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6

GRADE



# Teachers Book 6

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# CONTENTS

## Unit 1: World's Population

- LESSON 1 Population growth
- LESSON 2 Distribution of population
- LESSON 3 Population migrations
- LESSON 4 Age and gender composition

## Unit 2: Natural Landmarks

- LESSON 1 Deserts
- LESSON 2 Forests
- LESSON 3 Rivers

## Unit 3: Ecosystem

- LESSON 1 The environment and the ecosystem
- LESSON 2 Biodiversity
- LESSON 3 The Nature Conservancy

## Unit 4: The Continent of Europe

- LESSON 1 Location, area and population
- LESSON 2 Prominent natural landmarks
- LESSON 3 Prominent human landmarks

## Unit 5: The Continent of North America

- LESSON 1 Area, Location and inhabitants
- LESSON 2 Prominent natural landmarks
- LESSON 3 Prominent human landmarks

## Unit 6: The Continent of South America

- LESSON 1 Location, area and population
- LESSON 2 Prominent natural landmarks
- LESSON 3 Prominent human landmarks

## Unit 7: The Greek Civilization

- LESSON 1 Location and the establishment
- LESSON 2 Wars and external expansion
- LESSON 3 The achievements of the civilization

## Unit 8: Roman Civilization

- LESSON 1 Location and origin
- LESSON 2 Expansion and extension
- LESSON 3 Social life and cultural heritage

## Unit 9: The Mayan civilization and the Aztec

- LESSON 1 The Mayan civilization
- LESSON 2 The Aztec civilization

## Unit 10: Economy

- LESSON 1 Factors of production
- LESSON 2 Economic development
- LESSON 3 Humanitarian Law

## Unit 11: Democracy

- LESSON 1 The concept of democracy
- LESSON 2 Principles of democracy
- LESSON 3 Types of democracy
- LESSON 4 Slavery and freedom



 **Lesson 1 : Population growth****Outcomes**

- To recognize the aspects of population growth
- To conclude the relationship between health progress and population growth

**Concepts and terminology**

Natural increase, average of natural increase, net migration rate, population growth

**The opening question**

 Why is the world's population increasing?

The opening question aims at knowing the students' previous knowledge which is considered as an introduction to the subject.

**Strategies to implement the lesson**

After the introduction , the teacher analyses the figure by applying the strategy of critical thinking. Then the teacher clarifies the concepts through discussion and supports the theoretical framework by giving examples of calculations and present them in front of the students. Added to that, the teacher raises the creative thinking questions about future expected results.





### *Key issues*

- The population growth is increasing continuously due to the increase in the number of births and the decrease in death tolls.
- The reason behind the population growth is the scientific progression, people have achieved in different fields so far and in particular in health care which dramatically has affected population growth.
- Population growth differs between countries as some of them witness rapid growth whereas the growth in other countries is slow. Moreover, other countries reach the zero growth population or it starts decreasing.



### *Think and discuss*

 In your opinion, what affects the population more: natural births or migrations? Why?

A topic for discussion in which students have to provide their answers with justifications.



## ▶ Lesson 2 : Distribution of population

### Outcomes

- To recognize the natural aspects affecting the distribution of population
- To learn about human factors in affecting the distribution of population



### Concepts and terminology

Distribution, general population density, minerals, political factors



### The opening question



Why do some regions have no population?

The introductory question aims at knowing the students' prior knowledge and brainstorm as many ideas as possible to develop the learners' critical thinking.



### Strategies to implement the lesson

- The teacher introduces the lesson by pointing out the differences in the distribution of citizens, then analyses the world map to support the main idea.
- The teacher then analyzes the plan to conclude the concept and support it with theoretical and calculations examples.
- The teacher uses critical thinking technique with the students ,analyse the map of Canada and link it with the climatic condition and the distribution of the population.
- The teacher encourages the students to learn through team work by giving two tasks: First, about the natural factors affecting the distribution of the population. Second, human conditions.
- The task could be given to more than one group.
- Having finished the activity, each group presents part of the task and discusses it with other groups.



**Key issues**

- The citizens are distributed in the different continents of the world with unequal numbers.

**Think and discuss**

 What are the characteristics of the area you wish to live in? Why?

A topic for discussion where each student should provide his/her definite personal answer which aims at showing the student's ability in to justify his/her answer.



## ▶ Lesson 3 : Population migrations

### Outcomes

- To learn about the types of migration
- To understand the reasons behind migration
- To conclude the effects of migration on the countries which send and receive immigrants



### Concepts and terminology

Migration, internal migration, foreign migration, forced migration, voluntary migration



### The opening question



Why do some people move from one place to another?

The opening question aims at knowing students' prior knowledge and brainstorm as many ideas as possible to develop their creative thinking.



### Strategies to implement the lesson

- The teacher introduces the question by linking it with the population growth topic, then he clarifies the concept of migration and then explains the types of migration through explaining the concept and by providing examples from the surrounding environment of the students.
- Use critical thinking by raising the question : why do people migrate?
- Their answers will be the topics for discussion.
- Through examples, the teacher can differentiate between the optional and the obligatory migration and its effect on the future and the place.





### *Key issues*

- Migration is one of the influential factors in population growth in any country.
- Migration is divided into two kinds : internal and external.
- Migration might be obligatory due to the conditions of the country where the migrant has come from or the place he is destined for.



### *Think and discuss*

 What is the difference between forced migration and voluntary migration? Supposedly, the students should have the ability to distinguish between the two concepts based on their prior knowledge.



## ▶ Lesson 4 : Age and gender composition

### Outcomes

- To understand the concept of population composition of age and gender
- To recognize the factors affecting population composition of age and gender
- To conclude the effects on different genders and ages composition



### Concepts and terminology

Heritage preservation, natural disasters, human disasters, sustainable use



### The opening question

 Do all individuals have the same age? Why?

The opening question aims at knowing the student's prior knowledge and brainstorm as many ideas as possible to develop the students' creative thinking. Thus, this is considered as an introduction to the lesson.



### Strategies to implement the lesson

- The teacher introduces the lesson by giving examples of real life about the differences in ages between individuals, then he categorizes these ages into a pyramid to conclude the first concept.
- After that, the teacher talks about the two different genders (male, female), then he restructures the first example, list several ages for boys and girls, and then the students categorise the list of ages based on the two concepts.
- The teacher analyses the figures and tables presented in the book and links them with the power of the society and the age structure .
- At the end, the teacher and the students conclude what is meant by the concept of age structure and population pyramid. Moreover, through previous understanding, the teacher uses the strategy of critical thinking to compare between the pyramid population for a civilized country and a developing one based on the main aspect for each concept.





### *Key issues*

- The citizens are divided into children, youth and the elderly.
- The society consists of males and females.
- Whenever children group increases, it is considered as a negative factor on the country.
- The youth is the productive group in the society.
- Population pyramid is a graphic which contains age structure and gender structure.



### *Think and discuss*

 How does age structure affect the population pyramid?

Through what the students have grasped earlier, they have a prior idea about the relationship between the age structure and the shape of the pyramid.



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