


## 6<sup>th</sup> Grade World Cultures Curriculum Bundle #4

Title	Suggested Dates
North Africa and Southwest Asia 	October 26 – November 13, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• The physical environment influences our culture.</li> <li>• Religion can be a very important cultural characteristic.</li> </ul>	<ul style="list-style-type: none"> <li>• How does geography influence the ancient and modern societies of North Africa and Southwest Asia?</li> <li>• What are similarities and differences among Christianity, Judaism, and Islam?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p><b>6.2 History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</b></p> <p>6.2A explain the significance of individuals or groups from selected societies, past and present; and</p>	<ul style="list-style-type: none"> <li>• Abraham – Founder of Judaism</li> <li>• Jesus – Founder of Christianity</li> <li>• Muhammad – Founder of Islam</li> <li>• Jews, Christians, and Muslim groups</li> </ul> <p><b>TEACHER NOTE:</b> You might consider teaching some of the pharaohs (Hatshepsut, Ramses II) either directly and/or as a G/T extension. Another important person that could be covered is Hammurabi, his code was the first know code of law.</p>	<p>Teaching about Religion in the Public Schools resource</p>
<p><b>6.2 History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</b></p> <p>6.2B describe the influence of individual and group achievement on selected historical or contemporary societies.</p>	<ul style="list-style-type: none"> <li>• Influence of the religions above on culture and politics in North Africa and Southwest Asia throughout time</li> </ul>	
<p><b>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</b></p>	<p><b>Mapping activity</b> <b>Countries</b></p> <ul style="list-style-type: none"> <li>• Saudi Arabia</li> <li>• Egypt</li> </ul>	<p>History Alive lesson: religion, ethnic group and language population density</p>

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<p>6.3A create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p>	<ul style="list-style-type: none"> <li>• Israel/Palestine</li> <li>• Iraq</li> <li>• Iran</li> <li>• Morocco</li> <li>• Turkey</li> <li><b>Landforms</b></li> <li>• Sahara Desert</li> <li>• Zagros Mountains</li> <li>• Arabian Peninsula</li> <li><b>Bodies of Water</b></li> <li>• Red Sea</li> <li>• Nile River</li> <li>• Tigris River</li> <li>• Euphrates River</li> <li>• Mediterranean Sea</li> <li><b>Characteristics</b></li> <li>• Religion (Official religions of countries, Shia and Sunni)</li> <li>• Natural resources: oil and water</li> <li>• Population density (focus on coasts, deserts and Nile)</li> </ul>	
<p><b>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</b></p> <p>6.3B pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and</p>	<p>People locate themselves in relation to natural resources as well as cultural preferences.</p> <p>TEACHER NOTE: You do not have to use the Israeli/Palestinian conflict as your example, but it works well to investigate the conflict over geography.</p>	
<p><b>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</b></p> <p>6.3C compare selected world regions and countries using data from maps, graphs, charts, databases, and models.</p>	<p><b>Crossroads = North Africa/SW Asia</b></p> <ul style="list-style-type: none"> <li>• Compares and contrasts world regions based on climate, culture, and location factors (e.g. latitude, longitude, and equator) or environmental factors</li> <li>• Use maps to make generalizations about settlement patterns of cultures.</li> <li>• Use historical maps to see a connection between geographical factors and major historical events Africa and colonization</li> </ul>	
<p><b>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</b></p> <p>6.4A locate major historical and contemporary</p>	<p>Locate the following:</p> <ul style="list-style-type: none"> <li>• Nubia</li> <li>• Ancient Egypt</li> <li>• Mesopotamia</li> <li>• Ancient Israel</li> <li>• Persia</li> </ul>	

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<p>societies on maps and globes;</p>	<p><b>TEACHER NOTE:</b> This TEKS is just about <u>locating</u> the ancient civilizations. Help the students understand that many influential ancient societies began in this region. Point out the importance of the <u>proximity to the rivers</u> for fresh water for agriculture and transportation.</p>	
<p><b>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</b></p> <p>6.4D identify and explain the geographic factors responsible for the location of economic activities in places and regions.</p>	<p>Economic activities are located near oil and water.</p> <p>North Africa is dependent on the Mediterranean and Nile for trade. North Africa has developed very differently from Sub-Saharan Africa because the Sahara divides the continent. Southwest Asia is dependent on Tigris and Euphrates as well as port cities.</p> <p>Nomadic culture developed as groups needed to travel to find resources for basic needs.</p>	
<p><b>6.5 Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</b></p> <p>6.5A explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and</p>	<p>Oil has been very profitable for many people in the area. Suez Canal—getting oil to the coast and then to Europe</p> <p><b>TEACHER NOTE:</b> 6.4D and 6.5A integrate easily. Identify where the natural resources are located (6.4D) and then have students investigate how the people use or are limited by the geographic features to build their economy.</p>	
<p><b>6.6 Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</b></p> <p>B describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber; and</p>	<p>Describe and explain how physical processes produce fossil fuels (oil), fertile soil (river valleys), and timber (Lebanon has no timber left).</p>	
<p><b>6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</b></p> <p>6.7C describe ways in which technology influences human capacity to modify the physical environment.</p>	<ul style="list-style-type: none"> <li>• Irrigation – Allowed water to reach crops for proper growth, including dams (Aswan Dam)</li> <li>• Building dams to control flooding or change patterns of water flow and to produce electricity</li> <li>• Suez Canal</li> </ul>	

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	<p><b>TEACHER NOTE:</b> Perhaps nowhere else in the world is the physical environment modified as much as it is in Dubai. You do not have to use Dubai as your example to teach the specificities above, but it does usually engage students.</p>										
<p><b>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</b></p> <p>A define the concepts of culture and culture region;</p>	<ul style="list-style-type: none"> <li>• Culture – the way of life of a group of people who share language, religions, beliefs, values, and customs.</li> <li>• Culture region – an area in which people share the same cultural features</li> <li>• For this region, focus on the characteristics of nomadic culture, past and present, such as herding (instead of farming), hospitality (harshness of environment), protectiveness of tribe’s resources (access to water)</li> </ul>	<p>Well scene at the beginning of <i>Lawrence of Arabia</i> works well in demonstrating the importance of water and hospitality in the region.</p>									
<p><b>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</b></p> <p>6.15B describe some traits that define cultures;</p>	<p>Traits that define Culture – Language, religion, dress, food, celebrations, types of shelters, rules and values, art, music, folklore, family structures, government, technology, etc.</p> <p>Focus for this region:</p> <ul style="list-style-type: none"> <li>• Languages—Arabic, Hebrew, Farsi/Persian</li> <li>• Religion—Judaism, Christianity, Islam</li> <li>• Clothing—women’s and men’s</li> </ul>										
<p><b>6.18 Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:</b></p> <p>6.18A explain the relationships that exist between societies and their architecture, art, music, and literature;</p>	<p>Muslim cultures—their architecture, art, music, and literature reflect their basic beliefs, emphasis on beauty through calligraphy (the word of God) and geometric shapes. Representations of the human figure are usually not used.</p>										
<p><b>6.19 Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</b></p> <p>6.19B explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.</p>	<p>Ramadan, Christmas and Easter, Yom Kippur</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Religious Holiday</th> <th style="text-align: center;">Religion</th> <th style="text-align: center;">Significance</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Christmas, Easter</td> <td style="text-align: center;">Christianity</td> <td style="text-align: center;">Birth and resurrection of Jesus Christ</td> </tr> <tr> <td style="text-align: center;">Ramadan</td> <td style="text-align: center;">Islam</td> <td style="text-align: center;">Fasting of Muslims to become closer to Allah</td> </tr> </tbody> </table>	Religious Holiday	Religion	Significance	Christmas, Easter	Christianity	Birth and resurrection of Jesus Christ	Ramadan	Islam	Fasting of Muslims to become closer to Allah	
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	Yom Kippur	Judaism	Holiest Jewish day; Day of atonement, prayer and fasting	
	Rosh Hashanah	Judaism	Jewish New Year marked with prayer and reflection	