

EVIDENCE OF UNDERSTANDING

6TH GRADE SOCIAL STUDIES



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE THIS BOOK



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

SKILLS & TOOLS OF GEOGRAPHY

PRIMARY & SECONDARY SOURCES



6.1.1 Apply geographic information to support analysis from primary and secondary sources located in a variety of texts.

6.1.5 Describe and analyze the role of geographic factors on current events and issues.



Evidence of Understanding

Students will be able to analyze the difference between a primary and secondary source from different mediums using content applications, video editors, and mind mapping applications.



Digital Tools

- *Content Application* - [Library of Congress](#), [National Archives](#), [National Geographic](#), [Newsela](#)
- *Video Editor*- [Clips](#), [WeVideo](#), [Do-Ink](#), [iMovie](#)
- *Mind Mapping Application* - [Popplet](#)
- *Cartoon* - [Shadow Puppets EDU](#), [Canva](#), [Powtoon](#), [Animoto](#), [Puppet Pals](#)



In Practice

- Students will visit a variety of online news sites.
- Students will choose one primary source and one secondary source to analyze.
- Students will present their arguments (which one is primary vs secondary and their importance) via a storytelling application by creating a cartoon with Powtoon, Puppet Pals, or other cartoon creating application.

ANALYZING GEOGRAPHIC DATA



6.1.2 Describe how various map projections distort the surface of the earth; apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.

6.1.3 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.



Evidence of Understanding

Students will be able to demonstrate through different map projections, that they can find locations based on latitude and longitude, along with other data based on geographic tools from a map key.



Digital Resources

- *Website* - Sheppard Software
- *Map Tools* - Google Earth, ArcGIS, Tableau
- *Sketch Application* - Sketches School, Notes, ibis, Absolute Board, Google Draw, Explain Everything



In Practice

- Students will learn all the parts of a map (i.e. title, axis, key, etc). They will use a sketch application to make a presentation explaining the parts of a map.
- Students will be subjected to several map projections.
- Students will locate given locations (based on latitudinal and longitudinal coordinates) on different map projections and be able to give specifics about the place based on the map details.
- Students will use the sketch application to locate and mark the given locations using latitude and longitude.
- Students will present their sketch to the class.

MENTAL MAPPING



6.1.4 Integrate visual information and develop the skill of mental mapping of the political and physical features of Earth's surface in order to organize information about people, places, and environments.



Evidence of Understanding

Students will map out a physical or political map using mental mind mapping.



Digital Resources

- *Bulletin Board* - [Padlet](#)
- *Online Graphing Tool* - [Create a Graph](#)



In Practice

- Students will rate their desire to live in different states across the U.S. (1 being very not desirable to live in and 5 being the most desirable to live in)
- Students will participate in a class Padlet discussion about their "Whys" for their rankings - why did they rank each state as desirable to live in vs. not desirable to live in.
- The class will create a digital graph for each U.S. region to see which is the most desirable to live in based on their discussion.

PHYSICAL SYSTEMS OF THE MAJOR REGIONS

PHYSICAL SYSTEMS



6.2.1 Use visual information to identify and describe on a physical map the landforms, bodies of water, climate, and vegetation zones that are important to each region.

6.2.2 Explain how the processes and factors of latitude, elevation, Earth-Sun relationships, prevailing winds, and proximity to bodies of water influence climate.



Evidence of Understanding

Students will demonstrate their knowledge of how the Earth's physical systems effect the climate of each region using an interactive application.



Digital Resources

- *Multimedia Creator* - [Thinglink](#), [Glogster](#), [MuseCam](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)



In Practice

- Students will use a multimedia creator like Thinglink, Glogster, or MuseCam.
- Students will collect pictures of Earth's physical systems using a royal free photo database like Pics4Learning or Photos 4 Class.
- Students will add the Earth's physical systems to the map image to show how those systems interact to effect climate.

RENEWABLE AND NONRENEWABLE RESOURCES



6.2.3 Describe the predominant natural resources found in each region.

6.2.4 Describe the relationship and summarize the impact of the distribution of major renewable and nonrenewable resources on each region.



Evidence of Understanding

Students will be able to identify the renewable and non renewable natural resources found in the major regions of the Western Hemisphere and describe their impact upon each region by using a video editor app or a word processing tool.



Digital Resources

- *Video Editor*- [Clips](#), [WeVideo](#), [Do-Ink](#), [iMovie](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)
- *Animation Application* - [Stop Motion Studio](#)
- *Mind Mapping Application* - [Post It](#)



In Practice

- Students will use a video editor application, word processor tool, or animation application to describe the difference between renewable and nonrenewable resources.
- Students will give examples of renewable and nonrenewable resources by finding pictures of the resources using a photo library application or by using the Post It App.
- Students will name the major regions and tell which resources come from those regions and describe the impact of those resources on those regions.

HUMAN SYSTEMS OF THE MAJOR REGIONS

CULTURE



6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.



Evidence of Understanding

Students will be able to describe the different cultural traits of the major regions in the Western Hemisphere.



Digital Resources

- *Photo Editor* - [Pic Collage](#), [Adobe Spark](#), [Canva](#), [Over](#), [Bazaar](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)
- *Storytelling* - [Thinglink](#), [Glogster](#), [MuseCam](#)



In Practice

- Students will create a digital poster of a country in South America with the different culture traits that are part of that country.
- Students can add their posters to storytelling and journaling apps to tag the sources of their research.

GOVERNMENT



6.3.5 Compare the systems of government, including representative governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship, absolute monarchy).

6.3.6 Identify the role of the citizen in the selection of government officials and lawmaking; compare individual liberties under different forms of government.

6.3.7 Identify and explain topics related to indigenous sovereignty.



Evidence of Understanding

Students will use a spreadsheet application to compare and contrast representative governments, authoritarian systems, and indigenous sovereignty. They will then use a bulletin board application or video editing application to record themselves discussing the characteristics and roles of the different types of governments.



Digital Resources

- *Spreadsheet- Numbers, Google Sheets, Microsoft Excel*
- *Bulletin Board - Padlet*
- *Student Response - Flipgrid*
- *Mind Mapping Application - Venn Diagram*



In Practice

- Students will compare and contrast the different types of governments using a Venn Diagram application or spreadsheet application.
- Teachers will create a Flipgrid for students to respond about the different types of governments. They will also discuss the characteristics of each and the rolls that they play.

POPULATION



6.3.1 Identify on a political map the major countries and population centers of each region.

6.3.3 Analyze the impact of geography on population distribution, growth, and change, applying geographic concepts of population density, the availability of resources.

6.3.4 Describe how the push and pull factors of migration have affected settlement patterns and the human characteristics of places over time



Evidence of Understanding

Students will look at different population pyramids and be able to determine whether the country is developed or is developing.



Digital Resources

- *Website* - populationpyramid.net
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)



In Practice

- Students will use populationpyramid.net and select two different countries.
- Students will compare and contrast the two different countries taking into account birth rate, death rate, and life expectancy.
- Students will determine whether the country is developed or developing based on their analysis of the information.
- Students will present their findings via an online presentation tool.

ECONOMIC MARKETS



6.3.8 Evaluate how the three levels of economic activities (primary, secondary, tertiary) contribute to the development of a nation and region.

6.3.9 Describe benefits and limitations of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships.

6.3.10 Identify the common characteristics of developed and developing countries, including the impact of education and technology; analyze data used by geographers such as literacy rate, life expectancy, per capita income, and infant mortality.



Evidence of Understanding

Students will be able to analyze geographic data and demonstrate understanding of economic markets and how the activities of those economic markets influence the characteristics of a developed or developing country status.



Digital Resources

- *Podcast* - [Anchor](#), [Opinion](#), [Voice Record Pro App](#), [Garage Band](#)
- *Content* - [Scientific Data: Observing, Recording, and Communicating Information](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)



In Practice

- Students will analyze geographic data of a country in the Western Hemisphere (i.e. literacy rate, infant mortality, per capita income, and economic activity data).
- Students will write a script explaining whether their country is a developed or developing country using the geographic data and economic activity data as evidence using a word processing tool.
- Students will use a podcasting app or website to record a podcast episode using the script they created.

HUMAN & ENVIRONMENT INTERACTION

ENVIRONMENTAL INFLUENCES



- 6.4.1 Describe the commercial agriculture and industrial regions that support human development.
- 6.4.2 Evaluate the effects of human modification on the natural environment through transformation caused by subsistence and commercial agriculture, industry, demand for energy, and urbanization.
- 6.4.3 Analyze the impact of climate and natural disasters on human populations, including forced migration, scarcity of consumer goods, economic activities, and loss of life.
- 6.4.4 Analyze environmental challenges of each region.
- 6.4.5 Evaluate the role of ecotourism in creating environmental awareness of resources, climate, cultures, and wildlife.
- 6.4.6 Describe the role of citizens as responsible stewards of natural resources and the environment. .



Evidence of Understanding

Students will analyze environmental influences on human development by using a digital portfolio application.



Digital Resources

- *Digital Portfolio* - [Book Creator](#), [Seesaw](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)



In Practice

- Students will use information about the environment and human development to create a book using a digital portfolio application.
- Students will include content about agriculture and industrial factors.
- Students will describe the effects of human modifications on the environment as well as the impact of climate and natural disasters.
- Students will incorporate their understanding of the value of ecotourism.

HUMAN INFLUENCES



6.5.1 Define the concept of region and identify the major political, physical, cultural, and economic regions.

6.5.2 Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.

6.5.3 Describe patterns of global economic interdependence and trade, including the concepts of balance of trade and supply and demand; compare measures of economic growth including Gross Domestic Product (GDP) and Gross National Product (GNP).

6.5.4 Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.

6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.



Evidence of Understanding

Students will compare and contrast the different regions of the Western Hemisphere to evaluate the uniqueness of each region using word processor application.



Digital Resources

- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Graphic Design* - [Canva](#), [Over](#), [Bazaart](#)



In Practice

- Students will be grouped and assigned a region, they will then create a brochure using a word processor application or graphic designer.
- The brochure will include information about what makes each region unique in areas such as political, physical, cultural, and economics.
- The groups will present their brochures to the class.
- After presentations are made, through class discussion, students will compare and contrast the different regions.

RESOURCES

TEACHER RESOURCES

- [Inquiry Design Model](#)
- [CIA Library](#)
- [History.com](#)
- [World-O-Meters](#)
- [My Classroom Economy](#)
- [Essential Readings in Geography](#) (Oklahoma Council for the Social Studies resource link)
- [Classroom-ready presentations](#) (OCSS resource link)
- [Tribal Sovereignty](#) (OCSS resource link)
- [Technology Tools and lesson plans](#) (OCSS resource link)
- [Oklahoma Alliance for Geographic Education](#)
- [Geography 101](#) (Oklahoma Alliance for Geographic Education resource link)

STUDENT RESOURCES

- [Google TourBuilder](#)
- [Smithsonian Learning Lab](#)
- [Sheppardsoftware.com](#)
- [World Geography Games](#)
- [Google LIT Trips](#)