

How are humans responsible for the environment?



The Continents Showcase



Unit Assessment

This unit is an integrated approach to student exploration of earth/environmental science, geography, human geography, and the humanities, while using the arts. Students will work closely with their History, Science, Library teachers and guest artist. Students will be required to create and present one visual art project during the 6th grade Showcase. Students will select one of the seven continents: North America, South America, Europe, Africa, Asia, Australia, and Antarctica. Students will, individually, start researching their continent; specifically, the uniqueness of the terrain and its natural resources. Then investigate how these natural resources are acquired, used, and the environmental impact that has resulted from the acquisition and use of these natural resources.

Subject Area Common Core Standards

- BOY RH.6-8.1, WHST.6-8.9, WHST6-8.1, RH.6-8.1, & SL.6.4
- [CPS Social Science 3.0 Core Standards](#) (active link)
- [CPS Science Content Framework Standards](#) (active link)

Students will be required to answer the following Unit Questions in the attached Task Assignments:

Humanities Essential Unit Questions – Returned to Mr. Streit

- Task #1 - What natural resources does your continent have or used to have before they were depleted (List at least 10)? What natural resources does your continent have that other continents do not? [NOTE: Try to focus on one or two examples] Pick two countries on your continent. Where do they get some of the natural resources they need, but don't have?
- Task #2 – What major natural geographic features (mountain ranges, lakes, rivers, deserts, etc.) are on your continent, and what are their names? Pick one ancient (early) civilizations on your continent. What role did these natural geographic features have on the development of the ancient (early) civilizations in the region? [NOTE: Example - Mesopotamia formed between two rivers, the Tigris and the Euphrates. The rivers caused the land between them to be fertile, and gave the people of Mesopotamia rich farmland. This allowed multiple civilizations such as the Babylonians, Akkadians, and Sumerians to flourish and specialize because they had a surplus of food. Eventually, language, art, and early science and math developed.]
- Task #5 – Pick one modern-day country on your continent. How are natural resources used (economically and politically) within the country? How have these natural resources impacted or influenced politics, economics, and relationships with other countries within or outside of your continent? [NOTE: Try to focus on one or two examples]
- Task #6 - Learning Geography (classwork): We will be updating a world map as students learn where geographic features and countries are.

Science Essential Unit Questions – Returned to Mrs. Becker

- Task #3 - Pick two natural resources that are being depleted on your continent. Explain what each is used for, how it is extracted/obtained, and what consequences have resulted from both the production and/or use of your natural resources. Then answer the question: What is the price the environment is paying in our quest for natural resources? [NOTE: Example - In North America, the quest for natural gas has led to hydraulic fracturing, or fracking. In Oklahoma, fracking machines get natural gas out of the earth by injecting water into subterranean rocks at a high pressure, fracturing the rocks, and allowing access to underground pockets of natural gas. The water used in this process is then disposed of and is often injected underground. In Oklahoma, this process of wastewater injection has led to a significant increase of earthquakes—623 magnitude 3 or higher in 2016 alone.]
- Task #4 - What environmental or governmental organizations are working to prevent future devastation and support possibilities of restoration in your continent to compensate for the production and use of the natural resources you focused on in #3? What are those organizations doing specifically? [NOTE: Example - Americans Against Fracking is a national coalition that advocates for bans on fracking and the export of natural gas produced through fracking. The group is composed of numerous smaller groups that want to get rid of fracking all together. At this point, they are not advocating for restoration, only for a complete ban.]

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The Continents Showcase Continents Selection Form

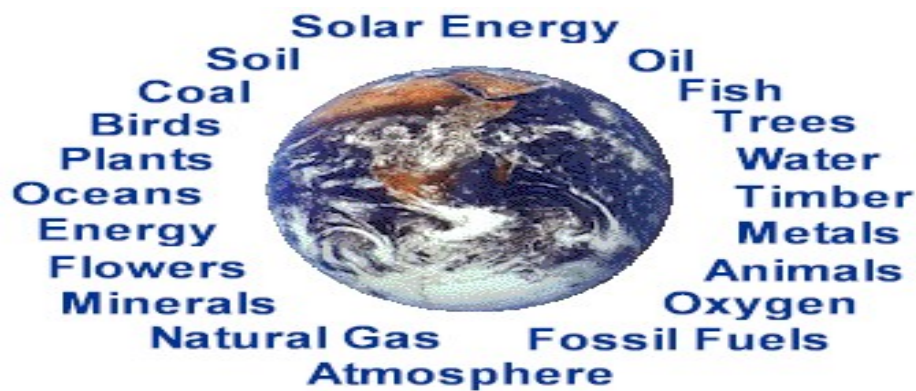


Full Name: _____ Date: _____ Grade: ____/5 pts.

Continent selection: _____

Parent Signature: _____

Directions: Download, save, and review the complete Continents Showcase packet at <http://mrstreit.webs.com/6th-grade-showcase>, select a continent and explain why you selected the continent? Give at least 2 specific reasons. It is preferred that you type below, but written answers will be accepted for the Continents Selection Form without any point reduction.



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Full Name: _____ Date: _____ Grade: ____/20 pts.

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Task #1 - What natural resources does your continent have or used to have before they were depleted (List at least 10)? What natural resources does your continent have that other continents do not? [NOTE: Try to focus on one or two examples] Pick two countries on your continent. Where do they get some of the natural resources they need, but don't have? Turn into Mr. Streit for your Social Science grade.

Task #1:

TYPE YOUR RESPONSE HERE

Work Cited: Cite your research here. Use one of the following citation creators to cite your research. Does your citation look like the sample below?

- [Citation Machine](#)
- [Easy Bib](#)
- [OWL Purdue](#)

Last, First Name. "Article Title." Website Title. Website Publisher/Sponsor, 01 Jan. 2015. Web. 19 Sept. 2016.

Task Assignment Rubric:

	Exceptional 4 points	Meets Expectations 3 points	Needs Improvement 2 points	Revisions Needed 1 point
Supporting Research	Thorough and relevant.	Less thorough but still substantial and relevant.	Adequate; relevance made clear.	Insufficient; relevance not always made clear.
Focus & Content	Sharp, distinct focus; balanced, substantial, specific, and/or illustrative content; sophisticated, mature ideas are particularly well-developed	Clear focus; specific, illustrative, and balanced content	Adequate focus, but unbalanced content; more analysis needed	Essay contains too much research information without analysis or commentary
Vision & Purpose	Student made a high degree of connections between their continent and the humanities and science essential question(s).	Student made an effort to present their continent using most of the humanities and science essential question(s).	Student made little effort to present their continent using some of humanities or science essential question(s).	Student made no effort to present their continent and ignored the humanities and science essential question(s).
Mechanics & Usage	Free of mechanical and usage errors	Few mechanical and usage errors	Some mechanical and usage errors, but not severe enough to interfere significantly with writer's purpose	Mechanical and usage errors which interfere with writer's purpose
MLA: Work Cited Page	All sources on Works Cited page follow proper MLA format (3+ sources).	Most sources on Works Cited page follow proper MLA format (2 sources).	Few of the sources on Works Cited page follow proper MLA format (1 source).	None of the sources on Works Cited page follow proper MLA format (0)

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Task #2 – What major natural geographic features (mountain ranges, lakes, rivers, deserts, etc.) are on your continent, and what are their names? Pick one ancient (early) civilizations on your continent. What role did these natural geographic features have on the development of the ancient (early) civilizations in the region? [NOTE: Example - Mesopotamia formed between two rivers, the Tigris and the Euphrates. The rivers caused the land between them to be fertile, and gave the people of Mesopotamia rich farmland. This allowed multiple civilizations such as the Babylonians, Akkadians, and Sumerians to flourish and specialize because they had a surplus of food. Eventually, language, art, and early science and math developed.] Turn into Mr. Streit for your Social Science grade.

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[NOTE: Example - In North America, the quest for natural gas has led to hydraulic fracturing, or fracking. In Oklahoma, fracking machines get natural gas out of the earth by injecting water into subterranean rocks at a high pressure, fracturing the rocks, and allowing access to underground pockets of natural gas. The water used in this process is then disposed of and is often injected underground. In Oklahoma, this process of wastewater injection has led to a significant increase of earthquakes—623 magnitude 3 or higher in 2016 alone.] Turn into Mrs. Becker for your Science grade.

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Last Name, F. (1979, June 23). Retrieved September 1, 2015, from <http://www.someaddress.com/full/url/>

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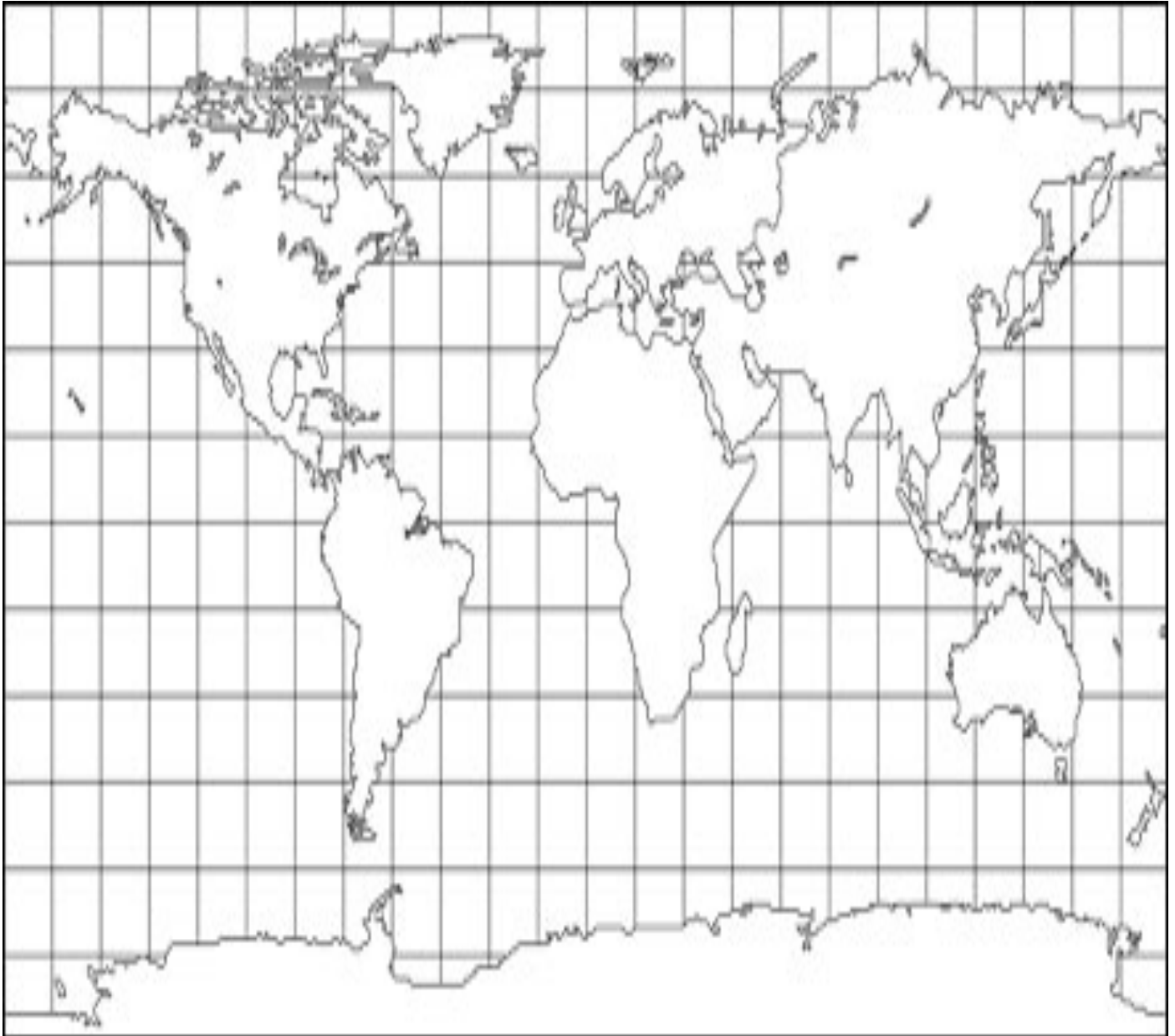
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Task #6 - Learning Geography (classwork): We will be updating a world map as students learn where **geographic features and countries are.** Use the following map for Learning Geography quiz in **Mr. Streit's** Social Science class.



The Continents Showcase Final Product Rubric

Grade: / 48 pts.

	Exceptional 8 points	Meets Expectations 6 points	Needs Improvement 4 points	Revisions Needed 2 point
Characteristics	Student identifies multiple significant characteristics that distinguish their continent and natural resources using their artistic creativity.	Student identifies multiple significant characteristics that distinguish their continent or natural resources with some effort to be artistically creative.	Student identifies a few significant characteristics that distinguish their continent with minimal effort to be artistically creative.	Student does not identify any of the characteristics that distinguish their continent and little to not effort to be artistically creative.
Quality of Information as Evidence	Student uses a wide variety of sources and cites them correctly. Student demonstrates exceptionally accurate information that is scientifically and historically accurate.	Student uses a few sources and cites them correctly. Student demonstrates accurate information that is scientifically and historically accurate.	Student uses limited sources and cites them. Student demonstrates questionable scientifically and historically accurate information.	Student does not use appropriate information and does not cite their information.
Influence on other cultures	Student is able to give several detailed examples of how people of their continent have used their natural resources and how these natural resources have influenced their continent politically and socially and influenced other cultures.	Student is able to give some detailed examples of how people of their continent have used their natural resources and how these natural resources have influenced their continent politically or socially, with some evidence of how this influenced other cultures.	Student is able to give few detailed examples of how people of their continent have used their natural resources with some evidence of how this influenced other cultures.	Student does not give detailed examples of how people of their continent have used their natural resources or how this influenced other cultures.
Vision & Purpose	Student made a high degree of connections between their artistic creation and the humanities and science essential questions.	Student made an effort to present their artistic creation using most of the humanities and science essential questions.	Student made little effort to present their artistic creation using some of humanities or science essential questions.	Student made no effort to present an artistic creation and ignored the humanities and science essential questions.
Working with the Artist	Student worked productively with the artist and displayed a high level of planning and time management.	Student worked productively with the artist and displayed some signs of planning and time management.	Student worked productively with the artist and displayed little sign of planning or time management	Student worked productively with the artist and displayed no signs of planning or time management.
Showcase Presentation	Student composition uses presentation well to translate their message to the audience. The composition includes appropriate techniques, details, and clearly explains their message.	Student composition uses presentation well to translate their message to the audience. The composition includes some techniques, details, and clearly explains their message.	Student composition uses presentation to translate their message. The composition includes some techniques, details, and briefly explains their message.	Student presentation is vague, hard to understand and fails to techniques, details, and does not explain their message.

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