



PRACTICE - ASSESS - DIAGNOSE

Level
6

180 Days of **GEOGRAPHY** for **Sixth Grade**



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INTRODUCTION

With today's geographic technology, the world seems smaller than ever. Satellites can accurately measure the distance between any two points on the planet and give detailed instructions about how to get there in real time. This may lead some people to wonder why we still study geography.

While technology is helpful, it isn't always accurate. We may need to find detours around construction, use a trail map, outsmart our technology, and even be the creators of the next navigational technology.

But geography is also the study of cultures and how people interact with the physical world. People change the environment, and the environment affects how people live. People divide the land for a variety of reasons. Yet no matter how it is divided or why, people are at the heart of these decisions. To be responsible and civically engaged, students must learn to think in geographical terms.

The Need for Practice

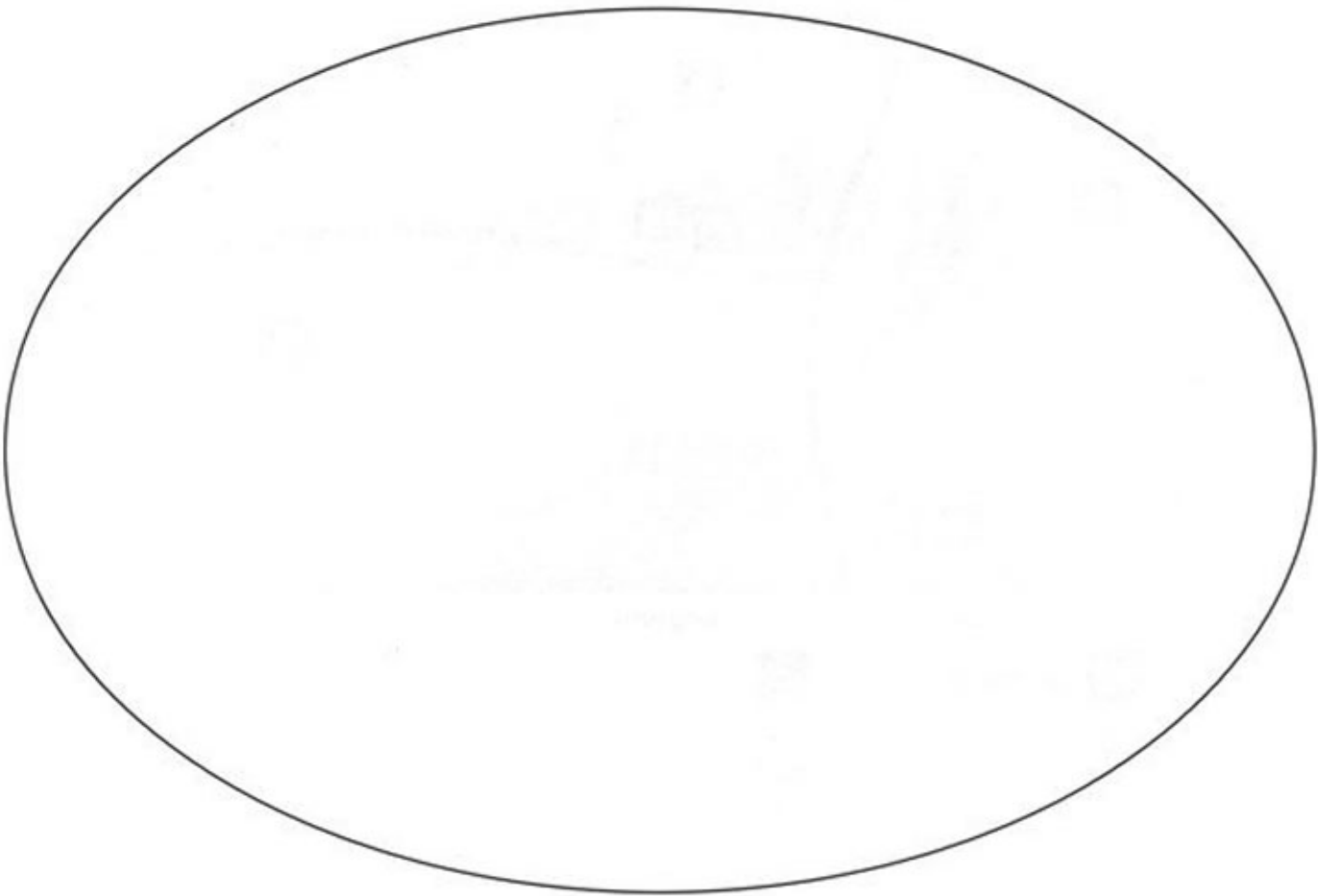
To be successful in geography, students must understand how the physical world affects humanity. They must not only master map skills but also learn how to look at the world through a geographical lens. Through repeated practice, students will learn how a variety of factors affect the world in which they live.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' geographical understandings. This allows teachers to adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. The data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

Name: _____ Date: _____

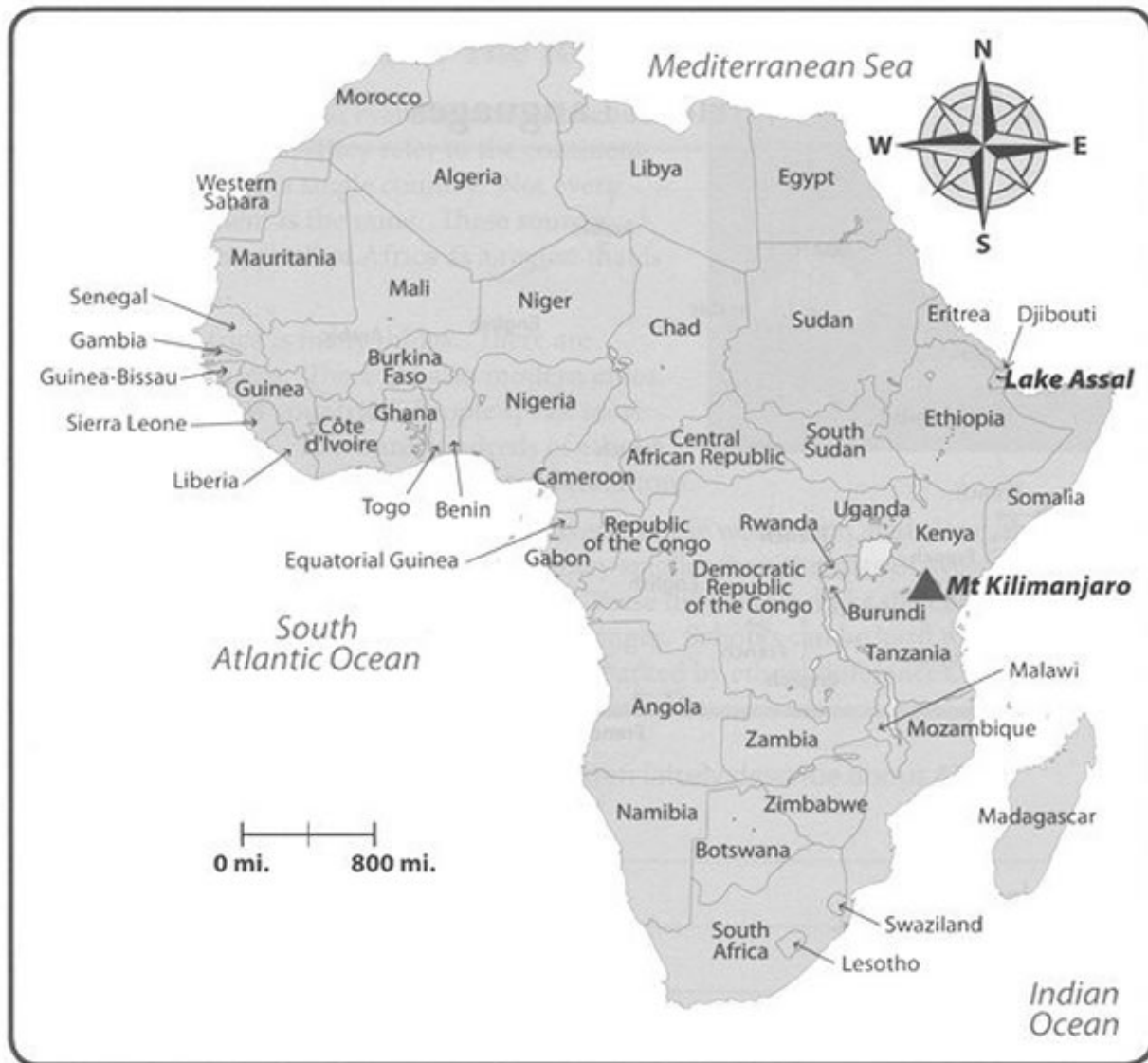
Directions: A data frame is the purpose of the map. An easy way to show the data frame is to title the map. Draw a map of the world using the data frame of the continents and oceans. Then, title the map. Use the Word Bank to label the continents and oceans.

**Word Bank**

Africa	Antarctica	Asia
Australia	Europe	North America
South America	Pacific Ocean	Atlantic Ocean
Indian Ocean	Arctic Ocean	Southern Ocean

Name: _____ Date: _____

Directions: This is a map of Africa. Use the map and scale to answer the questions.



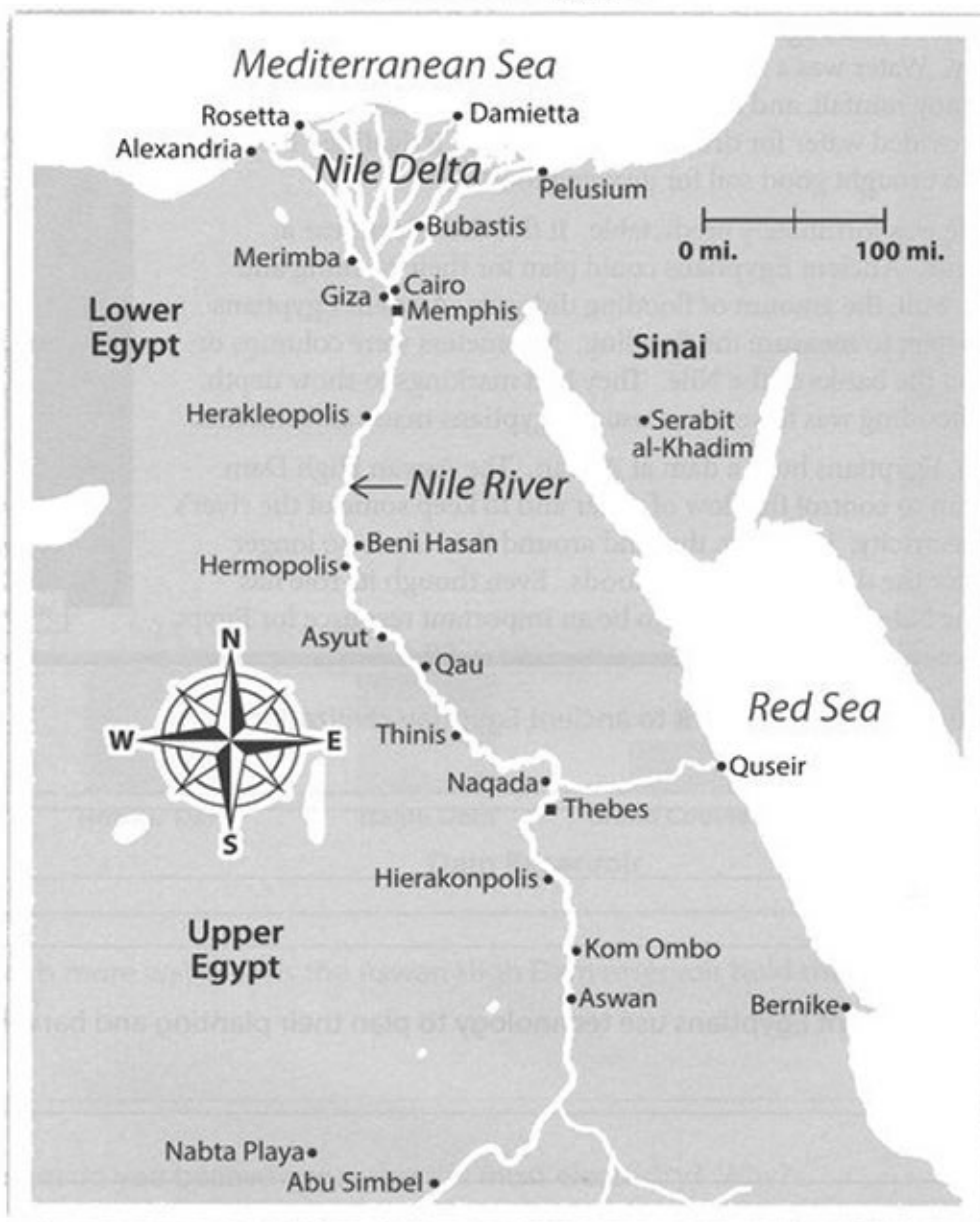
1. What political information is provided on this map of Africa?

2. Outline the borders of the landlocked countries (countries that do not border the ocean).
3. Draw a line a between the highest point, Mt. Kilimanjaro, and the lowest point, Lake Assal.
4. Using the scale, what is the approximate distance between the two points?

Name: _____ Date: _____

Directions: Examine the pictures of ancient Egyptian monuments. Then, draw a symbol to represent each monument in the correct location on the map.

Ancient Egypt



pyramids (Giza)



sphinx (Giza)

Karnak
(near Thebes)Luxor
(near Thebes)

Name: _____ Date: _____

Directions: This table shows the population in each region of Asia from 2000 to 2015. Study the table, and answer the questions.

Population by Region in Asia, 2000–2015 (thousands)				
Region	2000	2005	2010	2015
East Asia	1,496,284	1,536,540	1,575,320	1,612,287
Central Asia	55,117	58,043	62,139	67,314
South Asia	1,451,933	1,581,124	1,702,991	1,822,974
Southeast Asia	526,179	563,157	596,708	633,490
Middle East	169,019	189,753	216,390	240,459
Russia and the Caucasus	162,339	159,676	159,471	160,229

1. Describe the overall trend shown in the chart.

2. What was the overall population for Asia in 2015? How much did that increase from 2000?

3. Which region had the highest population in 2000?

4. Which region had the highest population in 2015?

5. Is the population increasing in all regions of Asia? What is one possible explanation for this?



Name: _____ Date: _____

Directions: Study the photo, and answer the questions.

traditional Maori wood-carved canoes in New Zealand

1. How does this photograph represent an important part of Polynesian culture?

2. What are the biggest challenges ancestors of the Maori people would have faced traveling across the ocean in wood-carved canoes?

3. Why is it important to understand and learn about the history and culture of indigenous peoples?

Name: _____ Date: _____

Directions: Read the text, and study the photo. Then, answer the questions.

Fair Trade in Central America

Central America exports coffee, fruit, and sugar to other countries. These are cash crops. Cash crops are grown to trade and make money. Countries that cannot easily grow these crops import them from Central American countries.

Many foreign companies moved into the region to do business. For example, the United Fruit Company owned banana plantations in many countries. Foreign companies ended up with control over the production and the profits. In addition, locals have criticized these companies for damaging the land, exploiting workers, and interfering in local politics.

In recent years, companies and governments have tried to solve some of those problems. A movement called Fair Trade began. Fair Trade companies buy from groups of farmers. These farmers are guaranteed enough money to cover their costs and still have money to live on. Farmers have to treat the land and their workers well. The goal is for everyone to benefit fairly.

It is still too early to see if the Fair Trade Movement will improve the lives of farmers. But it is important to find a way to do business that benefits both the people and the land.



1. What are the main cash crops in Central America?

2. Why were companies like United Fruit criticized?

3. Do you believe the Fair Trade movement will work? Explain your answer.
