

## Lessons and Skills Correlation for Pre-AP\* World Culture

Units	Themes	Lesson Title	TEKS	Causation Chart	Incident Report	Big Picture Question	Dialectical Journal	Concept Card	Matrix	Graphic Organizer	Map shots	Timeline	APPARTS	SPEC	Graphic Analysis	Political Cartoon	Sketch Map	Story Board	Inner outer circle	Verb wall	Question wall
Africa	Nationalism	Nationalism in South Africa	6.1 B, 6.2 A-B, 6.3A, 6.4 A-B, 6.12 A-B, 6.21 A-B, 6.22 A,D-E				X	X			X	X		X			X			X	X
Basic Geography	Migration	Immigration: Pushing and pulling!	6.1 A, 6.4 B-D, 6.5 A-B, 6.7 A-B, 6.22 A-E							X			X			X		X			
U.S. and Canada	Revolutions	So what is a revolution anyway?	6.1 A-B, 6.12 A-D, 6.15 C-D, 6.21, 6.22 A-E					X	X	X							X		X	X	X
	Physical Geography	Geography Skills																			
Government	Government	Two Principles of English Government	11 A-D, 12 A-D		X				X												
Economic Overview	Economics	Supply and Demand in Agriculture	3 A, 8 A-C, 9 A, 20 C, 21 C, 22 B	X		X	X	X	X												
Economic Overview	Other	Types of Economic Systems	6.8 A-C, 6.9 B												X						

## **Grade 6: World Cultures**

### **Nationalism in South Africa: Then and Now**

#### ***TEKS:***

- 6.1 History. The student understands that historical events influence contemporary events. The student is expected to:
  - (B) Analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.
  
- 6.12 Government. The student understands alternative ways of organizing governments. The student is expected to:
  - (A) Identify alternative ways of organizing governments, such as rule by one, few, or many.

#### ***Objectives:***

- Define the concept of nationalism.
- Identify, compare, and contrast the changes in South African political structures over time.
- Analyze a primary source from South Africa.

#### ***Materials and Resources:***

- Textbook covering nationalism in Africa
- One note card per student
- Primary source, “Bless O Lord, Our Land of Africa”
- Primary source, “Apartheid and the People of South Africa”
- Paper and template for Sketch map
- Writing activities

#### ***Procedures (allow two class periods):***

1. As an opening activity to introduce the concept of apartheid, hand each student a colored chip or token when they walk into the room. For one color have 3-4 tokens and the rest of another color. Tell the class that only those with colored tokens will make all the decisions for the class today. They will be allowed to speak, the other color will not. They will be allowed to have all positions of leadership, the other color will not. They will be allowed to sit, and the other color will have to stand in the back of the room.
2. After a few minutes as the students begin to complain, talk to them about the connections this has to apartheid. The large group of students represents the black South Africans who were not allowed to vote nor do many other things due to the color of their skin.
3. Discuss the concept of voting with the students. This can easily be connected to American history and the Americans who were denied the right to vote as well.
4. Have students consider the fact that voter turnout in South Africa was 89.3% in 1999, and 50% of American voters voted in the 2000 presidential election.
5. Create concept cards of the words nationalism, apartheid, black Africans, and white Africans
6. Have students read the section on African nationalism and create a dialectical journal in their spiral or on notebook paper.
7. Have students read the primary sources: “Apartheid and the People of South Africa” and “Bless O Lord, Our Land of Africa” (Attachment 1). Have students create a question from each level of Bloom’s Taxonomy using the question stems and trade questions with a partner.
8. Have students use their concept card and discuss the impact nationalism had on South Africa.

9. Complete the writing activity comparing South Africa then and now (South Africa Then and Now Pre-Writing Student, Attachment 2).

Extension activity: Have students compare the flags of Africa before apartheid and after apartheid. Use the library or Internet to research the meaning and symbolism in both flags.

## Attachment 1: Apartheid and the People of South Africa

	Blacks	Whites
Population	19 Million	4.5 Million
Land allocation	13 %	87 %
Share of national income	<20 %	75 %
Ratio of average earnings	1	14
Minimum taxable income	360 rands	750 rands
Doctors/ population	1/44,000	1/400
Infant mortality rate 20%	20% (urban) 40 % (rural)	2.7%
Annual expenditure on education per pupil	\$45	\$696
Teacher/ pupil ratio	1/60	1/22

*Source: Leonard, R. (1978). Computers in South Africa: A Survey of U.S. Companies.*

South African Enoch Mankayi Sontaga expressed many Africans' dream of independence in his song "Bless O Lord, Our Land of Africa." This song expressed Africa's growing nationalism, a feeling of pride in one's homeland. Many African leaders worked to create unity through nationalism.

**Bless O Lord, Our Land of Africa**  
**Enoch Mankayi Sontaga**  
**South African National Anthem, 1897**

Nkosi sikelel' iAfrika  
 Maluphakanyisw' uphondo lwayo,  
 Yizwa imithandazo yethu,  
 Nkosi sikelela, thina lusapho lwayo.

Morena boloka setjhaba sa heso,  
 O fedise dintwa la matshwenyeho,  
 O se boloke, O se boloke setjhaba sa heso,  
 Setjhaba sa South Afrika - South Afrika.

Uit die blou van onse hemel,  
 Uit die diepte van ons see,  
 Oor ons ewige gebergtes,  
 Waar die kranse antwoord gee,

**English Translation**

Lord, bless Africa  
 May her spirit rise high up  
 Hear thou our prayers  
 Lord bless us.

Lord, bless Africa  
 Banish wars and strife  
 Lord, bless our nation  
 of South Africa.

Ringling out from our blue heavens  
 From our deep seas breaking round  
 Over everlasting mountains  
 Where the echoing crags resound...

Sounds the call to come together, And  
 united we shall stand,

Let us live and strive for freedom,  
 In South Africa, our land.

**Attachment 2: Nationalism in South Africa: Then and Now Pre-Writing**

*Use the bold questions in the SPEC chart to make a comparison.*

<b>SPEC</b>	<b>South Africa during apartheid</b>	<b>South Africa after apartheid</b>
Social <b>S</b>		
Political <b>P</b>		
Economic <b>E</b>		
Cultural <b>C</b>		

# Immigration: Pushing and Pulling!

Time needed: 2 Class Periods

## TEKS:

- 6.4 (B) Identify and explain the geographic factors responsible for patterns of population in places and regions;
- (C) Explain ways in which human migration influences the character of places and regions; and
- (D) Identify and explain the geographic factors responsible for the location of economic activities in places and regions.
- 6.7 (A) Identify and analyze ways people have adapted to the physical environment in selected places and regions; and
- (B) Identify and analyze ways people have modified the physical environment.
- 6.22 (D) Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

## Objectives:

- Define immigration and the push/pull factors that determine movement.
- Evaluate these factors in historical context.
- Identify push/pull factors in literature.
- Demonstrate understanding of these factors by writing a story.

## Materials and Resources:

- Textbook section on immigration
- “Looking Backward” political cartoon
- Storyboard template and rubric

## Procedures:

1. Brainstorm with students about the word “immigration” by asking the following questions:
  - Has your family ever moved from one place to another?
  - What caused you to move?
  - How did you feel as you were moving?
2. Have students read the section in their book pertaining to immigrants and push/pull factors.
3. Have students work in pairs to complete a T-chart of push/pull factors.

<b>Centrifugal Force: Push Factors</b>	<b>Centripetal Force: Pull Factors</b>
Poor	Hope for work
Cannot find work	Make more money
War	Have more freedom
Forced by government	Be able to vote
	Closer to family

4. See how many historical examples students can match to each factor.
  - Examples of push factors in history: Jews during WWII, Post-Vietnam, Colonists to America
  - Examples of pull factors in history: Gold rush, Colonists to America, Movement West
5. Have students complete an APPARTS of Joseph Keppler’s political cartoon, “Looking Backward” (Immigration Cartoon Analysis, Attachment 1).
6. Read one of the following children’s literature books and have students identify what push/pull factors exist.
  - Freedman, Russell. *Immigrant Kids*. Puffin, 1995. ISBN 0140375945.

- Kroll, Steven. *Ellis Island: Doorway to Freedom*. Illustrated by Karen Ritz. Holiday, 1995. ISBN 0-8234-1192-3.
- Levine, Ellen. *If Your Name Was Changed At Ellis Island*. Illustrated by Wayne Parmenter. Scholastic, 1993. ISBN 0-590-46134-6.
- McGovern, Ann. *If You Sailed on the Mayflower in 1620*. Scholastic, 1969; 1991. ISBN 0-590-45161-8.
- Shaw, Charles. *Hanna the Immigrant*. Illustrated by Charles Shaw. Hart Pub., revised edition 1997. ISBN 0-9644559-1-9.

More children's literature can be found on the Texas Education Agency Social Studies Center Web site:  
<http://www.tea.state.tx.us/ssc/>

7. Have students write a story using the storyboard illustrating push or pull factors (Immigrant Story, Attachment 2).
8. A rubric for grading the storyboard is included (Rubric for Immigrant Storyboard Teacher Handout, Attachment 3).

## Attachment 1: Immigration Cartoon Analysis

Use your knowledge of social studies and your book to complete APPARTS for this cartoon.



Caption: Looking Backward

Source: Puck

Date: January 11, 1893

Artist: Joseph Keppler

Author \_\_\_\_\_

Place and Time \_\_\_\_\_

Prior Knowledge \_\_\_\_\_

Audience \_\_\_\_\_

Reason \_\_\_\_\_

Thesis \_\_\_\_\_

Significance \_\_\_\_\_

## Attachment 2: Immigrant Story

Write a story or cartoon using the story board below. Your story must include the following:

1. an immigrant or immigrant family
2. one push and one pull factor that caused them to move


**Attachment 3: Rubric for Immigrant Storyboard**

<b>Criteria</b>	<b>0-not present</b>	<b>1-present (lacking)</b>	<b>2-present</b>	<b>3-present and sophisticated</b>
<b>Story has an immigrant or immigrant family</b>				
<b>One push factor</b>				
<b>One pull factor</b>				
<b>Grammatically correct</b>				
<b>Spelling correct</b>				

## **Introduction to the Five Themes**

### ***TEKS:***

- 6.4 (B) Identify and explain the geographic factors responsible for patterns of population in places and regions;
- (C) Explain ways in which human migration influences the character of places and regions; and
- (D) Identify and explain the geographic factors responsible for the location of economic activities in places and regions.
- 6.5 (A) 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.

### ***Objectives:***

- Identify the five themes of geography.
- Apply the five themes of geography to your community.
- Analyze the five themes of geography by creating a postcard.

### ***Materials and Resources:***

- Textbook reading over the five themes of geography
- Definitions of five themes
- Atlas
- Picture images of physical features
- Local population figures
- Blank world map

### ***Procedures:***

1. Complete the introductory activities to define the concepts of the five themes of geography. (Brief Introduction to the Five Themes, Attachment 1).
2. Find pictures using Google images, the Internet, or magazine cut outs of each one of the five themes of geography. Either print on a colored printer or show on the computer the pictures to your students. Ask them to predict where these images are from and which one of the five themes of geography they think the image is. Some examples of images you can look for are:
  - Location: a map or grid
  - Place: New York City Central Park, Washington Monument
  - Human-Environment Interaction: cities, landfills, dams
  - Movement: tangible: transportation (cars, planes), intangible: religion, language
  - Regions: Cotton Belt, Llano Estacado, Alps, Sahara
3. Complete the writing assignment applying these five themes to your community by creating a postcard (Writing Assignment on the Five Themes, Attachment 2).

## **Brief Introduction to Five Themes of Geography**

### ***Location:***

Have students find the exact and relative location using latitude and longitude of your city/town on an atlas.

### ***Place:***

Describe the physical and human features of your community.

### ***Human-Environment Interaction:***

Find information in your local library to graph the population change in your community.

### ***Movement:***

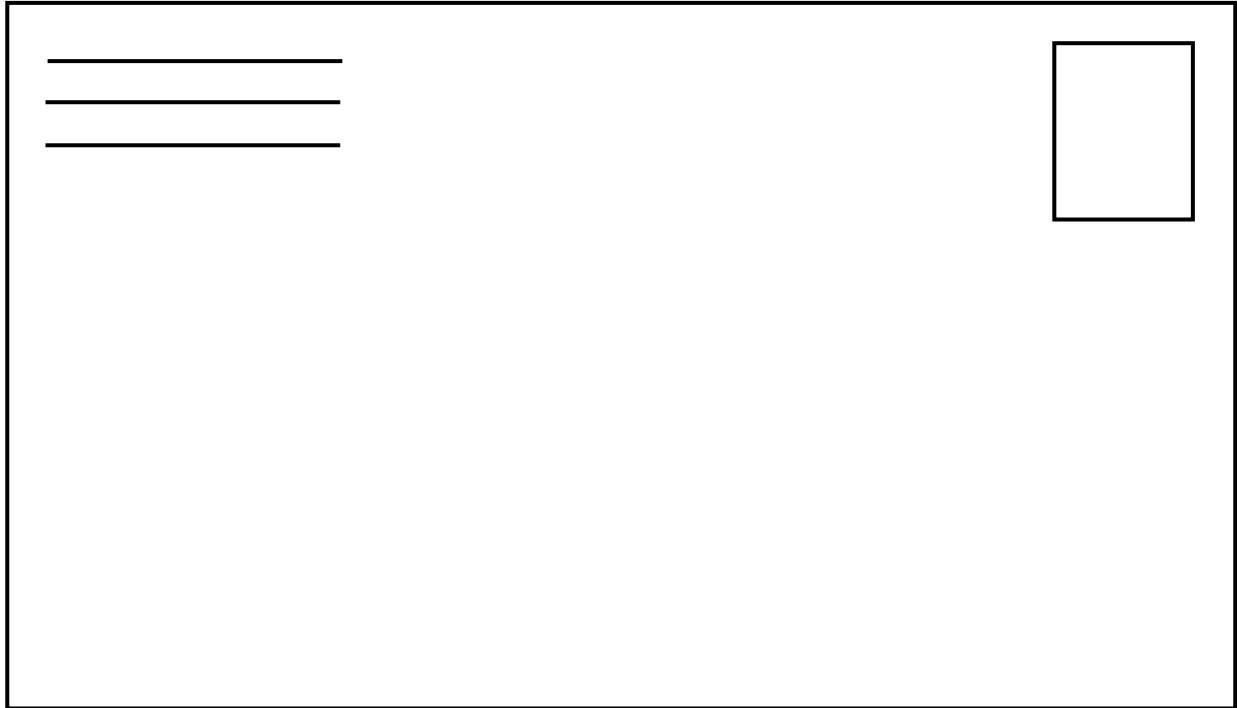
Have students go home and look at the tags of clothing in their closets. Ask students to mark on a blank world map all the places their clothing came from. Discuss with students all the different parts of the world that are represented in their community.

### ***Regions:***

Have students analyze what makes their region special, and what commonalities exist in their area.

## Attachment 2: Writing Assignment on the Five Themes of Geography

Create a postcard to send to your friend in another city. Use the five themes of geography to describe where you live and what your community is like. Using the Internet, magazines, or your own artistic talent, design the cover of your postcard to match your description.



The image shows a large rectangular box representing a postcard template. On the left side, there are three horizontal lines for an address. On the right side, there is a smaller rectangular box for a postage stamp.

## **So What Is a Revolution, Anyway?**

*Time Needed: 3 Class Periods*

### ***TEKS:***

- 6.1 (B) Analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current condition.
- 6.12 (C) Identify historical origins of democratic forms of government; and  
(D) Compare how governments function in selected world societies such as China, Germany, India, and Russia.
- 6.15 (C) Analyze the similarities and differences among selected world societies.

### ***Objectives:***

- Define the term revolution.
- Apply the concept of revolution over time to different revolutions throughout the world.
- Compare and contrast similarities and differences between different revolutions.
- Evaluate the impact revolutions had on history.

### ***Materials and Resources:***

- Textbook sections on
  - American Revolution
  - Independence in Haiti (1804)
  - Independence in Mexico
  - Russian Revolution
  - Independence in Ghana
  - Revolution of Mao Zedong in China
  - French Revolution
- One note card per student
- Revolution matrix
- Writing assignment page

### ***Procedures:***

1. Have each student create a concept card for the word revolution.
  - Begin by having students write the definition from the book or context clues in their own words.
  - After you complete step four have students complete the example and historical significance portion by picking their favorite revolution.
2. Discuss with students the characteristics of a revolution using the questions on the handout provided (Revolution Matrix Student Handout A and Revolution Matrix, Attachments 1 and 2).
3. Have students read the following sections in their textbook or use Internet/library resources to complete the revolution matrix:
  - American Revolution
  - Independence in Haiti (1804)
  - Independence in Mexico
  - Russian Revolution
  - Independence in Ghana
  - Revolution of Mao Zedong in China
  - French Revolution
4. Ask students to determine whether each one of these was in fact a revolution using the criteria they created.
5. Have students use the Venn diagram to compare and contrast two revolutions (Revolutions: Similarities and Differences, Attachment 3 and 4).

6. Have students complete the writing assignment determining what characteristics were/or were not present in one or more of these conflicts listed above (Attachment 5).

***Extension:***

Give students a blank world map and different colored circle stickers. Ask students to label the revolutions you studied in class using a specific color for each time period or color. Have students look for patterns within the revolutions around the world.

**Attachment 1: So What Makes a Revolution, Anyway?**

Revolution	Describe in three sentences	What was the cause of this event?	What was the effect of this event?	What is one question you would like to ask about this event?	Draw a symbol that will remind you of this event.	Using the criteria you created, was this a revolution?


Name three similarities between these revolutions:

- 1.
- 2.
- 3.

Name three differences between these revolutions:

- 1.
- 2.
- 3.

**Attachment 2: So What Makes a Revolution, Anyway?**

Revolution	Describe in three sentences	What was the cause of this event?	What was the effect of this event?	What is one question you would like to ask about this event?	Draw a symbol that will remind you of this event.	Using the criteria you created was this a revolution?
American Revolution	The colonists were unhappy they had to pay taxes to Great Britain. They refused to pay and began to fight. In 1781 they won their freedom.	Colonists did not want to pay taxes or answer to someone else.	America is an independent country today. This revolution led to others in Latin America and around the world.	What did the kids do during the fighting?		Yes.

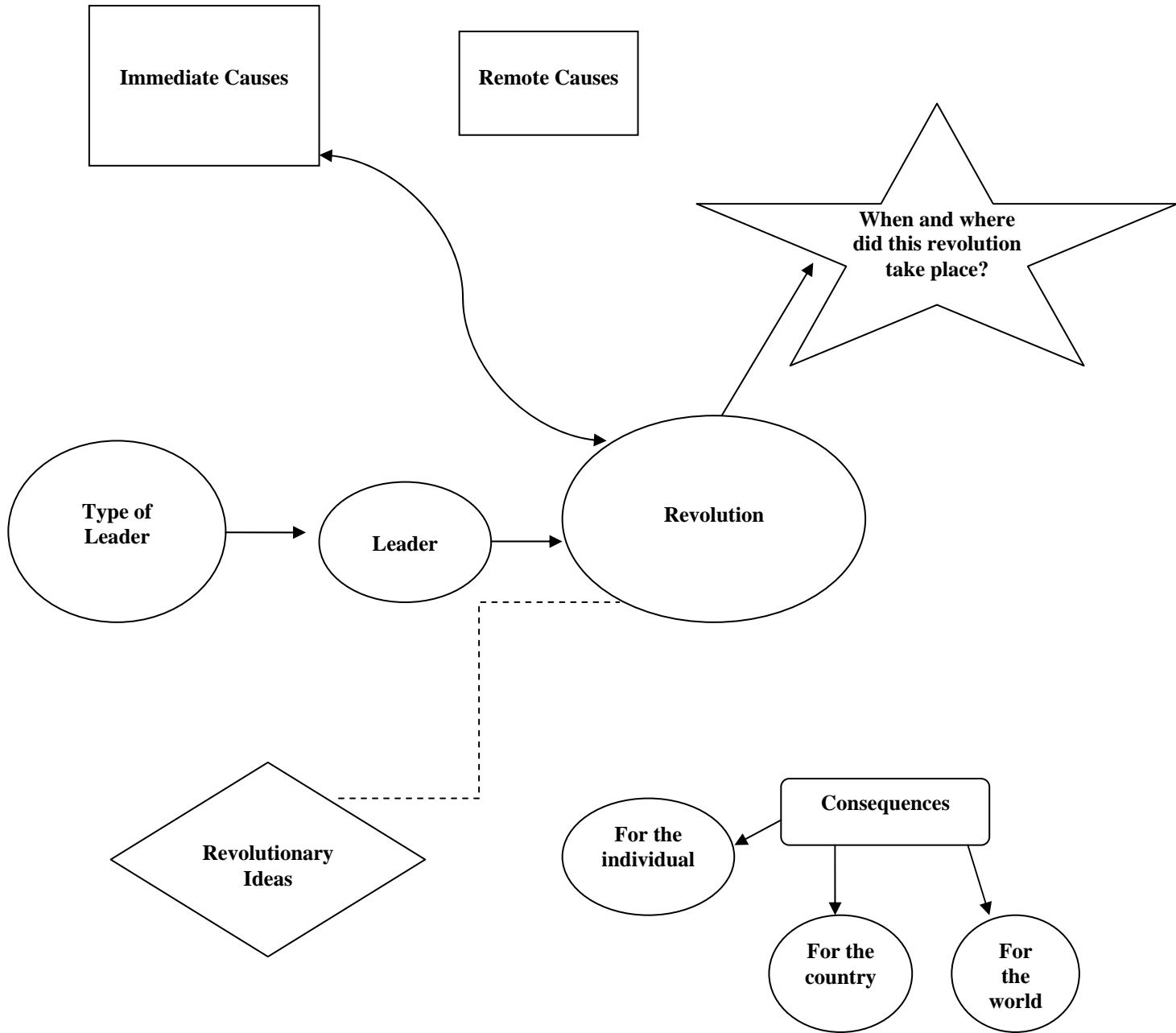
Name three similarities between these revolutions:

- 1.
- 2.
- 3.

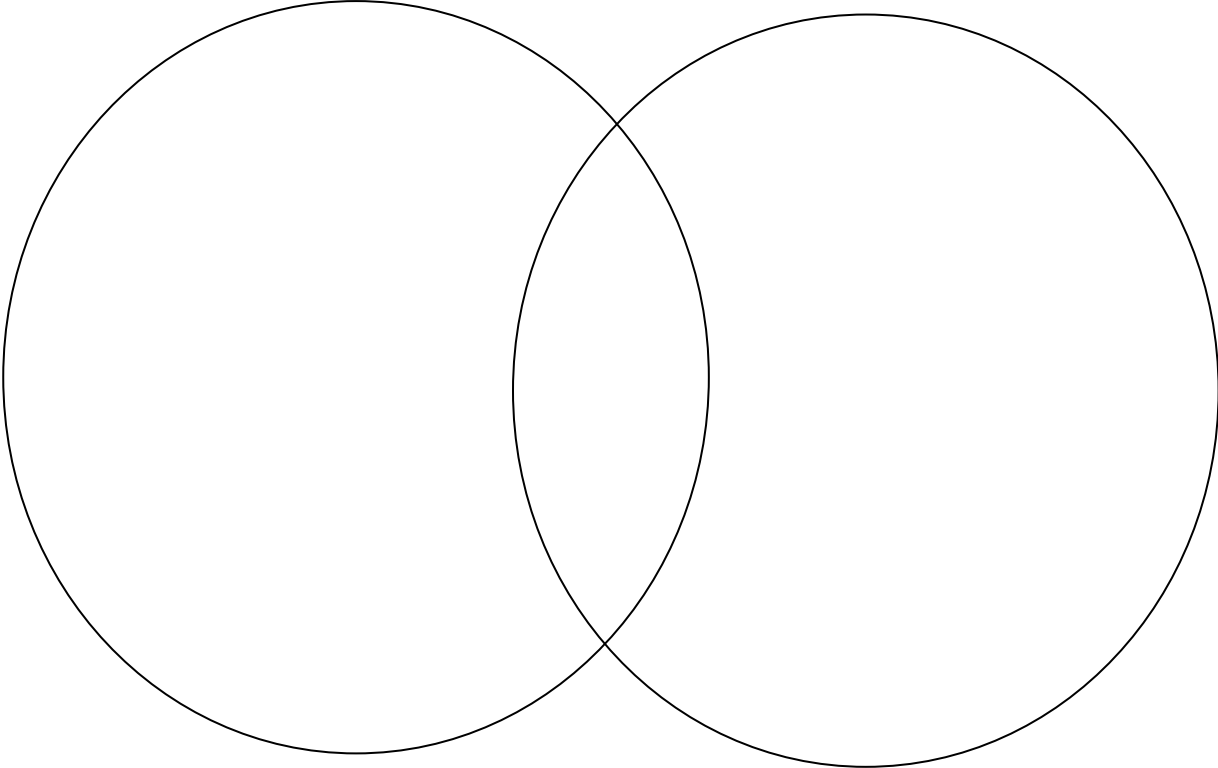
Name three differences between these revolutions:

- 1.
- 2.
- 3.

**Attachment 3: Similarities and Differences**



**Attachment 4: So What Makes a Revolution?**



## **Attachment 5: So What Is A Revolution?**

Begin by answering some basic questions about a revolution.

1. When/where can revolutions take place?
2. What conditions need to exist before a true revolution can take place?
  - a. Remote causes
  - b. Immediate causes
3. Who leads a revolution? What kind of leader is required?
4. What is a “revolutionary idea?”
5. Once all the ingredients are present (causes, leadership, ideas), how does one go about pulling off a revolution?
6. What are the consequences of a revolution...
  - a. For individuals?
  - b. For the country?
  - c. For the world?

Once you have answered these questions, discuss as a class what the characteristics of a revolution are.

List those characteristics.

