

6th Grade Social Studies

Europe Geography Unit Information

Milestones Domain/Weight: Geography 31%

Purpose/Goal(s):

Content Map: Europe Content Map (includes all domains)

[Europe's Geography Teacher Notes](#)

Prerequisites: No elementary standards align to Europe's Geography

Unit Length: Approximately 13 Days

[Europe Geography Study Guide](#) | [Europe Geography Study Guide KEY](#)

Click on the links below for resources by Essential Question:

[EQ 1: Where are the major physical features and nations of Europe located?](#)

[EQ 2: How do location, climate, and natural resources influence Europe and its people?](#)

[EQ 3: How have environmental issues affected Europe?](#)

TCSS 6th SS Europe Geography Unit

Essential Question and Standard(s)	Vocabulary	Resources [Back to Top]	Assessment
<p>1. Where are the major physical features and nations of Europe located?</p> <p>Standard:</p> <p>SS6G8a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, Alps, Pyrenees, European Plain, Iberian Peninsula, Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and Scandinavian Peninsula.</p> <p>SS6G8b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.</p>	<p><u>Essential*</u> Danube River Rhine River English Channel Mediterranean Sea Alps Pyrenees European Plain Iberian Peninsula Belgium France Germany Italy Poland Russia Spain Ukraine United Kingdom Portugal [for exploration]</p> <p>*Essential Vocabulary listed in the GPS Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<ul style="list-style-type: none"> ▪ Europe Physical Features and Nations ppt ▪ Europe Physical Features Identification Map ▪ Use Google Earth to show some of Europe's physical features [contact the academic coach if you do not have access to Google Earth on your desktop] ▪ Europe Physical Features Foldable – After identifying the physical features on a map, have students use the foldable to mark each feature on a small map, write a description of where the feature is located in Europe, and write a method for remembering the location of the physical feature. ▪ Europe Physical Features Distributed Summarizing [use this as a formative assessment as well]. After checking for understanding, keep the papers so that you can use them again after students complete the Europe Political Identification Map. ▪ Europe Political Identification Map with Portugal [Portugal is included because the history standards ask students to trace the empires of Portugal] ▪ Additional Map - Europe Blank Political Map ▪ Physical Features and Nations Slipcover – Put unlabeled maps in clear slipcovers. Give each student a slipcover, vis-à-vis or expo marker, and paper towel (a sock is also good and cheaper). Call out physical features or nations and have students circle the feature or nation and hold up their slipcover when instructed. ▪ Use the Europe Physical Features and Nations review ppt and BYOD technology to quiz students on the location of Europe's physical features and nations. For example, use Plicker Cards [these need to be made in advance by the teacher] as student response cards as the teacher shows review slides from the ppt to determine whether students can identify the features and nations. Teachers could also use sites such as Socrative, Kahoot, Testmoz, etc. Ask the academic coach for assistance if needed. ▪ Europe Physical Features and Nations Summarizer 	<ul style="list-style-type: none"> ▪ SS6G8a.-SS6G8b. Sample Assessment Items

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Essential Question and Standard(s)	Vocabulary	Resources [Back to Top]	Assessment
<p>2. How do location, climate, and natural resources influence Europe and its people?</p> <p>Standards:</p> <p>SS6G10a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.</p> <p>SS6G10b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.</p>	<p><u>Essential*</u> Climate Natural Resources</p> <p><u>Supplemental**</u></p> <p>*Essential Vocabulary listed in the GPS Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<ul style="list-style-type: none"> ▪ Impact of location, climate, and natural resources on people in Europe Activating Strategy ▪ Impact of location, climate, and natural resources on people in Europe ppt ▪ Impact of location, climate, and natural resources on people Notes ▪ Location, Climate, and Natural Resources Graphic Organizers ▪ United Kingdom Maps Russia Maps ▪ Germany Maps Italy Maps ▪ Impact of location, climate, and natural resources Summarizer ▪ Cia World Factbook <ul style="list-style-type: none"> ○ United Kingdom ○ Germany ○ Russia 	<ul style="list-style-type: none"> ▪ SS6G10a. and SS6G10b. Sample Assessment Items

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Essential Question and Standard(s)	Vocabulary	Resources [Back to Top]	Assessment
<p>3. How have environmental issues affected Europe?</p> <p>Standards:</p> <p>SS6G9a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.</p>	<p><u>Essential*</u> Acid rain Air pollution Nuclear disaster</p> <p><u>Supplemental**</u> Cancer Air currents Birth defects Radioactive Contamination Vehicle emissions Power stations (industry and power generation)</p> <p>*Essential Vocabulary listed in the GPS Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<ul style="list-style-type: none"> ▪ Europe Environmental Issues ppt ▪ Europe Environmental Issues Graphic Organizer ▪ Suggested Activities: <ul style="list-style-type: none"> ○ Allow students to select a product such as a bumper sticker, public service announcement, magazine/newspaper ad, brochure, editorial, jingle, song, cartoon, poster, etc. on either air pollution or acid rain. The product must include the name of the environmental issue and a statement about the issue or about solutions and/or ways to stop the issue. [Note: this activity is not intended to be a lengthy one; students should complete the activity in a class period or less] ▪ Acid Rain Animation: http://www.youtube.com/watch?v=JRvvPOAWMAo ▪ Chernobyl Images ppt ▪ Chernobyl RAFT Chernobyl RAFT Rubric ▪ “Voices of Chernobyl: Survivors’ Stories” NPR Story Audio version Transcript of the story ▪ Chernobyl: An Inside Tour ▪ “Long Shadow of Chernobyl” National Geographic Video: [There is also a print article] ▪ Differentiation: After students complete the 3-2-1 Summarizing Strategy [listed in the ppt], identify which students understand the environmental issues facing Europe and which students need more support. Students that understand the environmental issues in Europe should read the article “Comparing Nuclear Events at Fukushima, Chernobyl, Three Mile Island: Q&A” then create a venn diagram comparing the three. Students that need more support should use their graphic organizer to compare and contrast the environmental issues in Europe. Triple Venn Diagram Triple Comparison Organizer 	<ul style="list-style-type: none"> ▪ SS6G9a Sample Assessment Items