: Geo-Scene Investigation** in their Student Resource Book.

1. Share page 1 of **Geo-Scene Investigation Rules** and review the rules for creating questions. Ask if there are any questions.
2. Share page 2 to reveal the question focus.
3. Give students five minutes to create as many questions as they can based on the question focus and write them in the first column of the graphic organizer. Reiterate that groups must adhere to the rules as they create questions. *(Possible questions might include: What is physical geography? How does physical geography affect where people live?)*
4. Ask students to use the last column of the graphic organizer to rank their questions based on importance. Tell them that they will read a text about physical geography and should consider prioritizing questions they think the reading will answer.
5. Ask groups to share their top three questions, and create a running class list of questions. Before moving on, ask if there are any more questions the "investigators" think should be on the list. Add to the list as needed.

Teacher Tip

If necessary, set a minimum number of three to five questions for each group.

Direct students to **Reading: What is Physical Geography?** in their Student Resource Book. Before they begin reading, go over the instructions below.

1. As students read, they should underline words or short phrases that will help them answer their questions in the graphic organizer. (They should underline no more than eight words in each paragraph.)
2. Although they might not find answers to all their questions, students should try to gather as much relevant information as possible. Students should write the answers in the second column of the graphic organizer.

After all students have completed the activity, call on groups to share their answers with the class. Ask if any groups found answers to another question that was not on the class list. *(Accept all reasonable responses.)*

Teacher Tip

Students may add questions and answers shared by other groups to their graphic organizers.

Physical Geography Card Sort

Before class, print **Physical Geography Card Sort**. Create enough sets to allow for groups of 3 or 4. Place sets in small bags or use paper clips to hold them together. If possible, print on cardstock or laminate.

Facilitate Card Sort:

1. Distribute a set of cards to each group.
2. Explain that each group of investigators has a set of 16 cards. These cards contain four types of physical features, a definition for each feature, a visual example, and real-life examples of how each visual example might impact people or places.
3. First, instruct students to find the cards with the names of the physical geographic features only and lay them out in a row on their desks.
4. Then give students a few minutes to match the definitions to the terms. Monitor students as they work. They should do this from memory.
5. Next, instruct students to find a visual example for each term.
6. Finally, instruct students to find a real-life example for each term.
7. Tell groups to raise their hands when they think they have correctly matched all 16 cards.
8. Check students' work and clarify misunderstandings as needed.



ASSESS STUDENT MASTERY 30 minutes

AUTHENTIC WRITING

Investigative Report

Direct students to **Investigative Report** in their Student Resource Book and go over the instructions.

Now that you have completed your physical geography investigation, you will create an investigative report to share your findings. An investigative report is a summary of findings written by an investigator or detective. The report tells the reader what happened during the investigation, why it is important, and what should happen next.

Must Haves

Investigative report must include

- ☐ an introduction that explains the purpose of the investigation. (15 points)
- ☐ findings that (1) define physical geography and (2) explain Earth's major physical geographic features and how they impact where people live and what they do. (50 points)
- ☐ a conclusion and recommendation that (1) explain why physical geography is important and (2) offer a recommendation for others to learn more about Earth's physical geography. (20 points)
- ☐ an image that represents your understanding of physical geography. (15 points)

Optional Scaffold

The following sentence stems may be used to support the Authentic Writing activity.

- *I am chief investigator [full name], and my report is about _____.*
- *Through my investigative work, I discovered that _____.*
- *Physical features include _____.*
- *One way these features impact where people live and what they do is _____.*
- *Physical geography is important because _____.*
- *To learn more about Earth's physical geography, I recommend _____.*

Monitor students as they work and assist as needed. *(Student product will vary.)*



CLOSE THE LESSON 10 minutes

1. Collect completed Investigative Reports.
2. Ask students to answer the lesson's guiding question: What is physical geography, and how is it used to study Earth's land and features? *(Answers will vary.)*
3. Ask students to consider the unit decision making question in the context of this lesson: What physical factors would influence where you live? *(Accept all reasonable responses. Based on today's lesson, students might say climate and landforms would influence where they want to live.)*

► Visual Analysis

1. What do you see?
2. What do you think about this region?
3. What do you wonder about this region?



1. *I see* _____
_____.
2. *I think* _____
_____.
3. *I wonder* _____
_____.





Graphic Organizer: Geo-Scene Investigation

[illegible]

Geo-Scene Investigation Rules

1. Ask as many questions as you can in the time given.
2. The recorder will write down every question exactly as it was stated.
3. Changes can be made only to turn a statement into a question.
4. Do not stop to discuss, judge, or answer any question.
5. Questions should be numbered.



Geo-Scene Investigation Rules

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❖ Question Focus:

The physical geography of a place impacts where people live and what they do.



Reading: What is Physical Geography?

What is Physical Geography?

Physical geography is the study of the natural, or physical, features and processes of the earth's surface. Physical geography is used to show how physical features are formed, interact with one another, and impact people and the environment. Landforms, bodies of water, climate, and physical processes are examples of physical features. They have a large impact on where people live and what they do.

Landforms and Water Bodies

Earth's different landforms include mountains, valleys, plains, deserts, hills, plateaus, canyons, and islands. Landforms affect where people live because they provide resources like water, soil, and shelter. They also impact what people do. For example, flat land is good for farming.

Water bodies are large areas of water like rivers, lakes, and oceans. They provide food, water, and transportation. They also influence where homes are built and where cities grow.

Climate

Climate is the main weather pattern in an area over a long period of time. In other words, climate is the average weather over a long time. For example, some places in the world have hot summers and cold winters. Other places might be cold all year long.



■ The Cliffs of Moher in Ireland rise above the Atlantic Ocean.



- The Grand Canyon is a stunning example of the effects of erosion.

Physical Processes

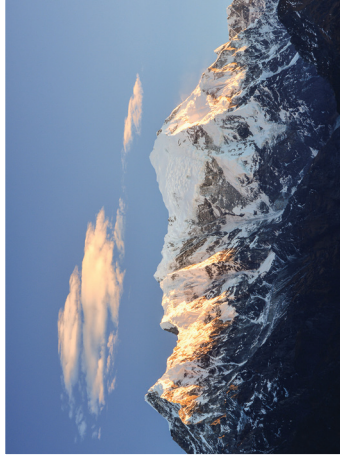
There are processes that slowly change the physical characteristics of locations over time. These include wind and water erosion and the movement of tectonic plates.

Wind erosion occurs when soil, sand, or rocks are moved by the wind, usually downhill and away from their original location. Erosion leads to loss of soil, ecosystem damage, and a buildup of sediments in water sources. Planting trees can help reduce erosion. Water erosion is like wind erosion, except it is caused by water. There are many ways that water can erode landforms, including through rain, rivers and streams, coastal erosion, glaciers, floods, and freezing and thawing.

There are seven major tectonic plates (plus others) that make up Earth's outer shell. Through much of geologic time, these plates have slowly moved around, sometimes creating mountains and other times causing earthquakes. The places where tectonic plates meet are also often the site of volcanic eruptions—which can cause entire islands to form.

Landform

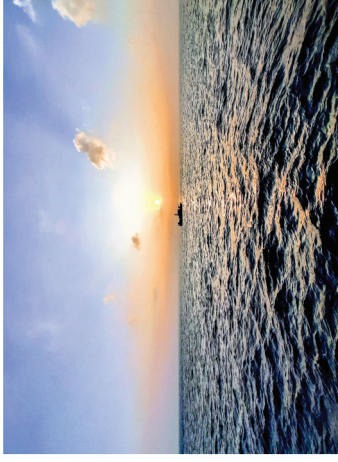
Formation of land



The Himalayas separate the countries of India and China. The Himalayas are very rugged. Some areas around the mountains are difficult to live in.

Water body

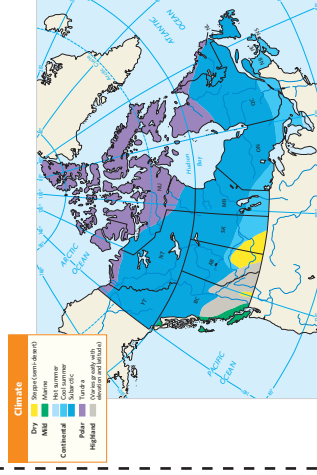
Large area of water



The Indian Ocean is a large body of water that is often used to transport people and goods from one place to another.

Climate

Main weather pattern in an area over a long period of time



There are differences in climate from one region of the world to another. For example, some areas of Canada are very cold. The cold conditions make it difficult for people to live in those areas permanently.

Physical process

Process that slowly changes the physical characteristics of a location



Wind erosion sculptures are shapes and patterns formed on rocks by wind blowing sand and dust against them over many years. They have interesting designs and can be found in dry and sandy places like deserts.



SHOW WHAT YOU KNOW

AUTHENTIC WRITING

Investigative Report

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Investigative Report

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Explanation:

Recommendation:

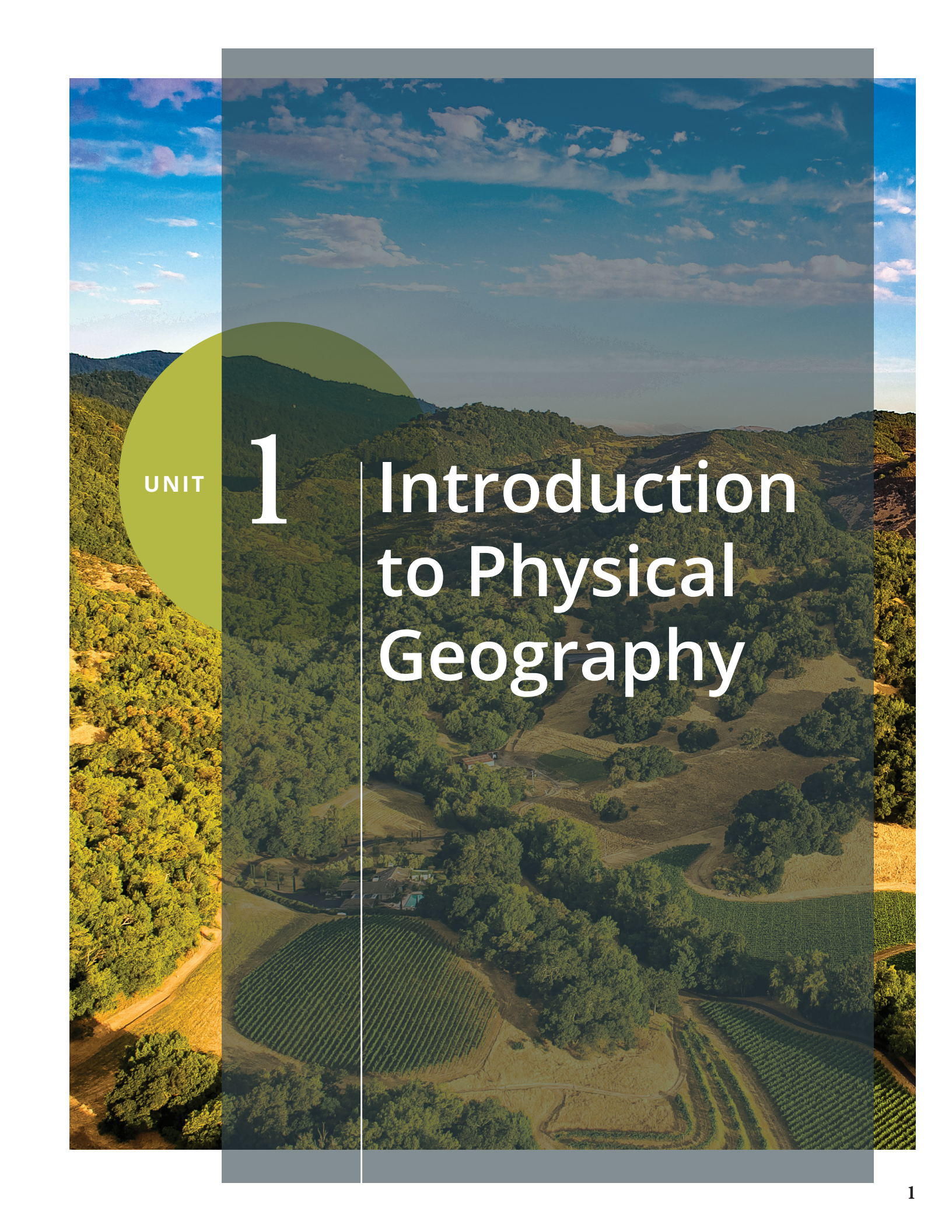




Social Studies
SCHOOL SERVICE

Student Resource Book

Excerpt



UNIT

1 Introduction to Physical Geography



DECISION MAKING QUESTION

What physical factors would influence where you live?

Think about your community. What people live there? What things do you see around you every day? What is the weather like? All these characteristics are connected to your area's geography. Geography includes natural features that make up the landscape. It also includes how humans interact with and use the land.

Geographers are scientists who study Earth's geography. They use many tools, including maps and charts. Maps can tell geographers many things about an area, from its physical features to who lives there and why. Graphs and charts can tell them about an area's rainfall, politics, resources, and more.

The world can be divided into different regions based on features of the environment. Regions may be defined by physical geography. For instance, a river valley or a mountain range can define a region. Regional characteristics can also be political, economic, or cultural. An area that is known for producing a specific product or growing a certain crop might also be defined as a region.



What physical
factors would
influence where
you live?

LESSON 2

What is Physical Geography?



GUIDING QUESTION

What is physical geography, and how is it used to study Earth's land and features?

VOCABULARY

- **climate**
- **landforms**
- **physical features**
- **physical geography**
- **physical processes**
- **water bodies**

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

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LEARN SOMETHING NEW

GEO-SCENE INVESTIGATION

► Physical Geography

Wait for teacher's instructions about completing the Geo-Scene Investigation.



Graphic Organizer: Geo-Scene Investigation

○

My Questions	My Answers	Rank

Graphic organizer continued on next page

Graphic organizer continued from previous page

My Questions	My Answers	Rank

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SHOW WHAT YOU KNOW

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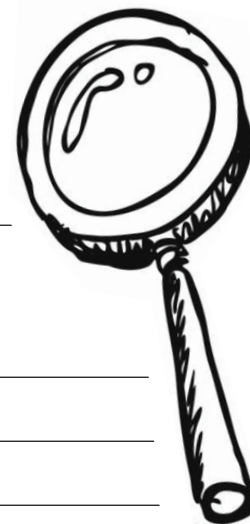
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Investigative Report

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Social Studies
SCHOOL SERVICE

Instructional Framework

Mission

Social Studies School Service partners with pre-K–12 teachers and leaders to develop the capacity of students to effectively communicate ideas, think critically, make informed decisions, and become engaged citizens.

Core Value	What will students do during instruction?
Students should own their learning	- Students pose, investigate, and answer questions. - Students participate in active learning strategies to analyze social studies concepts, support assertions, and find possible consequences or solutions. - Students talk about their discoveries with their peers. - Students communicate and act upon their new learning.
Students must interact with text and visuals	- Students interact with primary and secondary sources. - Students interact with digital media and visual representations.
Geography is a foundation of social studies	- Students use geographic skills to pose, investigate, and answer questions. - Students use a hands-on approach to interpret maps, globes, graphs, charts, and other geographic tools. - Students make predictions and assertions. - Students communicate and act upon their new learning.
We embrace multiple narratives	- Students see themselves reflected in their learning experiences. - Students experience narratives different from their own. - Students engage in conversations with their peers. - Students develop empathy for others.
We consider all learners	- Students use scaffolds and supports to access their learning. - Students engage in extension activities to apply their knowledge at new levels.

Social Studies School Service Instructional Framework

The Social Studies School Service instructional framework is an interrelated set of systems and expectations that guide curriculum, instruction, assessment, and learning climate. It combines the specific expectations for how students learn, with specific strategies and practices to guide teaching and assessment. This is important because an instructional framework ensures teachers gain the knowledge and skills to plan and teach lessons that meet the needs of all students.

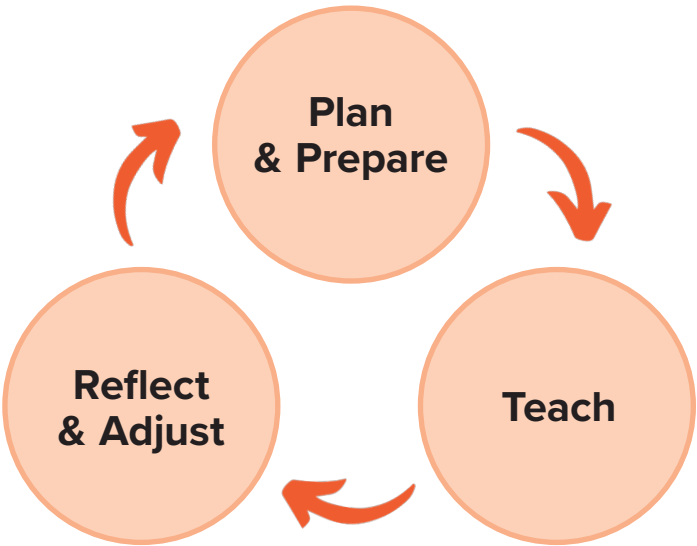


Figure 1. SSSS instructional framework

Phases	What will the teacher do <u>before</u> , <u>during</u> , & <u>after</u> Tier 1 Instruction?
Plan and Prepare	• Unpack Standards and Build Content Knowledge • Plan with the End in Mind • Gather and Prepare Resources and Materials • Consider All Learners • Collaborate and Practice
Teach	• Engage and Connect • Deliver New Content • Assess Student Mastery • Close the Lesson
Reflect and Adjust	• Examine and Analyze Student Work • Review and Reteach • Provide Interventions • Extend Learning

Lesson Delivery

The Lesson Delivery Process is the means by which you communicate knowledge to learners. This implies that you need to use certain strategies, resources, and technologies to deliver the intended learning experience and meet specific goals.

Lesson Delivery Process	What does it mean?
Engage and Connect	Consider short experiences, ten minutes or less, that will help preview key concepts and tap into students' interests, prior knowledge, and personal experiences. Such experiences and activities establish the context for learning. There is no single formula for a preview assignment. Note: This is applicable to Dimension 1: Developing questions and planning inquiries of the Inquiry Arc (C3 Framework).
Deliver New Content	- Students acquire new information as outlined by state standards. - Lessons should engage students in reading, structured classroom discussion, and writing. - Teachers should use strategies to help students interact with traditional and nontraditional text. - Teachers should use strategies that will help students read, examine, and analyze primary and secondary sources. - Teachers should use strategies to help students analyze geographic tools—e.g., maps, graphs, charts, and databases. - Teachers should use strategies to help students interact and engage with multimedia. - Students should engage in Active Learning strategies such as discussions, case studies, role-play, simulations, etc. Note: This is applicable to Dimension 2: Applying disciplinary concepts and tools and Dimension 3: Evaluating sources and using evidence of the Inquiry Arc (C3 Framework).
Assess Student Mastery	Include assignments or lesson wrap-up activities that challenge students to synthesize and apply the information they have learned. We considered these activities during the Plan and Prepare phase of the instructional framework (Plan with the End in Mind). Simply recording notes on a lesson does not mean students have learned information. They must actively do something with the information if they are to internalize it. - Students might complete these activities individually, with a partner, or in small groups while the teacher monitors the work. - Activities during this part of the lesson cycle can take many forms but are always aligned with the learning goal and continue to push students toward mastery of the content.

Assess Student Mastery (continued)	Here is where teachers will determine if students understood the lesson objective. This informs the Reflect and Adjust phase of the instructional framework. Teachers might review, reteach, or facilitate a small-group intervention to clarify misconceptions. Note: This is applicable to Dimension 4: Communicating conclusions and taking informed action of the Inquiry Arc (C3 Framework). Keep in mind that it is not a true inquiry design model if students have not taken informed action outside the walls of the classroom.
Close the Lesson	The purpose of the closure is to revisit learning objectives and, in many instances, connect the learning back to the Engage and Connect part of the lesson delivery process. Strategies used to close the lesson include: • Reviewing and summarizing the lesson • Consolidating key information • Creating a link to new ideas and building anticipation for the next lesson • Creating opportunities and space for students to express concern, ask questions, and clarify their own learning In addition to the Assess Student Mastery step of the lesson delivery process, teachers may also use this time to assess student learning. This will help to determine the steps needed for the next phase of the instructional framework, Reflect and Adjust.



Summer Carter

**Schedule a meeting with your
Texas curriculum specialist!**

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Jason Ihlenfeld

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Texas curriculum specialist!**

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