### Brownsville Independent School District
6th Grade World Cultures and Geography

| Unit: 3
Six Weeks: 3 | Revolutions and Change

<table>
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<th>Essential Questions:</th>
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<td>1. How would industry affect the economy of a region? List your examples.</td>
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<td>2. What kinds of decisions to form a new government must be made, such as how to raise money, how to make laws, and how to resolve conflicts?</td>
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<td>3. How do you think layers of a society develop?</td>
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<td>4. Imagine yourself living in a country with a dictator; provide details of how your life would be.</td>
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<td>5. What kind of questions would you ask someone to assist you in research of your History Fair project?</td>
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<tr>
<th>Topic / Duration</th>
<th>Content TEKS/TAKS Objective</th>
<th>Student Expectations</th>
<th>Key Vocabulary</th>
<th>Instructional Resources</th>
<th>Recommended Core Instructional Strategies</th>
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<tr>
<td>Subtopic 1: Scientific and Industrial Revolution 5 Days</td>
<td>4B: Identify and explain the geographic factors responsible for patterns of population in places and regions. 20A: Give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors that have transcended the boundaries of societies and have shaped the world.</td>
<td>To identify factors responsible for the growth of cities during the Industrial Revolution. To describe the invention of a European scientist and how that invention changed daily life.</td>
<td>Ch. 11 Section 3: Scientific Revolution Industrial Revolution Labor force Capitalism Scientists Inventors Galileo Galilei Antoni van Leeuwenhoek Carolus Linnaeus Steam engines Laborer Disease Foul</td>
<td>TAKS Spiraled Content Review pp. 41-44, TAKS Practice Transparencies, TT01, TT21, TT42, TT43, TT46, TT70, TAKS Practice Test TAKS Online Test Practice Unit 4: In-Depth Resources: Guided Reading, pgs. 17, Unit 4 In-Depth Resources: pg. 17 Reading Study Guide, pp. 92 Outline Maps Activities</td>
<td>Students will write in their journal how they might feel if they would have to work in a factory.</td>
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<tr>
<td>Subtopic 2: French Revolution</td>
<td>5 Days</td>
<td>2A: Explain the significance of individuals or groups from selected societies, past and present. 15D: Identify and explain example of conflict and cooperation between and among cultures within selected societies.</td>
<td>To list the causes of the French Revolution. To explain the conflicts within France</td>
<td>Chapter 11 Section 3: French Revolution Reign of Terror Napoleon Bonaparte Economy Taxes Nobility King Louis XVI Marie Antoinette Beheaded Tolerate Bloodshed</td>
<td>TAKS Spiraled Content Review pgs. 61-64, TAKS Practice Transparencies, TT01, TT21, TT42, TT43, TT46, TT70, TAKS Practice Test TAKS Online Test Practice Unit 4: In-Depth Resources: Guided Reading, pg. 3 Unit 4 In-Depth Resources: pg. 17 Reading Study Guide, pg. 93 Outline Maps Activities</td>
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| Subtopic 3: Mexico Revolution | 5 Days | 1A: Describe characteristics of selected contemporary societies that resulted from historical events or factors such as invasion, conquests, colonization, immigration and trade. 2A: Explain the significance of individuals or groups from selected societies, past and present. 3B: Prose and answer questions about geographic distributions and patterns for selected | To discuss ways Spanish rule changed life in Mexico. To explain changes brought about by reformers such as Benito Juarez. To interpret a graph displaying the population of Mexico, and its major states that border the United States. To predict how countries benefit economically from having arable land. | Chapter 7 Section 1: Peninsulares, criollos, mestizo, encomienda, Father Miguel Hidalgo, Treaty of Guadalupe, Gadsden Purchase, Grito de Dolores, defeated, settled, independence Section 2: Benito Juarez, Francisco Madero, hacienda, | TAKS Spiraled Content Review pgs. 41-44, 61-64, 85-88, 97-100 TAKS Practice Transparencies, TT01, TT42, TT58, TT70, TT89 TAKS Practice Test TAKS Online Test Practice Unit 3: In-Depth Resources: Guided Reading, pgs. 11, 12 Unit 3 In-Depth Resources: pgs. 19, 21 | Students will research a Mexican food dish to present to class. |
world regions and countries shown on maps, graphs, charts, models, and databases.

4C: Explain ways in which human migration influences the character of places and regions.

Maximilian, execute, revolution, Emiliano Zapata, ejido, Institutional Revolutionary Party (PRI), Vicente Fox, voters, national government, state government.

20
Reading Study Guide, pgs. 48-49, 50-51
Outline Maps Activities

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<th>Subtopic 4: Establishing Independence in Central America and the Caribbean, &amp; Cuba Revolution</th>
<th>5 Days</th>
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| 3A: Create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities. 4D: Identity and explain the geographic factors responsible for the location of economic activities in places and regions. | To create a chart listing countries of the Caribbean and their capitals.  
To describe features of the Caribbean's physical geography that attracts tourists.  
To identify how the breakup of Soviet Union affected Cuba's economy.  
To define what is a dictator is.  
To explain how the Cuban economy was once dependent on the Soviet Union. |
| 9B: Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply. 11A: Describe characteristics of limited and unlimited governments. 19A: Explain the relationship among religious ideas, philosophical ideas, and | Chapter 8 Section 1: West Indies, dependency, mulatto, ladino, dictator, plantations, migrate, intermarried, ancestry, Panama Canal, |
| | Chapter 8 Section 3: Jose Marti, Fidel Castro, Communism, malnutrition, Carnival, Spanish-American War, Guantanamo Bay, commander-in-chief, dictator, freedom |
| | TAKS Spiraled Content Review pg. | TAKS Practice Transparencies, |
| | TAKS Practice Test | TAKS Online Test Practice |
| | Unit 3 In-Depth Resources: Guided Reading, pgs. | Unit 3 In-Depth Resources: pg. |
| | Reading Study Guide, pgs. 58-59 | Outline Maps Activities |
| | TAKS Spiraled Content Review pp. 41-44, 61-64, 85-88 | TAKS Practice Transparencies, TT01, TT03, TT35, TT42, TT46, TT70 |
| | TAKS Practice Test | Students will compare and contrast living on an island verses on mainland. |
| Subtopic 5: History Fair | 5 Days | 21: To apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology  
A: Differentiate between primary and secondary sources to acquire information  
B: Analyze information by sequencing, categorizing, identify.  
C: Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps based on research  
D: Identify different points of view  
22: To communicate in written, oral, and visual forms  
A: Correct use social studies correctly. | To be introduced to the National History Day theme.  
To be introduced to the National History Day Contest Rule Book.  
www.nationalhistoryday.org  
To provide students will time to research theme in school library.  
To paraphrase information gathered from sources on to index cards.  
To create an outline based from gathered information from their index cards.  
To write a rough draft for their process paper based on gathered information from their index cards. | Triumph and Tragedy in History  
Primary Sources  
Secondary Sources  
Annotated bibliography  
Exhibit board  
Timeline Project  
Website  
Documentary Performance  
Outline Draft  
Media presentation  
Historical paper  
Student will be finalizing their history fair projects. | TAKS Online Test Practice  
Unit 3: In-Depth Resources: Guided Reading, pg. 25  
Unit 3 In-Depth Resources: pg. 33  
Reading Study Guide, pgs. 62-63  
Outline Maps Activities  
Encyclopedia  
Internet  
Museums and Historical Sites  
Maps  
Photos and other Images  
U.S. History Primary Sources and Major Web Sites  
National History Day Web Site |
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<td>B: Incorporate main and supporting ideas.</td>
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<tr>
<td>C: Organize and interpret information from outlines, reports, databases, and visuals including graph, charts, timelines, and maps based on research.</td>
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<td>D: Create written and visual materials based from research.</td>
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**Unit:**

**Six Weeks:**

**Recommended Assessments**

Teacher generated tests, McDougal-Littell test generator, and various student products.

**Technology Applications**

**Teacher/Student**

McDougal-Littell Power Point, School House Rock Video, United Streaming

**Recommended Instructional Strategies for Remediation/Acceleration**

**Remediation:**
Some students may be confused about the causes of the Revolution. As a group, reread the section; “the Mexican Revolution” and “A Continuing Revolution.” Work with students to create a concept web like the one shown on page 183 to record the causes of the Revolution.

**Acceleration:**

**Class Time. One class period**
Task. Creating a banner to symbolize the issues of the Revolution in Mexico.
Purpose. To illustrate the concerns to the people supporting the Revolution.
Supplies Needed.
1. Poster paper
2. Poster paint and brushes
Activity. Review the concerns of the people that led to the Revolution in Mexico, such as inequalities, land distribution, and elections. Then have students work in small groups to design banners that represent one or more of these issues. Encourage students to use their imaginations to create colorful and interesting symbols.