

3A – How Did People Get There?

MCCC SS060301, SS060305, SS060306 shortened

6th Grade Social Studies Network – 2015-6
Part A of Unit 2 – The World in Spatial Terms

GLCEs: 6G121 skills of geographic inquiry; 6G312 climate patterns; 6G433 causes and patterns of migration

1. Review world population map (Unit 1B)

(5 to 15 minutes, depending on how many generalizations you want to elicit; you might also spend a few minutes looking at an early civilization map like this one to review a previous look at ancient cities and point students toward what they might learn in history classes later)

6th 3Ax World continent population 1 and 2001

B11 World clickable population map 8x14

6th 3Ay World early civilizations

2. Activity: How did people get there?

(20-60 minutes, depending on whether you use actual dates or countdown numbers, how many other layers of information you add, and whether you include supplementary information like the MCCC archaeology case study, videos about early humankind, etc.)

Humans started in east Africa and spread around the world. Most of the largest populations in today's world are in places that were settled long ago – the Niger and Nile valleys of Africa, Mediterranean and Western Europe, and Southwest, South Central, and Southeast Asia. Population became great in these areas at an early date, which in turn encouraged people to develop more efficient methods of food production. Productive agriculture then allowed populations to grow even more. Meanwhile, more distant places like the Americas, Australia, and northern Eurasia did not start on this path until much later. As people spread around the world, they encountered environments that were not suitable for farming and therefore unable to support large populations in the past. Learning about this process of human migration is therefore a good way to explore the basic environmental patterns of the world. In other words, the focus should be broader than just the pattern of migration, because

- a) the topic of early human migration is not explicitly part of the revised GLCEs, but
- b) understanding of the process can help students put a lot of other knowledge about population and environment into perspective.

6th 3A Human Migration countdown activity

6th 3A Human Migration clickable map

3. Scaffolding Activity: Push and pull factors in migration

(10-20 minutes. You can use MCCC forms and graphic organizers, OR have students design their own graphic organizer (it's a good topic for that!), OR do an internet search for graphic organizers (keywords: "push pull migration"). This should be no more than a quick overview at this time – see Note below).

Pages from MCCC

- **SuppMaterials.SS060301** pages 1-3 graphic organizer, big idea page, word cards

- **SuppMaterials.SS060305** Graphic organizer, word cards, and data forms for push-pull migration.

The activity about net migration, however, relies on prior knowledge of topics that are not covered until much later, in Units 6 and 7. We recommend postponing these sections – see Note below.

- **SS060305.Powerpoint** is a presentation on migration that has some useful maps

- **SuppMaterials.SS060306 and SS060306.Powerpoint** is a presentation on migration theories that has interesting material about archaeology but does not directly address a GLCE

Takehome: The spread of human population from the origins in East Africa is important background information. It is easier to remember if students construct their own map, e.g. by drawing arrows from older sites to more recent ones and then verbally describing the patterns that they see.

Note: The title of MCCC Unit 3 is Population and Migration, but we suggest that teachers postpone most of the migration-related topics until later, because they are easier to teach after students have a basic understanding of the economic and political conditions in different parts of the world. These conditions often act as push or pull factors in migration. (In "Themespeak," conditions (place) cause connections (movement).)