Sixth Grade Distant Learning Plan
An Overview

Content During Distant Learning

**General Structure Overview**
You will be learning via Document Based Questions (DBQs). DBQs have already been a part of your Social Studies learning this year, which will make the distant learning adjustment a little easier. You will complete 3 DBQs. Each takes approximately 3 weeks. Tasks are listed on the daily plans within this guide. The material to read, questions to answer and essay pages follow each daily plan. Daily plans also include links to videos which will help you understand the work. For additional support, you can log in to DBQ Online via Clever to have documents read aloud. Some teachers may encourage you to use DBQ Online for additional tasks, including submitting work, if you have the technology available.

**Pace of Learning**

**Weekly**
You should work on Social Studies DBQs 2 times a week, for 60 minutes each time. You will make your way through a single DBQ over three weeks.

**Daily**
Each day, you will be reading, analyzing, and/or writing for 60 minutes. You will work on Social Studies 2 times a week.
Online Access to Materials

Social Studies Overview Video

If you have access to a phone, tablet or computer with the internet, watch the Social Studies Distance Learning Overview Video. It will show you how to use your paper packet and explain the basics of using DBQ Online through Clever. This is a YouTube video. To access it: take a photo of this QR code or go to detroitk12.org/YouTube. Then use the search function with these keywords: “DPSCD DBQ grades 6-8.” Choose the video titled “DPSCD Social Studies Grades 6-8 Distance Learning Overview Video.”

DBQ Student Videos

In your daily student instructions, you will sometimes see a bit.ly URL and QR code like the one above. These are links to videos that will help you do the day’s work. If you have access to a phone, tablet or computer with the internet, take a photo of the QR code or go to the bit.ly URL to access the video.

DBQ Online through Clever

DBQ Online is another way to get help with your work. You can hear DBQ material being read aloud. You can do your work through DBQ Online instead of writing it by hand in your packet. Your teacher can even see your work! You will need access to a phone, tablet or computer with the internet to use DBQ Online. See the following pages for detailed instructions on logging into DBQ Online.
## Schedule of Learning -

### Content Covered Each Week

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Welcome to DBQ Online!

We are very excited about DBQ Online. In order to get you started, we wanted to direct you to a few instructions and links listed below.

1. Your teacher will contact you with a class link. (Note: if your teacher does not contact you, please contact him/her and ask for your class link. If you still do not receive a class link, email catherine.tuczek@detroitk12.org for assistance.)

2. Go to your Clever portal at https://clever.com/in/dpscd. Click "Login with Active Directory."

3. Find and click on the DBQ Online icon:

![DBQ Online logo]

4. This will bring you to your DBQ Online Student Dashboard. Now, go to the email, text message, etc. with the class link. Click on class link sent by teacher.
5. **Other Options**-When you are logged into DBQ Online, paste the link in the address bar and click return. (where https:// is located) **OR** type the class link in the address bar.

6. You will then see the class and assignments from your teacher. Click on View to start working on your assignment.
If you have any questions you can email support@dbqproject.com
Directions for Students

This week you will begin the DBQ “A Question of Scale: How Wealthy Is Brazil?” You will watch an introduction video and do a “hook” exercise to get you interested in the topic. Then you will read a background essay and answer related questions.

On Day 2, you will think through the question and type of information you’re looking for. The video and exercise “Understanding the Question & Pre-Bucketing” will help you with this. Then, you will be reading Documents A & B, and answering questions on them. Information from these documents will help you answer the question “A Question of Scale: How Wealthy Is Brazil?”.

Compelling Question

A Question of Scale: How Wealthy Is Brazil?

Materials Needed:

This student workbook
Device with internet including phone, tablet or computer (if available)

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<td>Document B</td>
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<td>Document B Questions</td>
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Standards Addressed

6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
Day 1
Week 1: 4/14/20 to 4/17/20

Topic: A Question of Scale: How Wealthy Is Brazil?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

**WATCH**
Watch the Brazil DBQ introduction.
bit.ly/dpascdDBQ6

**DO**
Complete the Hook Exercise: Brazil by identifying the characteristics you think are good measures of a country’s wealth.

**READ**
Read the background essay A Question of Scale: How Wealthy Is Brazil?. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the essay read aloud. Look at the first pages of the Social Studies section of this student workbook for step by step instructions on using Clever and DBQ Online.

**DO**
Complete the Background Essay Questions.
A Question of Scale: How Wealthy Is Brazil?

Overview: The South American nation of Brazil may become one of the next economic superpowers. By some measures, it is already an extraordinary success. By others, it still ranks among the poorest developing nations. Looking at Brazil from different geographic perspectives or scales is one way to get a handle on how wealthy Brazil really is. This Mini-Q will examine Brazil’s wealth on national, regional, and local scales.

Documents:
- Document A: 2013 GDP and GDP per Capita of Representative Countries (graphs)
- Document B: The BRIC Countries (text)
- Document C: Brazil’s Regions, Cities, and Industries (map)
- Document D: Rich and Poor (chart and text)
- Document E: The Favelas (photo and text)
Hook Exercise: What Does Wealthy Mean?

Directions: When is a country wealthy? On the surface it seems like a simple question, but it can be tricky. For one thing, there is the matter of scale. Are you looking at a country as a whole, or at its parts—regions, cities, or even neighborhoods? Also, even if you take scale into account, how do you decide if a particular country, state, or city is wealthy?

Your Task: Below is a list of different characteristics that could be used to measure a country’s wealth. With a partner, put a plus mark (+) next to those measures you think are good indicators of national wealth. Place a minus mark (−) next to measures you think are poor indicators. If the indicator is neither good nor poor, mark it with a zero (0). Be ready to explain your choices.

1. ____ excellent schools
2. ____ large cities
3. ____ good roads
4. ____ high employment rate
5. ____ internet access for most people
6. ____ lots of clean air and fresh water
7. ____ a fast-growing birth rate
8. ____ economically dependent on one abundant natural resource (like oil)
In 2014, Brazil hosted the men’s World Cup soccer competition. In 2016, it hosted the Summer Olympics. These two events brought Brazil worldwide attention and symbolized the country’s dramatic rise in global standing. With an area nearly equal to the United States and a population of more than 200 million, Brazil has arrived. Not long ago, Brazil was considered a developing nation. Now, however, Brazil appears ready to compete with the economic powerhouses of the world.

Brazil’s economic growth has not come quickly or smoothly. In the late 15th century, Portugal colonized the region with the main intention of making money for itself. Its focus was to grow and sell sugarcane. To meet the labor needs of sugar production, Portugal imported slaves from Africa by the millions. In 1822, when Brazil won its independence from Portugal, roughly half of Brazil’s population were slaves.

During much of its history, and well into the 20th century, Brazil wrestled with two particular problems. One problem was overreliance on cash crops like sugar, rubber, and coffee. Cash crops were exported to other countries to bring wealth to Brazil. By the early 1900s, coffee made up about half of Brazil’s export earnings. At times, the economy boomed. But all was not good. Because Brazil depended so heavily on coffee sales, whenever global demand for coffee went down, Brazil’s economy went into a tailspin.

A second problem was that for four centuries, Brazil had essentially two social classes: landlords and plantation laborers. Even after slavery ended in 1888, most of the wealth was concentrated in the hands of the landlords; very little of the profit trickled down to the workers. The few rich stayed rich, and the many poor stayed poor.

Brazil’s response to these two problems was industrialization. The idea was to borrow from foreign countries, invest in factories, and create a diverse economy that was not so dependent on cash crops. Industrialization would also spread the wealth by creating a new middle class of factory and business workers.

Progress has been choppy. Brazil seems to be overcoming its worst economic difficulties. The country has abundant resources, and foreign investment has increased dramatically. However, at times, Brazilian officials have had trouble paying off overseas debt. Programs that help poor people are expensive, too. Many people looking for jobs in cities have moved into favelas, or slums, and although many residents belong to the middle class, favelas remain hotbeds of violence and corruption. All this background brings us back to the matter of Brazil’s wealth.

When geographers try to understand complicated issues such as the wealth of a nation, they must consider scale. Scale is a geographical concept which takes into consideration the size of the area under investigation. When you investigate Brazil, for example, are you going to look at the whole country’s wealth, the wealth of a particular region, or even the wealth of a neighborhood? The scale you choose will influence what you see and what conclusions you draw.

For this Mini-Q, your task is to analyze Brazil’s wealth at three different scales: national, regional, and local. Then answer the question: How wealthy is Brazil?
Background Essay Questions

1. What is the population and geographic size of Brazil?

2. Why do Brazilians speak Portuguese and not Spanish?

3. At the time of Brazilian independence in 1822, what percentage of Brazilians were slaves?

4. What are two big problems Brazil has had to deal with for much of its history?

5. Why do geographers say that it is important to analyze problems using different scales?

6. Define these terms:
   - developing nation
   - cash crop
   - social class
   - industrialization
   - diverse economy
   - favelas
   - scale

Write a two- or three-sentence summary of the Background Essay describing time, place, and story.

Timeline

- 1822 — Brazil declares independence from Portugal
- 1888 — Brazil outlaws slavery
- 1964 — A military dictatorship takes over power in Brazil
- 1981 — Half of the Brazilian population is classified as poor
- 1985 — Military dictatorship is replaced by a democratic government
- 2002 — Brazil wins its fifth World Cup
- 2009 — Brazil sets up truth commission to investigate old abuses by military government
- 2016 — Brazil hosts Summer Olympic Games
Day 2
Week 1: 4/14/20 to 4/17/20

Topic: A Question of Scale: How Wealthy Is Brazil?
Materials Needed: This student workbook
Device with internet including phone, tablet or computer (if available)

WATCH
Watch Understanding the Question & Pre-Bucketing.
bit.ly/dpscdDBQ6

Using Understanding the Question and Pre-Bucketing, complete the 3 questions at the top of the page.

Then, using clues from the DBQ question, think of logical categories or “buckets” and label them. Use the Pre-Bucketing section at the bottom of the Understanding the Questions and Pre-Bucketing page.

DO
Complete the Document A Analysis Questions.

READ
Read Document A. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO
Complete the Document B Analysis Questions.

READ
Read Document B. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.
Understanding the Question and Pre-Bucketing

Understanding the Question

1. What is the analytical question asked by this Mini-Q?

2. What terms in the question need to be defined?

3. Rewrite the question in your own words. What does scale mean?

Pre-Bucketing

Directions: Using clues from the Mini-Q question, think of logical categories for responding to the question. At this point, your labels should be generic—that is, quite general. As you read through the evidence and start filling your buckets with documents, the labels will become more specific.

Use the three different scales mentioned in the background essay for this. Each bucket should be labeled with one level or scale.
Document Analysis

1. What does GDP mean? According to the graph, what was the 2013 GDP in Brazil?

2. The population of Brazil is about 200,000,000. What is the GDP per capita in Brazil? (Hint: divide the GDP by the population.)

3. What is Brazil’s 2013 world rank according to its GDP? What is Brazil’s rank according to GDP per capita?

4. Which is a better indicator of a country’s wealth: GDP or GDP per capita? Explain your thinking.

5. On a worldwide scale, how wealthy is Brazil?
Document B


Note: In 2001, an economist suggested the term BRIC to name the rising economic powers of the world: Brazil, Russia, India, and China. South Africa has since been added to the list of BRIC countries.

Until recently, Brazil has been one of the most uneducated, economically imbalanced countries in the world. Now its economy is growing much more rapidly than that of the United States, and it was not hit hard by the Great Recession [2008–2012]. The gap between the rich and the poor in the U.S. is widening alarmingly, but in Brazil it is beginning to narrow. Twenty-eight million Brazilians have moved out of severe poverty in the past decade, while poverty in the U.S. is at its highest rate in years. Brazil is at peace. It has forsworn nuclear weapons. It has a balanced budget, low national debt, nearly full employment, and low inflation. It is, chaotically, democratic. It has a free press. Brazil also has one-quarter of the world’s arable land [land suitable for growing crops]. And five years ago what look to be some of the biggest offshore oil fields in the world were discovered in its waters. Brazilians usually rank at the very top in international measures of how optimistic the citizens of a nation are about its future. . . .

In Brazil, crime is high, schools are weak, roads are bad, and ports barely function. And yet, among the world’s major economic powers, it has achieved a rare trifecta: high growth (unlike the United States and Europe), political freedom (unlike China), and falling inequality (unlike practically everywhere).

Document Analysis

1. Today, what are the BRIC countries?

2. What evidence from this document helps prove Brazil is a wealthy country?

3. What evidence from this document helps prove Brazil is not a wealthy country?

4. The article mentions that Brazil has given up nuclear weapons and has a free press. How relevant are either of these indicators to a discussion of wealth?

5. On a worldwide scale, how wealthy is Brazil? Explain your thinking.
Week 2: 4/20/20 to 4/24/20

Directions for Students
This week you will continue the DBQ “A Question of Scale: How Wealthy Is Brazil?” You will be reading Documents C, D, & E, and answering questions on them. Information from these documents will help you answer the question “A Question of Scale: How Wealthy Is Brazil?”.

On Day 2 you will organize the documents into final buckets, or categories. Then, using the Chickenfoot organizer, you will write your thesis and your road map. The video “Bucketing, Thesis & Chickenfoot” will assist you. Finally, you will share your plan with someone, and take notes on their questions.

Compelling Question
A Question of Scale: How Wealthy Is Brazil?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

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<td>Thesis &amp; Chickenfoot</td>
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<tr>
<td></td>
<td></td>
<td>Share plan &amp; collect questions</td>
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</table>

Standards Addressed
6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
6 – G4.1.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).
Day 1
Week 2: 4/20/20 to 4/24/20

Topic: A Question of Scale: How Wealthy Is Brazil?
Materials Needed:
- This student workbook
- Device with internet including phone, tablet or computer (if available)

**READ**
Read Document C. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

**DO**
Complete the Document C Analysis Questions.

**READ**
Read Document D. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

**DO**
Complete the Document D Analysis Questions.

**READ**
Read Document E. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

**DO**
Complete the Document E Analysis Questions.
Document C

Source: Maps adapted from various sources including The Economist, June 12, 2014.

Regional Economic Patterns in Brazil

Note: Commercial farming is growing crops for sale to others; its goal is profit. Subsistence farming is growing crops that you eat and use yourself; its goal is survival.

Document Analysis

1. Measured in terms of GDP per capita, which region or capital district of Brazil is the wealthiest, and what is its per-capita GDP?

2. Which region of Brazil has the lowest GDP per capita, and what is its GDP?

3. Does industry seem to influence the wealth of a region? Explain your thinking.

4. What might explain the contradiction that the Northeast has plenty of mining but is still the poorest region of Brazil in terms of its GDP per capita?

5. Looking at regional differences in wealth, how wealthy is Brazil? Explain your thinking.
Scale and Brazil’s Wealth Mini-Q

Document D

Source: Adapted from Nancy Birdsall, "Brazil: Another Revolution of Rising Expectations?" Center for Global Development, June 28, 2013.

Social Classes in Brazil

Daily Wages

- 38% Middle Class ($10–50/day)
- 30% Struggling ($4–10/day)
- 28% Poor (< $4/day)
- 4% Rich (> $50/day)

Tip: The whole circle represents all the workers in Brazil. The key shows how much money each group makes per day.

Note: According to the World Bank, in 2012 the wealthiest 10% of Brazil’s population controlled 42% of the nation’s wealth. By contrast, the poorest 20% controlled 3% of the nation’s wealth.

Source: Teresa A. Meade, A Brief History of Brazil, 2009.

From 1994 to 2001, nearly 500 helicopters were added to commercial fleets that service wealthy Paulistas [residents of São Paulo] who commute to their offices over the city and not on its streets. . . . In the 10 years before the end of the 20th century, the cities and suburbs saw a proliferation [spread] of fortified communities, where residents live protected by armed security guards. Those able to afford such protected residences travel to shopping malls in helicopters and armored vehicles, patronizing [shopping at] stores and malls that have been declared off limits to poor and working-class, mainly black, Brazilians.

Document Analysis

1. What percentage of the Brazilian population is defined as poor or struggling?

2. How much money would a struggling Brazilian make per year if he worked 365 days per year? (Hint: multiply $6 × 365 days.)

3. Looking at the pie chart and the document by Theresa Meade, write two specific details about rich Brazilians.

4. Is there any evidence in the document that race and poverty are linked in Brazil?

5. On a local scale, how wealthy is Brazil?
Document E


Note: Favelas are home to approximately 20% of the city’s population—up from 5% in 1985.

Document Analysis

1. Based on the photo, how would you describe favela life?

2. How does life in a Brazilian favela compare to life in a slum in Lagos or Dhaka?

3. Are residents of favelas poor? Explain your thinking.

4. On a local scale, how wealthy is Brazil? Explain your thinking.

Aside from genuine problems they may face, many favelados [people who live in favelas] possess a wide selection of consumer products such as televisions, DVD players, mobile phones, water heaters, washing machines and refrigerators. Such household amenities [features], combined with increasing access to water, sanitation, electricity, . . . elevate many favelados to a standard of living . . . that would be the envy of slum dwellers in Lagos [Nigeria] . . . or Dhaka [Bangladesh]. . . . Nevertheless, a large minority of favelados and urban poor in São Paulo still do not enjoy a comfortable quality of life, or they only benefit from certain aspects of it.

Day 2
Week 2: 4/20/20 to 4/24/20

Topic
A Question of Scale: How Wealthy Is Brazil?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

WATCH
Watch Bucketing, Thesis & Chickenfoot
bit.ly/dpscdDBQ6

DO
Look over all the documents and organize them into your final buckets, or categories. On the page Bucketing – Getting Ready to Write, write final labels under each bucket. Also write the letters of the documents in the buckets where they provide information or support.

DO
On the page Bucketing – Getting Ready to Write, on the chickenfoot organizer near the bottom, write your thesis and your road map. Your thesis is always an opinion and answers the DBQ question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.
Bucketing—Getting Ready to Write

Bucketing

Look over all the documents and organize them into your final buckets. Write bucket labels under each bucket and place the letters of the documents in the buckets where they belong. Remember, your buckets are going to become your body paragraphs.

Label your buckets with the three different scales. There could be evidence that Brazil is poor AND rich at each scale. That might seem confusing but it’s true.

When you look at the documents in each bucket, does it seem that Brazil was mostly wealthy or mostly poor at each scale?

Write a W or a P under your bucket to show your thinking.

Thesis Development and Road Map

On the chickenfoot below, write your thesis and your road map. Your thesis is an arguable claim that answers the Mini-Q question and can be supported with evidence. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

Use this sentence stem for your thesis, if it helps you.

Brazil seems ________ on a national scale, but examining Brazil at regional and local scales shows that Brazil was __________.
Week 3: 4/27/20 to 5/1/20

Directions for Students
This week you will finish the DBQ “A Question of Scale: How Wealthy Is Brazil?”. You will be making an outline for your essay on Day 1. Then you will begin writing your essay.

On Day 2 you will finish writing your essay. Then you will evaluate your work using the DBQ Check List and Self-Scoring Guide.

Compelling Question
A Question of Scale: How Wealthy Is Brazil?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

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<td>Begin writing DBQ Guided Essay</td>
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<td><strong>Day 2</strong></td>
<td></td>
<td>Finish writing DBQ Guided Essay</td>
<td>DBQ Check List and Self-Scoring Guide</td>
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Standards Addressed
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6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).
Day 1
Week 3: 4/27/20-5/1/20

Topic
A Question of Scale: How Wealthy Is Brazil?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

DO
Complete the DBQ Essay Outline Guide.

DO
Begin writing your DBQ Guided Essay.
From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Introductory Paragraph
Grabber
Background
Restating the question
Thesis and road map

Body Paragraph #1
Baby Thesis for bucket one
Evidence: Supporting details from documents with document citation
Argument: Connecting evidence to the thesis

Body Paragraph #2
Baby Thesis for bucket two
Evidence
Argument

Body Paragraph #3
Baby Thesis for bucket three
Evidence
Argument

Concluding Paragraph
“Although” statement followed by restatement of your main idea
Explanation of why the answer to the question is important
DBQ Guided Essay

Title of Paper: ____________________________

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<td><strong>I. Introduction</strong></td>
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<td><strong>A. Grabber</strong></td>
<td>Write a sentence that will make people want to read your essay.</td>
</tr>
<tr>
<td><strong>B. Background</strong></td>
<td>Write 2-3 sentences describing the time, place, and background story for this essay. For help, review what you wrote in the Background Essay summary.</td>
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<tr>
<td><strong>C. Restate the question</strong></td>
<td>Use what you wrote in Step 3 (Understanding the Question).</td>
</tr>
<tr>
<td><strong>D. Thesis and road map</strong></td>
<td>Write a statement that answers the Mini-Q question. Use your chickenfoot. The chickentoes show the order of your body paragraphs.</td>
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# DBQ Guided Essay

## Essay Structure

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### II. Body Paragraph 1

**A. Baby Thesis**  
Write a sentence that introduces road map idea #1.  

**B. Evidence**  
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.  

**C. Argument**  
Explain how your evidence proves your Baby Thesis.

### III. Body Paragraph 2

**A. Baby Thesis**  
Write a sentence that introduces road map idea #2.  

**B. Evidence**  
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.  

**C. Argument**  
Explain how your evidence proves your Baby Thesis.
IV. Body Paragraph 3

A. Baby Thesis
Write a sentence that introduces road map idea #3.

B. Evidence
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.

C. Argument
Explain how your evidence proves your Baby Thesis.

V. Conclusion

A. Although Statement
Acknowledge the other side to the argument or another way to look at your claim.

B. Restate Thesis
Using fresh language, remind the reader of your paper’s main claim or thesis.

C. Additional Idea / Clincher
Give one more idea to leave in the reader’s mind.
Day 2
Week 3: 4/27/20-5/1/20

**Topic**
A Question of Scale: How Wealthy Is Brazil?

**Materials Needed:**
This student workbook
Device with internet including phone, tablet or computer (if available)

**DO**
- Finish writing your **DBQ Guided Essay**.
- Evaluate your work using the **DBQ Check List and Self-Scoring Guide**.
<table>
<thead>
<tr>
<th>Basic Core</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possible points</td>
<td>Self-Score</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes a hook/grabber</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Incorporates background knowledge - time period, place, etc.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Has acceptable thesis (claim statement) with road map</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Body Paragraphs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes and organizes documents in at least 3 groups</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Uses all documents when appropriate (in Mini-Q)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Evaluates source when appropriate (attribution, POV, tone or intent, reliability)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Document Reference citations in body paragraphs. (DOC A)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>1st Body Paragraph</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provides evidence taken directly from documents</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Body Paragraph</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provides evidence taken directly from documents</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>3rd Body Paragraph</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provides evidence taken directly from documents</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restates thesis</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clinches argument</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar, spelling &amp; neatness</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

Directions for Students
This week you will begin the DBQ “Is Gentrification Good for Vancouver’s Downtown Eastside?”. You will watch an introduction video and do a “hook” exercise to get you interested in the topic. Then you will read a background essay and answer related questions.

On Day 2, you will think through the question and type of information you’re looking for. The video and exercise “Understanding the Question & Pre-Bucketing” will help you with this. Then, you will be reading Documents A & B, and answering questions on them. Information from these documents will help you answer the question “Is Gentrification Good for Vancouver’s Downtown Eastside?".

Compelling Question
Is Gentrification Good for Vancouver’s Downtown Eastside?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>Is Gentrification Good for Vancouver’s Downtown Eastside? background essay</td>
<td>Gentrification DBQ introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td>Document A</td>
<td>Understanding the Question &amp; Pre-Bucketing</td>
</tr>
<tr>
<td></td>
<td>Document B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standards Addressed
6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
6 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions
6 – G4.3.2 Describe patterns of settlement by using historical and modern maps.
6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
Day 1

Topic
Is Gentrification Good for Vancouver's Downtown Eastside?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

WATCH
Watch the Gentrification DBQ introduction.
bit.ly/dpscdDBQ6

DO
Complete the Hook Exercise: Gentrification in which you will look at a cartoon about gentrification.

READ
Read the background essay Is Gentrification Good for Vancouver's Downtown Eastside?. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the essay read aloud. Look at the first pages of the Social Studies section of this student workbook for step by step instructions on using Clever and DBQ Online.

DO
Complete the Background Essay Questions.
Is Gentrification Good for Vancouver’s Downtown Eastside?

Overview: The Downtown Eastside is one of the oldest neighborhoods in Vancouver, British Columbia. Once known as the “poorest postal code in Canada,” the area is experiencing widespread economic redevelopment. This Mini-Q is about the effects of that redevelopment on the people who live there.

Documents:

Document A: Woodward’s Area, 1995 and 2012 (map)
Document B: New Businesses (text)
Document C: Downtown Eastside Demographic Profile (chart)
Document D: Housing (chart)
Document E: Culture Clash (text)
Document F: Chinatown (text)
Hook Exercise: What is Gentrification?

Directions: Cartoonists often use pictures to explain complex ideas. Sometimes the pictures are meant to be funny; sometimes they are serious. Sometimes the cartoons express an opinion. Artist Grayson Perry created the cartoon below to explain the process of gentrification.

Your Task: Working with a partner or in a small group, look closely at the cartoon and answer the questions below.


1. What is the title of the cartoon?

2. What changes do you notice in each of the four images?

3. Do the stage changes illustrated in the cartoon appear more positive or more negative? Explain your reasoning.

4. Based on the cartoon, write a one-sentence definition of gentrification.
Is Gentrification Good for Vancouver’s Downtown Eastside?

Cities are like families. Just as a family is made up of different individuals, a city is made up of different neighborhoods, each with its own unique personality. And like families and their members, cities and their neighborhoods change over time.

The city of Vancouver, Canada, is a good example of this change over time. It started out as a small trading post, but the discovery of gold in 1857 attracted thousands of settlers. The area grew even more with the construction of the Canadian Pacific Railway and the immigration of thousands of Chinese workers to build it. When the railway was completed in 1886, the city of Vancouver was officially born.

Today, Vancouver is the third largest city in Canada. Over half of its 2.5 million inhabitants have a first language other than English, making it one of the most ethnically diverse cities in North America.

One of the oldest neighborhoods in Vancouver is the Downtown Eastside. The DTES, as it is sometimes called, is itself made up of different areas: a park, an industrial area, and the communities of Strathcona, Chinatown, Oppenheimer, Gastown, and Victory Square. Each of these communities has a unique character and history. Chinatown, for example, was founded by the immigrants who worked on the railroad. Gastown was named for businessman “Gassy” Jack Deighton, who opened the area’s first saloon.

From its beginnings, the DTES was a working-class community. It began as a neighborhood for loggers and fishermen, who often traveled for months at a time to do their jobs. The neighborhood was soon populated with hotels, bars, and restaurants to serve this migrant population. Once these workers established families and could afford it, they often moved out of the DTES and settled in other parts of the city.

As DTES neighborhoods experienced hard times, the city tried to revitalize the area. In the 1960s, for example, cobblestone streets and vintage lighting were added to Gastown in an effort to attract tourists. Laws changed to make it easier to buy an apartment or small shop. To protect historic buildings, Gastown and Chinatown were declared historic districts.

In the 1990s, things took a turn for the worse. The historic Woodward’s Department Store in Gastown closed. The store had been an important part of the area’s economy and social life. With Woodward’s closed and empty, the area developed a reputation for high unemployment, poverty, homelessness, crime, and drug use. Guidebooks advised tourists to stay away.

In 2003, Vancouver was chosen to host the 2010 Olympic Games. As the Games approached, the city designed an economic redevelopment plan to attract businesses and tourists to the DTES and improve the lives of residents. Many activists argue that this process of gentrification, while bringing wealth to the DTES, is hurting the area’s low-income residents and changing the culture of the neighborhoods.

This Mini-Q contains six documents that help explain gentrification in one neighborhood in Vancouver, British Columbia. Your task is to examine the evidence and decide for yourself: Is gentrification good for Vancouver’s Downtown Eastside?

1. Circle all the dates you see.
2. Underline the place names for cities, countries, neighborhoods. Look at the map to get a sense of where things are.
3. Read the background essay. You many need to read it more than once.
4. How many times has the Downtown Eastside Neighborhood changed over the years?
Background Essay Questions

1. Why is Vancouver an important city in Canada and North America?

2. What kind of people settled the Downtown Eastside?

3. How did the city try to improve the Downtown Eastside in the 1960s?

4. How did the closing of the Woodward’s Department Store affect the Downtown Eastside?

5. Why are some people protesting the city’s changes to the area?

6. Define these terms:
   - Downtown Eastside
   - working class
   - revitalize
   - economic redevelopment
   - gentrification
   - low-income residents

✓ Write a two- or three-sentence summary of the Background Essay describing time, place, and story.

Timeline

1792 — Captain George Vancouver explores the coast of British Columbia
1846 — The US-Canada border is set at the 49th parallel
1867 — “Gassy” Jack Deighton opens his first saloon in what becomes Gastown
1886 — The Canadian Pacific Railway is completed; the city of Vancouver is incorporated
1903 — Woodward’s Department Store opens in Gastown
1993 — Woodward’s Department Store closes
2002 — Protesters set up a tent city around Woodward’s to protest lack of affordable housing
2003 — Vancouver is selected to host the 2010 Winter Olympics
2010 — Vancouver hosts the Winter Olympics; Woodward’s redevelopment is completed
Day 2

Topic
Is Gentrification Good for Vancouver’s Downtown Eastside?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

WATCH
Watch Understanding the Question & Pre-Bucketing. bit.ly/dpscdDBQ6

Using Understanding the Question and Pre-Bucketing, complete the 3 questions at the top of the page.

DO
Then, using clues from the DBQ question, think of logical categories or “buckets” and label them. Use the Pre-Bucketing section at the bottom of the Understanding the Questions and Pre-Bucketing page.

READ
Read Document A. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO
Complete the Document A Analysis Questions.

READ
Read Document B. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

DO
Complete the Document B Analysis Questions.
Understanding the Question and Pre-Bucketing

Understanding the Question
1. What is the analytical question asked by this Mini-Q?

2. What terms in the question need to be defined?
   
   gentrification: remember your definition from the Hook. Did anything in the background essay help you clarify what this word means?

3. Rewrite the question in your own words.

Pre-Bucketing

Directions: Using clues from the Mini-Q question, choose two initial buckets that you think may answer the question. Put "Good" under one of the two buckets, and then put "Bad" under the other top bucket.

As you go through the documents, your first job is collect evidence for both buckets. Think about which documents would go into each bucket.

Now write reason 1, reason 2, and reason 3 under the bottom buckets. You are ready to go!
Gentrification in Vancouver Mini-Q

Document A


Note: Woodward’s Department Store anchored the Downtown Eastside until it closed in 1993. As part of Vancouver’s gentrification plan, the site reopened in 2010 as a housing and retail complex.

Low-income friendly businesses and restaurants  
High-end housing, businesses, and restaurants  
Light industrial/manufacturing/parking lots and some class-neutral stores  
Social housing*  
Closed, vacant, abandoned  
Low-income housing  
Closed low-income housing

*Social housing is government- or nonprofit-sponsored housing meant for people on low or fixed incomes.

Document Analysis  

Answer the Questions

1. How did businesses change in the Woodward’s Area between 1995 and 2012?

2. What happened to the amount of low-income housing between 1995 and 2012? What about social housing?

3. Would someone with a low income find it easier to live in the Woodward’s area in 1995 or 2012? Why?

4. Look at the map in the Background Essay. How might the changes in the Woodward’s area affect the neighborhoods of the DTES?

5. How could you use this document to answer the question, is gentrification good for the people of the Woodward’s area?
For decades, city hall has tried desperately to convince businesses and developers to invest in the Downtown Eastside. But most of them took one look at the country’s most notorious neighbourhood—gorgeous but crumbling buildings, a crack-cocaine epidemic on top of a heroin problem, mentally ill people living on the streets—and shook their heads.

Not anymore. . . . Doughnut shops, condo developers, locavore delis [selling locally produced goods] and longboard shops are suddenly moving in. “There have been 20 new businesses in our area the last year,” says Wes Regan, executive director of the Hastings Crossing business association.

Can the newcomers coexist harmoniously with an incumbent [existing] community anchored by 7,000 government-run and not-for-profit housing units? The business association makes a point of encouraging “social-impact businesses.” Some, including Pidgin, Save On Meats and Boffo, strive to hire local residents. The more upmarket consumers and the businesses that serve them are attracted to the area, though, the less likely they are to be so community-minded.

Document Analysis

1. According to the document, why were businesses reluctant to move to the Downtown Eastside?

2. What types of new businesses are moving into the DTES?

3. Why might the business association encourage “social-impact businesses”?

4. How do upmarket consumers and businesses change the culture of the DTES?

5. How could you use this document to answer the question, is gentrification good for Vancouver’s Downtown Eastside?
# Grade 6 Social Studies
## WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

### Week 5: 5/11/20-5/15/20

**Directions for Students**
This week you will continue the DBQ “Is Gentrification Good for Vancouver’s Downtown Eastside?” You will be reading Documents C, D, E, & F and answering questions on them. Information from these documents will help you answer the question “Is Gentrification Good for Vancouver’s Downtown Eastside?”. 

**Compelling Question**
Is Gentrification Good for Vancouver’s Downtown Eastside?

**Materials Needed:**
This student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
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<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document C</td>
<td></td>
<td>Document C Questions</td>
</tr>
<tr>
<td>Document D</td>
<td></td>
<td>Document D Questions</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
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<td></td>
</tr>
<tr>
<td>Document E</td>
<td></td>
<td>Document E Questions</td>
</tr>
<tr>
<td>Document F</td>
<td></td>
<td>Document F Questions</td>
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</tbody>
</table>

**Standards Addressed**
- 6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions.
- 6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
Day 1
Week 5: 5/11/20-5/15/20

Topic: Is Gentrification Good for Vancouver’s Downtown Eastside?
Materials Needed:
- This workbook
- Device with internet including phone, tablet or computer (if available)

READ
Read Document C. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO
Complete the Document C Analysis Questions.

READ
Read Document D. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

DO
Complete the Document D Analysis Questions.
Gentrification in Vancouver Mini-Q

**Source:** Adapted from various sources from the City of Vancouver, 2005–2014.

**Note:** Gentrification is one of many factors that might influence demographic statistics and standard of living.

### Downtown Eastside Demographic Profile

<table>
<thead>
<tr>
<th>Category</th>
<th>1995</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td></td>
<td></td>
<td>9.8% increase</td>
<td></td>
</tr>
<tr>
<td>Life Expectancy</td>
<td></td>
<td></td>
<td>Increased by 10 years</td>
<td></td>
</tr>
<tr>
<td>Average Household Income*</td>
<td></td>
<td></td>
<td>35% increase</td>
<td></td>
</tr>
<tr>
<td>Number of Low-income Residents*</td>
<td></td>
<td></td>
<td>14% decrease</td>
<td></td>
</tr>
<tr>
<td>Social Assistance (Welfare) Cases</td>
<td></td>
<td></td>
<td>13% increase</td>
<td></td>
</tr>
<tr>
<td>Property Values</td>
<td></td>
<td></td>
<td>303% increase</td>
<td></td>
</tr>
<tr>
<td>Businesses</td>
<td></td>
<td></td>
<td>500 new businesses</td>
<td></td>
</tr>
<tr>
<td>Total Reported Crimes</td>
<td></td>
<td></td>
<td>4% increase</td>
<td></td>
</tr>
<tr>
<td>Reported Violent Crimes</td>
<td></td>
<td></td>
<td>36% increase</td>
<td></td>
</tr>
<tr>
<td>Reported Property Crimes</td>
<td></td>
<td></td>
<td>20% decrease</td>
<td></td>
</tr>
</tbody>
</table>

*Data not available after 2005-2006

**Note:** Violent crime is any crime in which force is threatened or used against a human victim.

### Document Analysis **Answer the Questions**

1. How did property values change in the Downtown Eastside between 2001 and 2012?

2. Taking into account the other statistics, why do you think so many new businesses opened in the DTES?

3. What might explain the drop in the number of low-income residents in the DTES? Use other statistics from the chart to support your explanation.

4. How could you use this document to argue that gentrification has been good for the people of the DTES?

5. How could you use this document to argue that life has become more challenging and worse for people of the DTES?
Document D


Note: In the Downtown Eastside, more than 75% of the population rents their housing. Hotel refers to residences that allow tenants to rent a one-person room instead of a full apartment. Rent rates are monthly. People who are on government assistance receive a $375-per-month housing allowance. In 2014, the number of hotels participating in the survey increased.

Six Years of DTES Hotel Survey Findings

<table>
<thead>
<tr>
<th>Cost of Hotel Rooms</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of hotel rooms where all rooms rent for $375 or less</td>
<td>29%</td>
<td>12%</td>
<td>7%</td>
<td>5%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>Number of rooms in hotels where all rooms rent for $375 or less</td>
<td>777</td>
<td>365</td>
<td>235</td>
<td>159</td>
<td>126</td>
<td>283</td>
</tr>
<tr>
<td>Number of rooms in hotels where lowest rent is $425 or more</td>
<td>1,416</td>
<td>1,689</td>
<td>1,567</td>
<td>2,042</td>
<td>2,278</td>
<td>2,444</td>
</tr>
</tbody>
</table>

Document Analysis

1. Why are rent rates and available rental housing important to the Downtown Eastside?

2. How did the number of $375-or-less hotel rooms change between 2009 and 2013?

3. How did the number of $375-or-less hotel rooms change between 2013 and 2014? What most likely accounts for this change?

4. Between 2009 and 2014, what happened to the number of rooms priced $425 or higher? What does this suggest?

5. How does this data help answer the question, is gentrification good for Vancouver’s Downtown Eastside?
Day 2
Week 5: 5/11/20-5/15/20

Topic
Is Gentrification Good for Vancouver’s Downtown Eastside?

Materials Needed:
This workbook
Device with internet including phone, tablet or computer (if available)

READ
Read Document E. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO
Complete the Document E Analysis Questions.

READ
Read Document F. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

DO
Complete the Document F Analysis Questions.
Document E


Note: Constable Steve Addison is a police officer in Vancouver who once patrolled the Downtown Eastside. He kept a blog about his experiences and the people he met.

A young hipster in skinny jeans and a plaid shirt stopped me on West Hastings Street the other day.

“So, when are you gonna start arresting some of the drug dealers out here?” he asked.

It was a bit of a sarcastic comment, so I dished a little of the same back his way.

“Sure,” I said. “You point ’em out to me and I’ll go arrest them.”

We were standing outside the Burns Block, a century-old building and former low-income hotel that was recently converted into 30 “micro-lofts.” It’s part of the so-called gentrification of the Downtown Eastside.

This hipster had apparently just moved into the area, likely wanting to live in Vancouver’s edgiest neighbourhood, but perhaps not quite realizing his front door was just steps away from ground zero in the city’s open-air drug market.

“They’re everywhere,” he said. “I walk down the street and all I get is people trying to sell me drugs.”

. . . He felt like the police were not doing enough to deal with the drug problem in the area. Looking around at the mess, I could see his frustration.

For decades, the seedy strip along Hastings Street has been a postcard for poverty. . . . Now . . . investment is slowly creeping back. Those tired old landmarks are being replaced with market housing, trendy eateries and a whole new population that’s heard about, but has likely never really seen what the Downtown Eastside was all about.

It’s made for a bit of a culture clash.

Document Analysis

1. Why is the hipster unhappy with the Downtown Eastside?

2. According to Constable Addison, why did the hipster want to live in the DTES?

3. Describe the culture clash occurring in the DTES.

4. According to Constable Addison, how does gentrification affect “what the Downtown Eastside was all about”? Explain your reasoning.

5. How could you use this document to answer the question, is gentrification good for Vancouver’s Downtown Eastside?
Document F


“The flavour is changing,” said Michael Chung as he looked out across Main Street at the first Starbucks in Chinatown tucked underneath a new nine-storey, 81-unit condo.

But instead of fearing the changes it represents for the neighbourhood, Chung says herbal medicine shops like the one he has worked in for six years, Cheung Sing Herbal and Birds Nest Co. will live on for at least another decade.

The roughly dozen ornate herbal medicine shops lining the arteries of Chinatown are one of the last remaining cultural gateways linking present day to the century-old settlement by Canada’s early Chinese immigrants starting in 1890.

How Chinatown’s architecture and culture are preserved will determine the future of the community’s herbal shops beyond the next decade. As Chung sees it, development won’t guarantee support for herbal medicine shops because the clientele will be different. Newcomers moving into Chinatown seem to prefer lattes over herbal soup.

The BIA [Chinatown Business Improvement Area Society] has been arming businesses with the tools to draw a greater variety of clients by holding workshops on how to communicate in basic English. They’ve also launched a bilingual campaign about signs. “While Chinatown has its own characteristics, this is Canada after all. So we encourage English and Chinese, and to a certain degree French,” said [BIA President Albert] Fok.

Document Analysis

1. According to the document, what are some of the traditional characteristics of Chinatown?

2. How is Chinatown changing?

3. Why is the Chinatown Business Improvement Area Society holding English communication workshops and encouraging bilingual signage?

4. Why does the Chinatown Business Improvement Area Society think it is important for Chinatown businesses to “draw a greater variety of clients”?

5. How could you use this document to answer the question, is gentrification good for Vancouver’s Downtown Eastside?
Week 6: 5/18/20-5/22/20

**Directions for Students**
This week you will continue working on the DBQ “Is Gentrification Good for Vancouver’s Downtown Eastside?” You will organize the documents into final buckets, or categories. Then, using the chickenfoot organizer, you will write your thesis and your road map. The video “Bucketing, Thesis & Chickenfoot” will assist you. Finally, you will share your plan with someone, and take notes on their questions.

On Day 2, you will be making an outline for your essay on Day 1. Then you will begin writing your essay.

**Compelling Question**
Is Gentrification Good for Vancouver’s Downtown Eastside?

**Materials Needed:**
This student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>Bucketing, Thesis &amp; Chickenfoot</td>
<td>Bucketing Thesis &amp; Chickenfoot</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td>DBQ Essay Outline Guide</td>
<td>Begin writing DBQ Guided Essay</td>
</tr>
</tbody>
</table>

**Standards Addressed**
6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
6 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions.
6 – G4.3.2 Describe patterns of settlement by using historical and modern maps.
6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
Day 1
Week 6: 5/18/20-5/22/20

Topic: Is Gentrification Good for Vancouver’s Downtown Eastside?

Materials Needed:
- This student workbook
- Device with internet including phone, tablet or computer (if available)

WATCH

Watch Bucketing. Thesis & Chickenfoot
bit.ly/dpscdDBQ6

DO

Look over all the documents and organize them into your final buckets, or categories. On the page Bucketing – Getting Ready to Write, write final labels under each bucket. Also write the letters of the documents in the buckets where they provide information or support.

DO

On the page Bucketing – Getting Ready to Write, on the Chickenfoot organizer near the bottom, write your thesis and your road map. Your thesis is always an opinion and answers the DBQ question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

DO

Tell someone about your Chickenfoot plan. This could be someone who lives with you, or you could contact a family member, classmate or your teacher. Allow the person to tell you what questions come to mind after hearing your plan. Take notes on their questions; this may give you ideas of information to include in your essay.
Bucketing—Getting Ready to Write

Bucketing

Big hint: Your buckets should be reasons 1, 2, and 3 that gentrification is the good for downtown Vancouver or reasons 1, 2, 3 that gentrification is bad. Inside the buckets should be the letters of the documents you are going to discuss in each bucket.

Hint: If you look at all the documents, you will notice that housing, business, and the community culture are all themes.
Which documents talk about housing? Put all of those in the housing bucket.

Thesis Development and Road Map

On the chickenfoot below, write your thesis and your road map. Your thesis is an arguable claim that answers the Mini-Q question and can be supported with evidence. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

Refer to your Step 5 video for extra help!
Day 2
Week 6: 5/18/20-5/22/20

Topic
Is Gentrification Good for Vancouver’s Downtown Eastside?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

DO
Complete the DBQ Essay Outline Guide.

DO
Begin writing your DBQ Guided Essay.
From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Introductory Paragraph
Grabber
Background
Restating the question
Thesis and road map

Body Paragraph #1
Baby Thesis for bucket one
Evidence: Supporting details from documents with document citation
Argument: Connecting evidence to the thesis

Body Paragraph #2
Baby Thesis for bucket two
Evidence
Argument

Body Paragraph #3
Baby Thesis for bucket three
Evidence
Argument

Concluding Paragraph
“Although” statement followed by restatement of your main idea
Explanation of why the answer to the question is important
## DBQ Guided Essay

**Title of Paper:**

### Essay Structure

<table>
<thead>
<tr>
<th>Essay Structure</th>
<th>Your Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Introduction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. Grabber</strong></td>
<td></td>
</tr>
<tr>
<td>Write a sentence that will make people want to read your essay.</td>
<td></td>
</tr>
<tr>
<td><strong>B. Background</strong></td>
<td></td>
</tr>
<tr>
<td>Write 2-3 sentences describing the time, place, and background story for this essay. For help, review what you wrote in the Background Essay summary.</td>
<td></td>
</tr>
<tr>
<td><strong>C. Restate the question</strong></td>
<td></td>
</tr>
<tr>
<td>Use what you wrote in Step 3 (Understanding the Question).</td>
<td></td>
</tr>
<tr>
<td><strong>D. Thesis and road map</strong></td>
<td></td>
</tr>
<tr>
<td>Write a statement that answers the Mini-Q question. Use your chickenfoot. The chickentoes show the order of your body paragraphs.</td>
<td></td>
</tr>
</tbody>
</table>
## Essay Structure

### II. Body Paragraph 1

**A. Baby Thesis**
Write a sentence that introduces road map idea #1.

**B. Evidence**
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.

**C. Argument**
Explain how your evidence proves your Baby Thesis.

### III. Body Paragraph 2

**A. Baby Thesis**
Write a sentence that introduces road map idea #2.

**B. Evidence**
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.

**C. Argument**
Explain how your evidence proves your Baby Thesis.
IV. Body Paragraph 3

A. Baby Thesis
Write a sentence that introduces road map idea #3.

B. Evidence
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.

C. Argument
Explain how your evidence proves your Baby Thesis.

V. Conclusion

A. Although Statement
Acknowledge the other side to the argument or another way to look at your claim.

B. Restate Thesis
Using fresh language, remind the reader of your paper’s main claim or thesis.

C. Additional Idea / Clincher
Give one more idea to leave in the reader’s mind.
### Grade 6 Social Studies

**WEEKLY DISTANCE LEARNING STUDENT SCHEDULE**

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### Week 7: 5/26/20-5/29/20

**Directions for Students**
This week you will finish writing your essay on “Is Gentrification Good for Vancouver’s Downtown Eastside?”. Then you will evaluate your work using the DBQ Check List and Self-Scoring Guide.

On Day 2, you will begin the DBQ “What is Driving China’s Water-Scarcity Crisis?” You will watch an introduction video and do a “hook” exercise to get you interested in the topic. Then you will read a background essay and answer related questions.

**Compelling Questions**
- Is Gentrification Good for Vancouver’s Downtown Eastside?
- What is Driving China’s Water-Scarcity Crisis?

**Materials Needed:**
- This student workbook
- Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Day</th>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>What is Driving China’s Water-Scarcity Crisis? background essay</td>
<td>China DBQ introduction</td>
<td>Hook Exercise: China Background Essay Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Finish writing DBQ Guided Essay DBQ Check List and Self-Scoring Guide</td>
</tr>
</tbody>
</table>

**Standards Addressed**
- 6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places.
- 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps.
## Grade 6 Social Studies

### DAILY STUDENT SCHEDULE

#### Day 1

**Week 7: 5/26/20-5/29/20**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Is Gentrification Good for Vancouver’s Downtown Eastside?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This student workbook</td>
</tr>
<tr>
<td></td>
<td>Device with internet including phone, tablet or computer (if available)</td>
</tr>
</tbody>
</table>

**DO**

- Finish writing your [DBQ Guided Essay](#).

**DO**

- Evaluate your work using the [DBQ Check List and Self-Scoring Guide](#).
<table>
<thead>
<tr>
<th>Basic Core</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes a hook/grabber</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Incorporates background knowledge - time period, place, etc.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Has acceptable thesis (claim statement) with road map</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Body Paragraphs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes and organizes documents in at least 3 groups</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Uses all documents when appropriate (in Mini-Q)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Evaluates source when appropriate (attribution, POV, tone or intent, reliability)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Document Reference citations in body paragraphs. (DOC A)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Body Paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provides evidence taken directly from documents</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Body Paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provides evidence taken directly from documents</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Body Paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provides evidence taken directly from documents</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restates thesis</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clinches argument</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar, spelling &amp; neatness</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>
Day 2
Week 7: 5/26/20-5/29/20

Topic: What is Driving China's Water-Scarcity Crisis?
Materials Needed:
- This student workbook
- Device with internet including phone, tablet or computer (if available)

**WATCH**

Watch the China DBQ introduction.

**DO**

Complete the Hook Exercise: China in which you will compare maps of China and think about what the maps may tell you about water scarcity.

**READ**

Read the background essay What is Driving China's Water-Scarcity Crisis?. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the essay read aloud. Look at the first pages of this student workbook for step by step instructions on using Clever and DBQ Online.

**DO**

Complete the Background Essay Questions.
Overview: North China is suffering from water scarcity. This means that it does not have enough fresh water to meet all its needs. The north’s lack of water has put the entire nation in danger. A mix of geographic, economic, political, and social factors are working together to create this crisis. This Mini-Q explores several of the reasons why China is suffering from water scarcity.

Documents:

- Document A: Shrinking Glaciers (text)
- Document B: Urbanization (chart and text)
- Document C: Water Use by Sector (graph)
- Document D: Industrial Demand (chart and text)
- Document E: Trends in Water Quality (text and graph)
- Document F: Water Pricing Policy (text)

Circle the essential question and look at the picture.

Scarcity means shortage. Water in China is scarce.

Read the Overview. There are six documents in this lesson. Underline the titles of each document.
Hook Exercise: Looking for Geographic Patterns

**Directions:** In order to uncover patterns of cause and effect, geographers often compare maps that convey different types of information.

**Task 1:** Describe the location of the provinces in China that are experiencing water scarcity.

**Task 2:** With a partner, compare the Water Availability map to maps A, B, and C. Then answer the questions that accompany each map. Be prepared to discuss your thinking with the class.

**WATER AVAILABILITY**

<table>
<thead>
<tr>
<th>Cubic Meters of Water per Capita per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scarcity (0–1,000)</td>
</tr>
<tr>
<td>Stress (1,000–1,700)</td>
</tr>
<tr>
<td>Borderline Adequate (1,700–2,000)</td>
</tr>
<tr>
<td>Adequate (2,000–5,000)</td>
</tr>
</tbody>
</table>

**AGRICULTURAL REGIONS**

**Map A**

- Percent of Land Cultivated
  - 0 – 1
  - 10
  - 30

**Observations:** In terms of location, how strong is the correlation (relationship) between regions of water scarcity and regions of heavy cultivation (farming)? Explain.

**Hypothesis:** What effect might heavily cultivated land have on future water needs?

**CHINA’S URBAN POPULATION**

**Map B**

- Population in Millions
  - 1
  - 10
  - 20

**Observations:** How strong is the correlation between regions of water scarcity and the location of densely populated cities? Explain.

**Hypothesis:** What effect might highly populated cities have on future water needs?

**COAL-FIRED POWER PLANTS**

**Map C**

**Observations:** How strong is the correlation between regions of water scarcity and the location of coal-fired power plants? Explain.

**Hypothesis:** What effect might coal-fired power plants have on future water needs?
What is Driving China's Water-Scarcity Crisis?

China is thirsty. In 1999, the vice premier declared China’s water shortfall to be a threat to “the very survival of the Chinese nation.” Over the last three decades, China has experienced breakneck growth, changing from a poor, agricultural country to one of the leading industrial powers of the 21st century. Yet water scarcity has the potential to undermine China’s transformation.

China’s three major river systems are the Yellow, Yangtze, and Pearl Rivers. The Yellow and the Yangtze begin high in the Tibetan Plateau and flow to the East China Sea. The Yellow River is the major source of water for north China, whereas the Yangtze and the Pearl Rivers flow into southern China. Precipitation and, to a lesser degree, glacier melting replenish these rivers.

In terms of total renewable water resources, China is only slightly behind water-rich countries. However, because of its exceptionally large population, China has far less water per person than most countries. At 1.35 billion, China has four times more people than the United States.

North China is particularly hard hit. Eleven northern provinces are currently struggling with water scarcity, which means there is not enough fresh water to meet current demand. Part of the north’s problem is due to geography. The north, which is home to 45% of China’s population and 65% of its farmable land, receives far less rainfall than the south. In recent years, severe droughts in the north have intensified this imbalance.

The effects of water scarcity can be seen throughout north China. Lakes and tributaries have disappeared, and the once mighty Yellow River frequently dries up before reaching the sea. To meet its water needs, the north increasingly relies on underground water sources called aquifers.

Unfortunately, water is being pumped out faster than it is being replenished. When too much underground water is removed, environmental problems such as saltwater intrusion and subsidence occur. Water scarcity is also taking a huge toll on China’s food supply, economic development, political stability, and even international relations. For example, China has collided with neighboring nations over transboundary rivers that begin on the Tibetan Plateau in China but flow into other countries. When China builds dams on these rivers, it limits the water supply for countries downstream.

In recent years, the Chinese government has taken steps to address its water shortage. In 2011 it announced a Three Red Lines policy, which regulates total water use, efficiency, and pollution. The government is also investing over $60 billion into the South-to-North Water Diversion Project designed to move some 45 billion cubic meters of water each year from southern to northern China. More recently, China has started to consider using the “sponge-city” concept. This approach will help reduce flooding and increase water supply by absorbing and reusing rain water. Engineers and city officials will work together to create wetlands, rooftop gardens, and permeable pavements that will store excess water to be reused. Despite these efforts, lack of water security remains troublesome for north China.

Through six documents, this Mini-Q explores several of the key issues shaping the crisis. Your task is to examine the documents and determine the three main causes of water scarcity in China, then decide which factor is most responsible. In other words: What is driving China’s water-scarcity crisis?

Read the Background Essay. You might need to read parts of it more than once.
Underline information about sources of water in China.
Write a “P” in the margin next to anything that is a problem related to water shortages.
**Background Essay Questions**

1. What are China’s three major river systems?

2. How large is China’s population? How does this compare to the United States’ population?

3. In which region of China is water scarcity a problem?

4. How does north China compare to south China with regard to rainfall and farmable land?

5. Why is the Tibetan Plateau important to China and its neighbors?

6. How does water scarcity threaten “the very survival of the Chinese nation”?

7. Define these terms:
   - water scarcity
   - aquifer
   - saltwater intrusion
   - subsidence
   - transboundary rivers
   - South-to-North Water Diversion Project

✓ Write a two- or three-sentence summary of the Background Essay describing time, place, and story.

---

**Timeline**

- **1949** — Communist Revolution, Mao Zedong and the Communist Party come to power
- **1979–2015** — Enforcement of the One-Child policy aimed at slowing China’s population growth
- **1980** — First Special Economic Zones created to attract foreign business and investment in China
- **2002–2006** — Economic growth rate averages 10.6% a year (twice the growth rate of the United States)
- **2003** — Construction of the South-to-North Water Diversion Project begins
- **2008** — China hosts the Summer Olympic Games
- **2015** — 195 nations, including China, commit to lowering greenhouse gas emissions in landmark climate change agreement
Week 8: 6/1/20-6/5/20

**Directions for Students**
This week you will continue the DBQ “What is Driving China’s Water-Scarcity Crisis?”. First, you will think through the question and type of information you’re looking for. The video and exercise “Understanding the Question & Pre-Bucketing” will help you with this.

Then, you will be reading Documents A, B, C & D, and answering questions on them. Information from these documents will help you answer the question “What is Driving China’s Water-Scarcity Crisis?”.

**Compelling Question**
What is Driving China’s Water-Scarcity Crisis?

**Materials Needed:**
This student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Understanding the Question &amp; Pre-Bucketing</td>
<td>Understanding the Question &amp; Pre-Bucketing</td>
</tr>
<tr>
<td>Document A</td>
<td>Document A Questions</td>
<td></td>
</tr>
<tr>
<td>Document B</td>
<td>Document B Questions</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document C</td>
<td>Document C Questions</td>
<td></td>
</tr>
<tr>
<td>Document D</td>
<td>Document D Questions</td>
<td></td>
</tr>
</tbody>
</table>

**Standards Addressed**
6 – G1.2.6 Apply the skills of geographic inquiry [asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions] to analyze a problem or issue of importance to a region of the Western Hemisphere.
6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places.
Day 1
Week 8: 6/1/20-6/5/20

Topic: What is Driving China's Water-Scarcity Crisis?
Materials Needed:
- This student workbook
- Device with internet including phone, tablet or computer (if available)

WATCH

Watch Understanding the Question & Pre-Bucketing.
bit.ly/dpscdDBQ6

DO

Using Understanding the Question and Pre-Bucketing, complete the 3 questions at the top of the page.

Then, using clues from the DBQ question, think of logical categories or “buckets” and label them. Use the Pre-Bucketing section at the bottom of the Understanding the Questions and Pre-Bucketing page.

READ

Read Document A. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO

Complete the Document A Analysis Questions.

READ

Read Document B. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

DO

Complete the Document B Analysis Questions.
Understanding the Question and Pre-Bucketing

Understanding the Question
1. What is the analytical question asked by this Mini-Q?

2. What terms in the question need to be defined?

   *What does "driving" mean? What is another way of saying this?*

3. Rewrite the question in your own words.

Pre-Bucketing

**Directions:** Using clues from the Mini-Q question, think of logical categories for responding to the question. At this point, your labels should be generic—that is, quite general. As you read through the evidence and start filling your buckets with documents, the labels will become more specific.

Label each bucket as reason 1, reason 2, etc. As you see documents, you will have concrete labels for each bucket.

**Note:** You can start with five buckets, then narrow your list to three as you prepare to write your essay.
Document A


Note: The burning of fossil fuels such as oil and coal releases carbon dioxide into the air. Scientific evidence has overwhelmingly proved that carbon dioxide emissions contribute to global warming.

Write the Mini-Q question at the top of the page.

Where did this information come from?

Read the note before you start to read the document.

Read the document. You might need to read it more than once.

Then, answer the questions.

Document Analysis

1. According to a 2006 MSNBC report, by how much are the Qinghai-Tibet plateau glaciers shrinking each year?

2. What is happening to the rivers as a result of the shrinking glaciers?

3. In addition to shrinking glaciers, how else is global warming impacting China’s fresh water supply?

4. In what way is global warming driving China’s water-scarcity crisis?
China’s Water Crisis Mini-Q


China’s Population Distribution: Rural Versus Urban

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population</th>
<th>Rural Population</th>
<th>Urban Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>0.99 billion</td>
<td>800 M</td>
<td>190 M</td>
</tr>
<tr>
<td>1993</td>
<td>1.18 billion</td>
<td>850 M</td>
<td>330 M</td>
</tr>
<tr>
<td>2002</td>
<td>1.28 billion</td>
<td>780 M</td>
<td>500 M</td>
</tr>
<tr>
<td>2011</td>
<td>1.35 billion</td>
<td>660 M</td>
<td>690 M</td>
</tr>
<tr>
<td>2017</td>
<td>1.38 billion</td>
<td>580 M</td>
<td>800 M</td>
</tr>
</tbody>
</table>

Note: In 2018, the per-capita net income for rural residents was 14,617 yuan (equal to about $2,130), and the per-capita net income for urban residents was 39,251 yuan (about $5,720).

Document Analysis

1. By how much did China’s population increase from 1980 to 2017?

2. How has the population distribution changed in China from 1980 to 2017?

3. According to Peter Navarro, how do urbanization and increased wealth impact water usage?

4. In what ways is China’s changing population driving the water-scarcity crisis?

5. How could Map B from the Hook be used to bolster your argument?
Day 2
Week 8: 6/1/20-6/5/20

Topic: What is Driving China’s Water-Scarcity Crisis?

Materials Needed:
- This student workbook
- Device with internet including phone, tablet or computer (if available)

**READ**

Read Document C. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

**DO**

Complete the Document C Analysis Questions.

**READ**

Read Document D. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

**DO**

Complete the Document D Analysis Questions.
Document C

Note: Graph created from various sources.

Note: An Olympic-sized swimming pool holds approximately 2,500 cubic meters of water. Therefore, it would take about 400,000 Olympic-sized pools to hold 1 billion cubic meters of water.

Document Analysis

1. Approximately how many billion cubic meters of water did China consume in 1980? How much is it expected to use by 2030?

2. From 1980 to 2005, which sectors experienced an increase in demand? Which sector experienced a decrease in demand?

3. In 1949, 97% of the water used in China went toward the agricultural sector, 1% went toward the industrial sector, and 1% went toward the domestic sector. By 2030, as a percentage of total use, approximately how much is each sector expected to use?

4. Do the statistics above support or challenge the conclusion you drew from Document B? Explain.

5. Does the graph provide any clues as to what else might be driving China’s water-scarcity crisis?
Document D


Note: Other refers to industries other than those listed separately. Smaller industries such as recycling, machine repair, water, gas, and heat supply, would be included in this category. F & B means food and beverage.

![2030 Forecasted Industry Demand for Water](image)

Write the Mini-Q Question at the top of the page.

Pay attention to the "Notes" and Source line.

Then, read the graph and text.

Answer the questions.


Note: In 2013, China generated about 70% of its power from coal.

Coal-fired power plants are not just bringing light to rural villages. They’re also powering the factories that make up China’s exploding manufacturing base. In the past year, China has added generating capacity that is equal to the whole of France’s electricity grid.

Document Analysis

1. In Document C, you saw that by 2030, China’s industrial sector is expected to consume 265 billion cubic meters of water per year. What are the major industries in China that are reliant on water?

2. Which industry in particular is expected to use the largest share of water?

3. According to the NPR article, what is the relationship between coal-fired power and other Chinese industries?

4. In what way is industrial development driving China’s water-scarcity crisis?

5. How could Map C from the Hook be used to support your argument?
**Week 9: 6/8/20-6/12/20**

**Directions for Students**
This week you will continue working on the DBQ “What is Driving China’s Water-Scarcity Crisis?”. On Day 1 you will be reading Documents E & F and answering questions on them. Information from these documents will help you answer the question “What is Driving China’s Water-Scarcity Crisis?”. On Day 2, you will organize the documents into final buckets, or categories. Then, using the chickenfoot organizer, you will write your thesis and your road map. The video “Bucketing, Thesis & Chickenfoot” will assist you. Finally, you will share your plan with someone, and take notes on their questions.

**Compelling Question**
What is Driving China’s Water-Scarcity Crisis?

**Materials Needed:**
This student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document E</td>
<td>Document E Questions</td>
<td></td>
</tr>
<tr>
<td>Document F</td>
<td>Document F Questions</td>
<td></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bucketing</td>
<td>Thesis &amp; Chickenfoot</td>
<td></td>
</tr>
<tr>
<td>Share plan &amp; collect questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards Addressed**
6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places.
7 – G4.3.2 Describe patterns of settlement by using historical and modern maps.
Grade 6 Social Studies
DAILY STUDENT SCHEDULE

Day 1
Week 9: 6/8/20-6/12/20

Topic: What is Driving China’s Water-Scarcity Crisis?
Materials Needed: This student workbook
Device with internet including phone, tablet or computer (if available)

READ
Read Document E. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

DO
Complete the Document E Analysis Questions.

READ
Read Document F. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

DO
Complete the Document F Analysis Questions.
Over the past three decades, despite great efforts to control it, water pollution has increased. . . . Domestic wastewater discharges have surpassed industrial discharges since 1999. . . . A major contributing factor is that only 56 percent of municipal sewage is treated in some form. With lagging growth in wastewater treatment facilities, including sewerage, about 20 billion m$^3$ of untreated wastewater is directly discharged into water bodies. . . . Nonpoint pollution, primarily related to agricultural activities such as fertilizer and pesticide run-off from farmland and infiltration of livestock waste, has long been out of control.

### Document Analysis

1. According to the document, what are the main sources of water pollution in China? What major shift has taken place since 1999?

2. What is nonpoint pollution?

3. What does it mean when the water quality is at a level V or greater?

4. How does water quality in the north compare to water quality in the south? How can the Hook maps be used to support these findings?

5. How might water pollution drive water scarcity in China?
Theoretically, market-determined prices can balance water demand and supply by reflecting the value of the scarce water. . . . China’s water prices however, historically have been set through a political top-down administration instead of through the market. Prices are purposely set low and are insufficient to cover the full cost of water supply, so they do not allow the market to balance demand and supply. It is estimated that current household expenditures for water only account for about 1.2% of disposable income. This percentage is lower than the 2% level that stimulates water-saving behavior and is much lower than the 4% in developed countries. These low water prices provide little to no incentive to save water.

Document Analysis

1. Historically, how have water prices been set in China? How is this different than “market-determined” pricing?

2. How does household spending on water in China compare to household spending in developed countries?

3. How might higher pricing lead to water-saving behavior?

4. Why has the Chinese government been cautious about increasing the price of water?

5. In what ways is government policy driving China’s water-scarcity crisis?


Note: “Market-determined prices” means pricing is based on supply and demand. In other words, when demand is high and supply is limited, sellers can charge high prices and people will pay, but when the supply is abundant and the demand is low, people are less willing to pay high prices.
Day 2  
Week 9: 6/8/20-6/12/20

Topic: What is Driving China’s Water-Scarcity Crisis?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

WATCH

Watch Bucketing, Thesis & Chickenfoot  
bit.ly/dpscdDBQ6

DO

Look over all the documents and organize them into your final buckets, or categories. On the page Bucketing – Getting Ready to Write, write final labels under each bucket. Also write the letters of the documents in the buckets where they provide information or support.

DO

On the page Bucketing – Getting Ready to Write, on the chickenfoot organizer near the bottom, write your thesis and your road map. Your thesis is always an opinion and answers the DBQ question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

DO

Tell someone about your chickenfoot plan. This could be someone who lives with you, or you could contact a family member, classmate or your teacher. Allow the person to tell you what questions come to mind after hearing your plan. Take notes on their questions; this may give you ideas of information to include in your essay.
Bucketing—Getting Ready to Write

**Bucketing**

Look over all the documents and put them into your final buckets. Write bucket labels under each bucket and place the letters of the documents in the buckets where they belong. Remember, your buckets are going to become your body paragraphs.

---

**Thesis Development and Road Map**

On the chickenfoot below, write your thesis and your road map. Your thesis is an arguable claim that answers the Mini-Q question and can be supported with evidence. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

Refer to your Step 5 video for extra help!
Week 10: 6/15/20-6/19/20

Directions for Students
This week you will finish the DBQ “What is Driving China’s Water-Scarcity Crisis?”. You will be making an outline for your essay on Day 1. Then you will begin writing your essay.

On Day 2 you will finish writing your essay. Then you will evaluate your work using the DBQ Check List and Self-Scoring Guide.

Compelling Question
What is Driving China’s Water-Scarcity Crisis?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>DBQ Essay Outline Guide</td>
<td>Begin writing DBQ Guided Essay</td>
</tr>
<tr>
<td>Day 2</td>
<td>Finish writing DBQ Guided Essay</td>
<td>DBQ Check List and Self-Scoring Guide</td>
</tr>
</tbody>
</table>

Standards Addressed
6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places.
7 – G4.3.2 Describe patterns of settlement by using historical and modern maps.
Day 1
Week 10: 6/15/20-6/19/20

Topic
What is Driving China’s Water-Scarcity Crisis?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

DO
Complete the DBQ Essay Outline Guide.

DO
Begin writing your DBQ Guided Essay.
From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Introductory Paragraph
Grabber
Background
Restating the question
Thesis and road map

Body Paragraph #1
Baby Thesis for bucket one
Evidence: Supporting details from documents with document citation
Argument: Connecting evidence to the thesis

Body Paragraph #2
Baby Thesis for bucket two
Evidence
Argument

Body Paragraph #3
Baby Thesis for bucket three
Evidence
Argument

Concluding Paragraph
“Although” statement followed by restatement of your main idea
Explanation of why the answer to the question is important
# DBQ Guided Essay

**Title of Paper:**

<table>
<thead>
<tr>
<th>Essay Structure</th>
<th>Your Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td></td>
</tr>
<tr>
<td>A. Grabber</td>
<td></td>
</tr>
<tr>
<td>Write a sentence that will make people want to read your essay.</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Background</td>
<td></td>
</tr>
<tr>
<td>Write 2-3 sentences describing the time, place, and background story for this essay. For help, review what you wrote in the Background Essay summary.</td>
<td></td>
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<td></td>
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<tr>
<td>C. Restate the question</td>
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<tr>
<td>Use what you wrote in Step 3 (Understanding the Question).</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D. Thesis and road map</td>
<td></td>
</tr>
<tr>
<td>Write a statement that answers the Mini-Q question. Use your chickenfoot. The chickentingoe show the order of your body paragraphs.</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
II. Body Paragraph 1

A. Baby Thesis
Write a sentence that introduces road map idea #1.

B. Evidence
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.

C. Argument
Explain how your evidence proves your Baby Thesis.

III. Body Paragraph 2

A. Baby Thesis
Write a sentence that introduces road map idea #2.

B. Evidence
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.

C. Argument
Explain how your evidence proves your Baby Thesis.
IV. Body Paragraph 3

A. Baby Thesis
Write a sentence that introduces road map idea #3.

B. Evidence
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.

C. Argument
Explain how your evidence proves your Baby Thesis.

V. Conclusion

A. Although Statement
Acknowledge the other side to the argument or another way to look at your claim.

B. Restate Thesis
Using fresh language, remind the reader of your paper’s main claim or thesis.

C. Additional Idea / Clincher
Give one more idea to leave in the reader’s mind.
Day 2
Week 10: 6/15/20-6/19/20

Topic: What is Driving China’s Water-Scarcity Crisis?
Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

DO
Finish writing your DBQ Guided Essay.

DO
Evaluate your work using the DBQ Check List and Self-Scoring Guide.
<table>
<thead>
<tr>
<th>Basic Core</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes a hook/grabber</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Incorporates background knowledge - time period, place, etc.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Has acceptable thesis (claim statement) with road map</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Body Paragraphs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes and organizes documents in at least 3 groups</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Uses all documents when appropriate (in Mini-Q)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
| Evaluates source when appropriate (attribution, 
POV, tone or intent, reliability) | 1 | |
| Document Reference citations in body paragraphs. (DOC A) | 1 | |
| **1st Body Paragraph** | | |
| Relates sub-claim statement to the thesis (baby thesis) | 1 | |
| Provides evidence taken directly from documents | 1 | |
| Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim | 1 | |
| **2nd Body Paragraph** | | |
| Relates sub-claim statement to the thesis (baby thesis) | 1 | |
| Provides evidence taken directly from documents | 1 | |
| Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim | 1 | |
| **3rd Body Paragraph** | | |
| Relates sub-claim statement to the thesis (baby thesis) | 1 | |
| Provides evidence taken directly from documents | 1 | |
| Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim | 1 | |
| **Conclusion** | | |
| Restates thesis | 1 | |
| Clinches argument | 1 | |
| **Conventions** | | |
| Grammar, spelling & neatness | 1 | |
| **Total** | 19 | |

Adapted from Lake County Schools DBQ Self-Score Sheet