



DISTANCE LEARNING PACKET

6TH GRADE

SOCIAL STUDIES

Day 11 to Day 13

Influences on Latin America

Day 14 to Day 16

Impacts of Cuban Revolution

Day 17

Complete Map of Canada

Day 18-20

1. After reading a Quick guide to Economics use the Key Words chart to fill in the following words
 - a. Command Economy
 - b. Market Economy
 - c. Mixed Economy
 - d. Human Capital
 - e. Entrepreneurs
 - f. Capital Goods
 - g. Standard of Living
 - h. Literacy Rate
 - i. Specialization
 - j. Gross Domestic Product
 - k. Opportunity Cost
 - l. Exchange Rate

Name: _____

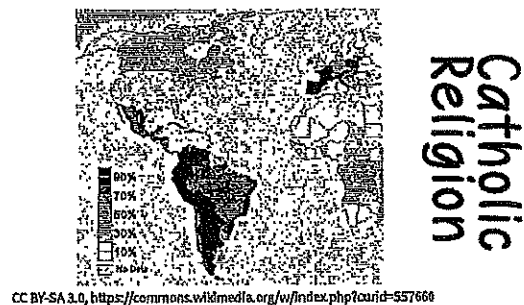
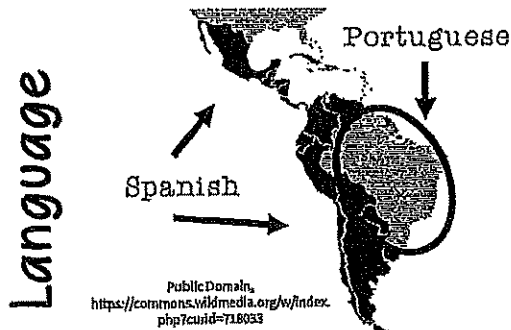
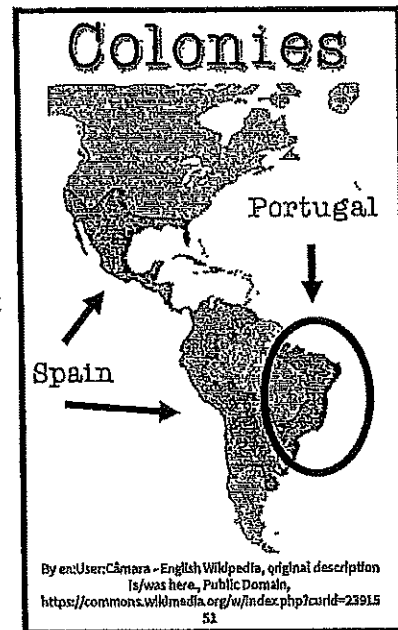
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Influences on Latin America

Globalization happened in the 15th century with the Colombian Exchange. Globalization is the process of interaction among different parts of the world through commercial and cultural exchange. The Colombian Exchange began with Christopher Columbus in 1492. This was the movement of peoples, agricultural supplies, diseases, and cultures between the Old World (Europe) and New World (the Americas). The spread of Spain's and Portugal's languages and religion in Latin America during the colonial period is evident.

Before the European's arrived in the 1500s, the Maya, Aztec, and Inca civilizations existed in today's Latin America. These civilizations had their own cultures, including their own languages and religions. This was the case until Europeans began conquering these civilizations. Spain conquered, or took over, most of Central and South America. In addition, Portugal began colonies in today's Brazil. This eventually led to the Colombian Exchange. Some agricultural items that left the Americas to go to Europe included: squash, maize, beans, potatoes, tomatoes, and cacao beans (chocolate). In addition to agriculture being traded, diseases and cultural traits were also brought to the Americas.

Most of the countries in Latin America were conquered by Spain, so the most common language in Latin America is Spanish. Brazil, however, was a Portuguese colony, so it's main language is Portuguese. Like the influence on languages, Spain and Portugal had a major impact on religion as well. Roman Catholicism was the leading religion of both Spain and Portugal. Today, Catholicism is the most common religion in Latin America. Below are maps of the languages and religions most common in different areas of Latin America. Compare those to the "Colonies" map shown above.



Name: _____

Date: _____

Influences on Latin America

Directions: Fill in the table based on the passage.

List 3 civilizations in Latin America BEFORE European colonization.

List 2 countries that colonized Latin America.

List 2 ways these countries influenced Latin America.

List 2 languages these countries brought to Latin America.

List 1 religion these countries brought to Latin America.

DIRECTIONS: MATCH THE TERM TO ITS DEFINITION. YOU WILL NOT USE ALL OF THE TERMS.

Definitions

- _____ the process of interaction among different parts of the world through commercial and cultural exchange
- _____ the movement of peoples, agricultural supplies, diseases, and cultures between the Old World and New World
- _____ The main language spoken in Brazil
- _____ Europe
- _____ The main religion in Latin America brought by the Spanish and Portuguese

- Old World
- New World
- Globalization
- Spanish
- Colombian Exchange
- Catholicism
- Christianity
- Portuguese

Name: _____

Date: _____

Impacts of The Cuban Revolution

In 1952, Cuba was ruled by a dictator named Fulgencio Batista. Under Batista's dictatorship, citizens of Cuba faced high rates of unemployment and very poor conditions. There was great conflict happening in Cuba during this time. This conflict eventually led to change: The Cuban Revolution. In 1959, Fidel Castro seized power of Cuba. He eventually declared Cuba a communist state.

There were immediate impacts of the Cuban Revolution. Military and government workers who were loyal to Batista were either exiled, executed, or imprisoned. Initially, the new government was progressive. There were improved education policies and improved healthcare. However, in 1960 Castro actively pursued communist ideals. Civil rights were severely restricted. All land, businesses, farmland, and factories became property of the state. Media outlets were shutdown, and even churches were closed.

There were also some long-term impacts of the Cuban Revolution. The Cuban Revolution inspired some other countries in Latin America, like Chile and Nicaragua, to have their own political revolutions. In addition, Cuba made strong alliances with the Soviet Union, which brought conflict with the United States. Lastly, over 500,000 Cuban citizens migrated to the United States because of the conditions after the Cuban Revolution.

Cuba and the United States have had a complicated relationship. Even though conditions for citizens were poor in Cuba during Batista's rule, its relationship with the United States was friendly. The U.S. was especially invested in Cuba's sugar industry. The turning point in Cuba's relationship with the U.S. happened once Castro took over and alliances were made with the Soviet Union. The U.S. placed embargos on Cuba. This eliminated trade between Cuba and the U.S. The relationship between Cuba and the U.S. got even more complicated when Castro allowed Khrushchev, the Soviet Union's leader, to build a missile launching pad and a house for missiles on the island. This was a major threat to the United States because Cuba is only 90 miles away. This was called the

Name: _____

Date: _____

Impacts of The Cuban Revolution

Cuban Missile Crisis. President Kennedy was able to diffuse the Cuban Missile Crisis with Cuba and the Soviet Union. However, Cuba's relationship with the United States has still been tense. It wasn't until 2009 that the U.S. loosened travel restrictions to Cuba for family members. The relationship is continuing to improve. In 2015 the U.S. and Cuba opened embassies in each country. President Obama was the first U.S. president in 88 years to visit Cuba in 2016. Cuba's relationship with the United States is slowly recovering.

There were significant impacts of the Cuban Revolution. The citizens of Cuba felt immediate impacts, while some long-term impacts left Cuba with a strained relationship with the United States.

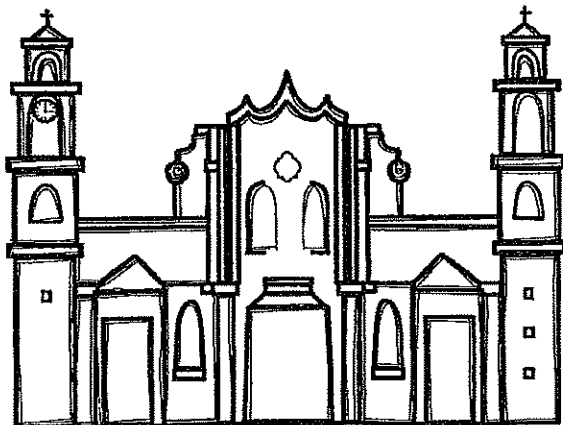
DIRECTIONS: MATCH THE VOCABULARY TERM TO ITS DEFINITION.

Definitions:

1. _____ President of the U.S. during Cuban Missile Crisis
2. _____ 1st President to visit Cuba in 88 years
3. _____ Leader of the Soviet Union during Cuban Missile Crisis
4. _____ Dictator of Cuba before 1959
5. _____ Dictator of Cuba after 1959
6. _____ Economic block of trade

Terms:

- a. Fulgencio Batista
- b. Fidel Castro
- c. Khrushchev
- d. Embargo
- e. President Kennedy
- f. President Obama



Name: _____

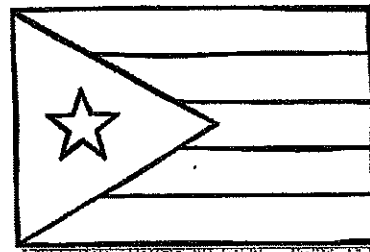
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Impacts of The Cuban Revolution

DIRECTIONS: USE THE IMAGE TO HELP FILL IN THE CHART BELOW.



This image is of U.S. citizens asking the government to step in to "handle the Cuban Crisis". Use this to help with the prompts below.



To contrast U.S. government from Cuba's government, write the letters in the correct columns below.

Democracy	Autocracy

Traits:

- A. All authority rests within one leader
- B. Citizens are not allowed to have input on any decisions
- C. Citizens are allowed to vote
- D. President is NOT directly elected by the people
- E. The United States
- F. Cuba

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Name: _____

Date: _____

Impacts of The Cuban Revolution

DIRECTIONS: ANSWER THE PROMPTS BASED ON THE PASSAGE.

1. In 1959, _____ seized power of Cuba
 - a. Batista
 - b. Castro
 - c. Khrushchev
 - d. Kennedy

2. List three immediate impacts of the Cuban Revolution.
 - a. _____
 - b. _____
 - c. _____

3. Cuba made strong alliances with _____, which created conflict with the United States.
 - a. China
 - b. Spain
 - c. Haiti
 - d. The Soviet Union

4. The United States placed _____ as a trade barrier with Cuba,
 - a. embargos
 - b. tariffs
 - c. quotas
 - d. all of the above

5. Which best describes the Cuban Missile Crisis?
 - a. Cuba allowed the Soviet Union to store their missiles on Cuba
 - b. Cuba did not allow the Soviet Union to store their missiles on Cuba
 - c. The US allowed the Soviet Union to store their missiles in the States.
 - d. none of the above

6. Which is a sign that Cuba's relationship with the U.S. is improving?
 - a. Embassies have been opened in each country
 - b. A U.S. President has recently visited Cuba
 - c. Travel restrictions from the U.S. to Cuba have been loosened
 - d. all of the above

MAP OF CANADA



Using the map of Canada in your atlas, complete your own map of Canada.

1. Label the following. Each should be lightly shaded a different color.
- The ten provinces
 - The three territories

2. Label the following with a star "★":
- The national capital (use a different star than for the other cities)
 - The provincial capitals
 - The territorial capitals

3. Label the following **cities** (use a red dot—●)
- Vancouver
 - Calgary
 - Saskatoon
 - Thunder Bay
 - Montreal

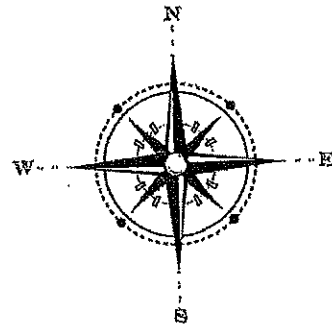
4. Label the following **oceans** and outline them with a blue coloring pencil.
- Arctic
 - Atlantic
 - Pacific

5. Label the following **bodies of water** and color them in with blue coloring pencil.
- All of the Great Lakes (there are five)
 - Hudson Bay
 - James Bay

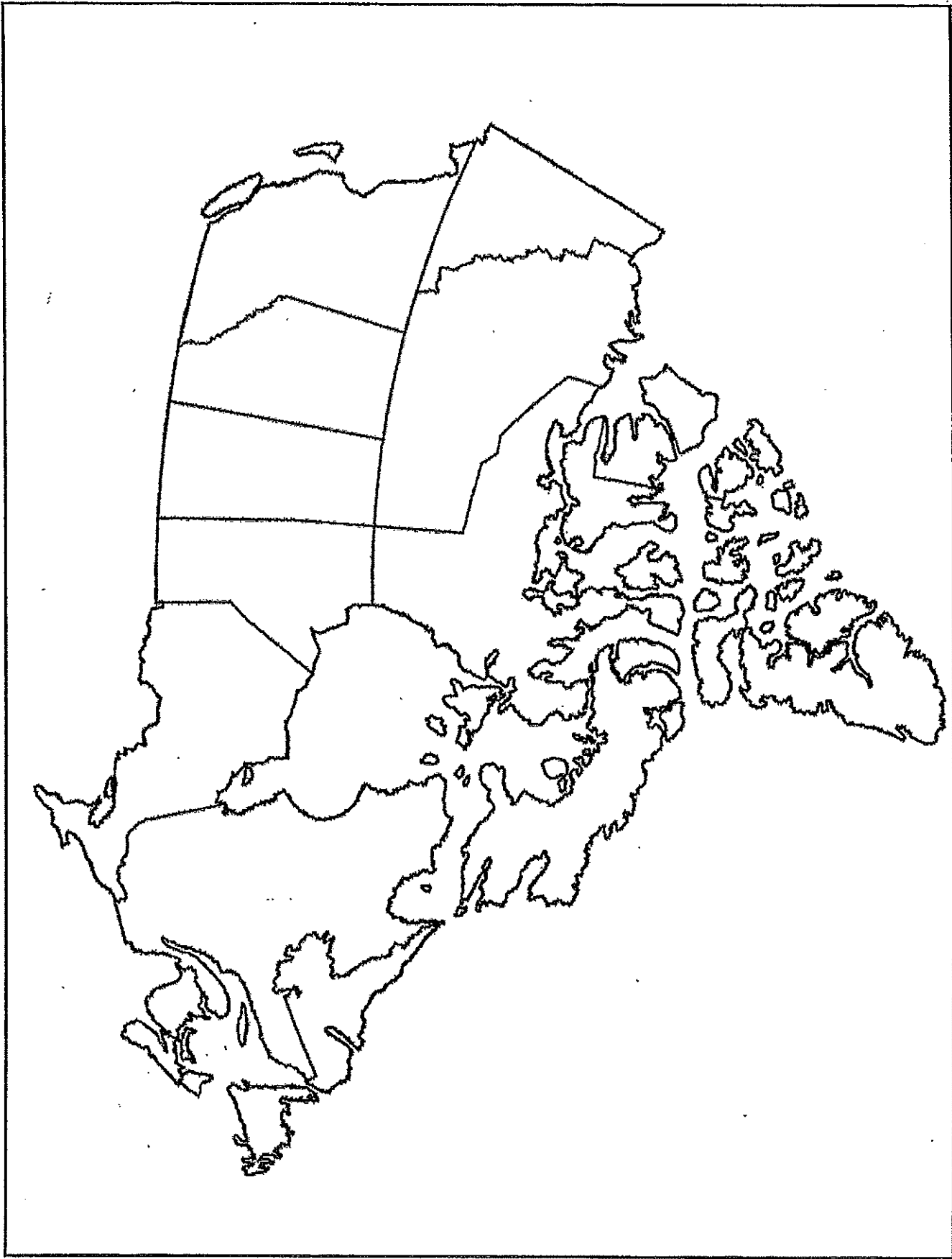
6. Label the United States and shade it a neutral color.
- The border should be a dotted red line.

7. Label the **Rocky Mountains** and use a **symbol** to show their location.

8. Don't forget to include the following **map essentials**.
- Title
 - North Arrow
 - A legend / key including all of the symbols
 - Capitals, cities, mountains, international borders
 - Name, block, date
 - Be sure to write neatly—use a ruler to help you out.



Due Date: _____



A QUICK GUIDE TO

ECONOMICS

Economic Systems

System	Description	Example
Traditional	Produce what they need to survive (hunting, farming, or gathering)	Amish
Command	Government control	Cuba
Market	People control based on supply and demand	
Mixed	Mixture of pure Command and pure Market	Brazil, Canada, and US

An economic system must answer three basic questions:
What to produce?
How to produce?
For whom to produce?

Trade Barriers

Embargo = *forbids* trade

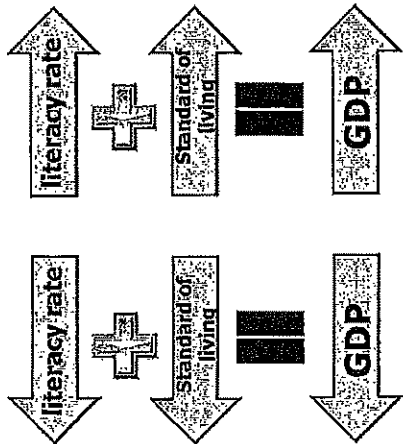
Tariffs = *taxes* placed on imported goods

Quotas = *restrictions* or *limits* amount of goods imported


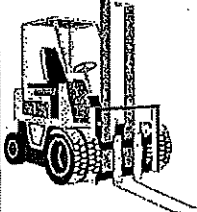
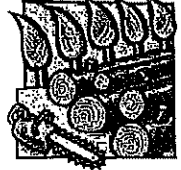
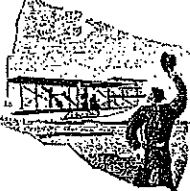
NAFTA

North America Free Trade Agreement

- Signed in 1993
- Canada, US, & Mexico
- Eliminated tariffs
- Removed restrictions
- Removed customs barriers
- Set regulations



Factors that affect GDP

FACTOR	DEFINITION	EXAMPLE
Human capital	People (humans) who perform labor	
Capital goods	items that people need to perform their jobs	
Natural Resources	resources that come from nature	
Entrepreneurs	people with new ideas that are willing to take risks to start a business or make a product	

ECONOMICS VOCABULARY

Word	Definition
<i>supply</i>	how much a person has
<i>demand</i>	what or how much a person wants (demands)
<i>GDP (Gross Domestic Product)</i>	the value of all the goods and service produced in a country in one year
<i>human capital</i>	people who perform labor, invest by training and education
<i>capital goods</i>	items that people need to perform their jobs (factories, machinery, technology), invest in it by updating machinery and new computers
<i>natural resources</i>	resources that come from nature (timber, minerals, etc)
<i>entrepreneurs</i>	people with new ideas that are willing to take risks to start a business or make a product
<i>standard of living</i>	how well citizens live based on good public services, education, health care, good jobs
<i>literacy rate</i>	the ability to read and write, affects standard of living
<i>specialization</i>	specialize in what they do best
<i>opportunity cost</i>	value of what is given up when a choice is made
<i>currency</i>	money (examples: Canadian dollar, Brazilian real, European Union Euros, Mexican pesos)
<i>exchange rate</i>	How much one currency is worth in terms of another

