


6th Grade World Cultures Curriculum Bundle #8

Title	Suggested Dates
Australia, New Zealand, and Oceania (Continued from Bundle #7) / Central Asia and Russia	 February 1 – 19, 2010 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Central Asia and Russia’s vast size and few natural resources have greatly influenced their history and cultures. • The history of Central Asia and Russia influence the cultures there today. 	<ul style="list-style-type: none"> • How have Central Asia and Russia’s vast size and few natural resources influenced their history and cultures? • How are the cultures of Central Asia and Russia today similar to and different than cultures of Central Asia and Russia in ancient times?

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)
Australia, New Zealand, and Oceania (Continued from Bundle #7)		
6.1 History. The student understands that historical events influence contemporary events. The student is expected to: 6.1A describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and	•	
6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to: 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;	•	
6.4 Geography. The student understands the characteristics and relative locations of major	•	

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<p>historical and contemporary societies. The student is expected to:</p> <p>6.4D identify and explain the geographic factors responsible for the location of economic activities in places and regions.</p>		
<p>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.17D explain why cultures borrow from each other</p>	<ul style="list-style-type: none"> • 	
<p>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:</p> <p>6.18B relate ways in which contemporary expressions of culture have been influenced by the past;</p>	<ul style="list-style-type: none"> • 	
<p>Central Asia and Russia</p>		
<p>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:</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"> • Genghis Khan • Vladimir Lenin • Joseph Stalin 	
<p>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:</p> <p>6.2B describe the influence of individual and group achievement on selected historical or contemporary societies.</p>		<p>Former USSR maps from Maps101.com (Password on Intranet > Technology > Passwords)</p> <p>Russia and the Former USSR map from Maps101.com</p> <p>Mongol Empires, 13th c. map from Maps101.com</p>
<p>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</p> <p>6.3A create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and</p>	<p>Countries</p> <ul style="list-style-type: none"> • Russia • Mongolia • Georgia • Kazakstan • Kyrgyzstan 	<p>Outline maps of the Former USSR from Maps101.com (Password on Intranet > Technology > Passwords)</p> <p>Outline maps of Asian countries from Maps101.com</p>

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<p>economic activities;</p>	<ul style="list-style-type: none"> • Tajikistan • Uzbekistan • Turkmenistan • Azerbaijan <p>Landforms</p> <ul style="list-style-type: none"> • Ural Mountains • Altai Mountains • Gobi Desert <p>Bodies of Water</p> <ul style="list-style-type: none"> • Black Sea • Caspian Sea • Pacific Ocean • Arctic Ocean • Volga River <p>Region</p> <ul style="list-style-type: none"> • Siberia <p>Characteristics</p> <ul style="list-style-type: none"> • Population • Natural resources 	
<p>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>6.1A describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p>	<ol style="list-style-type: none"> 1. Nomadic cultures above the Great Wall 2. Horse-based cultures 3. Clan is primary social unit 4. Strong leaders can unite clans, but they are usually independent 5. Mongolia united by Genghis Khan 6. Conquer Russia: Moscow becomes central city as a result 7. Black Plague spreads as a result 8. Trade is easier as a result 9. Led to Marco Polo and Age of Exploration 	
<p>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</p> <p>6.4B identify and explain the geographic factors responsible for patterns of population in places and regions;</p>	<ul style="list-style-type: none"> • Steppes cannot support large populations, so most societies are/were nomadic • Large amounts of mineral in Central Asia • Lenin/Stalin settled large numbers of people around the mineral deposits 	<p>Physical Geography of the World map from Maps 101.com (Password on Intranet > Technology > Passwords)</p>
<p>6.6 Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</p>	<p>Focus on petroleum, natural gas, and other fossil fuels in this area</p>	<p>World Coal Production (2008) article from Geography in the News from Maps 101) includes information on how physical process produce nonrenewable natural resources.</p>

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<p>6.6B describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber; and</p>		
<p>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:</p> <p>6.7A identify and analyze ways people have adapted to the physical environment in selected places and regions;</p>	<p>Central Asian people have horse-based cultures</p> <ul style="list-style-type: none"> • Rely on hunting for food • Lots of mare’s milk and milk-type foods • Peoples of Central Asia have two primary herding areas: <ul style="list-style-type: none"> • one for summer/one for winter • Houses made so that they are easy to move to follow food sources 	
<p>6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>6.8C explain the impact of scarcity on international trade and economic interdependence among societies.</p>	<p>Ancient Times</p> <ul style="list-style-type: none"> • Silk Road becomes more important during the Mongolia empire because goods travel easier (fewer bandits and taxes) • The collapse of the Mongol empire leads to more middle men in the Silk Road and therefore a desire by the west to bypass the Silk Road, which led to the Age of Exploration. <p>Modern Times</p> <ul style="list-style-type: none"> • Central Asia has some natural gas and other resources in some areas which are in demand in other areas • Russia has blocked some natural gas trade routes 	<p>Eurasia and the Silk Road map from Maps 101 (Animated map—click on legend to see land and sea routes) (Password on Intranet > Technology > Passwords)</p> <p>Russian Oil Impacts Politics (2008) article from Geography in the News from Maps 101 (Password on Intranet > Technology > Passwords)</p> <p>Russia Restarts Gas While Europe Sighs with Relief (2009) article from Maps in the News from Maps 101</p> <p>The Tattered Silk Road (2006) article from Geography in the News from Maps 101—modern Silk Road is used for smuggling</p>
<p>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.17A explain aspects that link or separate cultures and societies;</p>	<p>Central Asian people tend to be more clannish and tribal due to the extreme conditions in which they live. Support systems are paramount to survival.</p> <p>Marco Polo’s journeys and information helped to spark the European Age of Exploration as European demand for Asian products increased.</p> <p>Trade routes were facilitated by the unity of the Mongol empires.</p>	<p>Marco Polo and his journeys</p> <p>The Essence of Fragrance—Marco Polo and perfume—article from Geography in the News from Maps101.com</p>