Seventh Grade Unit – 6 “Impact of Environment and Economy on Southern and Eastern Asia”

Elaborated Unit Focus

Southern and Eastern Asia has been involved in trade and world influence since ancient times. In this unit students will compare and assess the human environment interaction of the region by examining the population distribution, pollution, and use of natural resources. As the production, distribution, and consumption of goods has increased and economies in this region have grown and prospered, the human environment interaction has taken its toll. Nations are addressing the problems associated with overpopulation, industrial pollution, accessibility to drinking water, and natural disasters, which affect Southern and Eastern Asia and influence the rest of the world.

Standards/Elements

SS7G10 The student will discuss environmental issues across Southern and Eastern Asia.
   a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.
   b. Describe the causes and effects of air pollution and flooding in India and China.

SS7E8 The student will analyze different economic systems.
   a. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
   b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
   c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

SS7E9 The student will explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.
   a. Explain how specialization encourages trade between countries.
   b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
   c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E10 The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.
   a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
   b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
   c. Describe the role of natural resources in a country’s economy.
   d. Describe the role of entrepreneurship.
### Enduring Understandings/Essential Questions

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- What are the advantages and disadvantages of specialization on trade between countries in Southern and Eastern Asia?
- How are tariffs, quotas, and embargos barriers to trade in Southern and Eastern Asia?
- Why does international trade require a system for exchanging currencies between nations?
- What is the relationship between investment in human capital (education and training) and gross domestic product (GDP)?
- What is the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)?
- How do natural resources affect a country’s economy?
- What is the role of entrepreneurship in Southern and Eastern Asia?
- How do the traditional, command, and market economies of Southwest Asia countries answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce?
- Where are the economic systems of Southern and Eastern Asia located on a continuum between pure market and pure command?
- What are the similarities and differences between the economic systems in China, India, Japan, and North Korea?

The student will understand that humans, their society, and the environment affect each other.

- How has pollution affected the Yangtze and Ganges Rivers?
- What are the causes and effects of air pollution and flooding in India and China?

Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)
**Balanced Assessment Plan**

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use the internet to research current environmental concerns in China, India, Japan, and North Korea. Students will share their articles with the class and prepare a 100 word response to the article.</td>
<td>G10a,b</td>
<td>constructed response</td>
</tr>
<tr>
<td>(Data collected will be used for performance task)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher may develop a Webquest and a recording sheet. <em>(TeacherWeb.com is free and menu driven as a resource for creating a Webquest)</em> In groups of 3-5, students will be given Webquest record sheet to use in gathering data on the economic systems, the opportunities for entrepreneurship, the investment in human capital, and the availability of natural resources China, India, Japan, and North Korea. After gathering data, students will select one place that they would prefer to live and one place that they would not. Students will explain their choices in a well written opinion (persuasive) essay of no fewer than three paragraphs. (Data collected will be used for performance task)</td>
<td>E8a,b,c,d</td>
<td>constructed response selected response</td>
</tr>
<tr>
<td>Students will be asked to define trade barriers. They are then to use that definition to brainstorm a list of possible barriers to trade China, India, Japan, and North Korea. The teacher will then use a multi-media presentation to list the actual trade barriers for these countries. Then students will be asked to develop a graphic organizer that shows the causes and effects of the major trade barriers of the region.</td>
<td>E9b</td>
<td>constructed response</td>
</tr>
<tr>
<td>In groups of 4-5, students will brainstorm a list of things that encourage and discourage economic growth in relation to China, India, Japan, and North Korea. They will include social, political, and geographic components.</td>
<td>E8a, b, c  E9a, b, c</td>
<td>constructed response</td>
</tr>
<tr>
<td>Southern and Eastern Asia is a growing Economic Market. Recently The United States and other Industrialized countries have begun to use the labor forces in these markets as alternatives to the American labor force. Have students read “Commentary: Outsourcing Jobs – Bad or Good?” <em>(<a href="http://ncta.osu.edu/Asia%20Outsourcing%20or%20Not%20Rush.pdf">http://ncta.osu.edu/Asia%20Outsourcing%20or%20Not%20Rush.pdf</a>)</em>. Students will summarize the reading using the GIST strategy located in the teacher resources. Have students collectively brainstorm a list of the pro’s and cons of outsourcing. They should then prepare a position paper using this data.</td>
<td>E10a, b</td>
<td>constructed response teacher observation</td>
</tr>
</tbody>
</table>
Sample Performance Task

Southern and Eastern Asia Environmental Improvement Campaign

Enduring Understanding: The student will understand that humans, their society, and the environment affect each other.

Standards: SS7G10a, b

There are several major environmental and economic issues affecting the quality of life of the people in Southern and Eastern Asia. You will participate in an ad campaign, either print or live action, designed to address the concerns of the region.

Step 1: You will be placed in groups that represent a specific environmental problem, such as pollution of the Ganges River or the Yangtze, air pollution, overpopulation, industrial pollution, flooding, and investment in human capital for its impact on poverty and economic development.

Step 2: Students will use the information gathered in the balanced assessments to create a task force that will address the assigned environmental problem.

Step 3: Each task force will be required to design a campaign highlighting the concerns generate public support.

Step 4: The task force should generate a list of feasible solutions to form the platform of their ad campaign. The solutions must clearly outline what individuals and society can do to address and resolve the specific environmental concern that you have been assigned. It should be clear how your suggestion should result in a specific outcome.

Map and Globe Skills: 4,6,7,8,11
Information Processing Skills: 3,4,5,8,11,15
*Note concerning rubrics: Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

### Content Rubric for Performance Task

<table>
<thead>
<tr>
<th>SCALE CRITERIA</th>
<th>1 – Below standards</th>
<th>2 - Improving</th>
<th>3 – Meets standards</th>
<th>4 – Exceeds standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluates environmental issue and supports position with specific evidence.</strong></td>
<td>There is a definitive position about the priority of the environmental issue in the justification paper. Examples fail to provide support for the position. Or, inadequately addresses the effects that solving this problem would have on the assigned nation.</td>
<td>There is a definitive position about the priority of the environmental issue in the justification paper. Correctly uses 3 examples to support their position. Or, inadequately addresses the effects that solving this problem would have on the assigned nation.</td>
<td>There is a definitive position about the priority of the environmental issue in the justification paper. Correctly uses 4 examples of the issue’s effect on the assigned nation. Adequately explains how solving this problem would have the greatest positive effect on the assigned nation.</td>
<td>There is a definitive position about the priority of the environmental issue in the justification paper. Correctly uses more than 5 examples of the issue’s effect on the assigned nation. Persuasive explanation of how solving this problem would have the greatest positive effect on the assigned nation, and references the greater implications for the world’s environment.</td>
</tr>
<tr>
<td><strong>Correctly identifies the natural and human causes and effects of chosen environmental issue.</strong></td>
<td>Does not correctly identify either a cause or an effect of the environmental issue. Draws generalizations about the interactions but does not connect to interdependence and/or uses examples that do not lend support of the interaction from their assigned country.</td>
<td>Correctly identifies at most 1 cause and/or at most 1 effect of the environmental issue on their assigned category. Draws generalizations about the interactions and interdependence between two categories and uses few examples of the interaction from their assigned country.</td>
<td>Correctly identifies 3 or more causes of the environmental issue AND their effect from their assigned category. Draws generalizations about the interactions and interdependence between three categories and uses several examples of the interaction from their assigned country.</td>
<td>Correctly identifies more than 3 causes of the environmental issue AND their effect from their assigned category. Draws generalizations about the interactions and interdependence between all the categories and uses several examples of the interaction from their assigned country.</td>
</tr>
<tr>
<td><strong>Synthesizes the pros and cons of the environmental issue and creates a viable, affordable solution.</strong></td>
<td>Correctly identifies 1-2 pros and cons of selected issue but does not create an affordable and viable solution.</td>
<td>Correctly identifies 1-2 pros and cons of selected issue. Creates a solution that is not based on both identified pros and cons.</td>
<td>Correctly identifies several realistic pros and cons of selected issue. Uses identified pros and cons to create a solution that is both affordable and viable.</td>
<td>Correctly identifies multiple pros and cons of selected issue. Uses both identified pros and cons to create a detailed solution that is both affordable and viable. Evaluates the possible global implications of the proposed solution.</td>
</tr>
</tbody>
</table>
### Product Rubric for Performance Task

<table>
<thead>
<tr>
<th>Scale Criteria</th>
<th>1: Below Expectation</th>
<th>2: Needs Improvement</th>
<th>3: Meets Expectation</th>
<th>4: Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students produce a product that is attractive.</td>
<td>Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.</td>
<td>Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.</td>
<td>Makes good use of font, color, graphics, effects etc. to enhance the presentation.</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
</tr>
<tr>
<td>Students produce a product that is organized.</td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
<td>Content is logically organized for the most part.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
</tr>
<tr>
<td>Awareness of Audience</td>
<td>Vocabulary, audio, and graphics are not understandable or appropriate for audience.</td>
<td>One of the aspects of the final product (vocabulary, audio, and graphics) is not understandable or appropriate for audience</td>
<td>Information is clearly presented, understandable and appropriate for the audience.</td>
<td>Information is clearly presented, understandable and appropriate for the audience. Vocabulary, graphics, and audio enhance presentation.</td>
</tr>
<tr>
<td>Point of View - Purpose</td>
<td>It was difficult to figure out the purpose of the product.</td>
<td>The purpose is somewhat clear but many aspects of the product seem only slightly related.</td>
<td>Establishes a purpose at the beginning, but occasionally wanders from that focus.</td>
<td>Product establishes a purpose at the beginning and maintains that focus throughout! Cohesive exhibit!</td>
</tr>
</tbody>
</table>

### Resources for Unit

“Commentary: Outsourcing Jobs – Bad or Good?”
http://ncta.osu.edu/Asia%20Outsourcing%20or%20Not%20Rush.pdf

[www.unitedsteaming.org](http://www.unitedsteaming.org)

http://www.galileo.usg.edu Georgia’s Virtual Library (media center has password)

*This unit was created by Sasha Baker, LaShonda Grier, and Laura Kennedy with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council.*

*This unit was revised by LaShonda Grier, Sharon King, Robert Meaders, Dumaka Moultrie, Wynette Neal, Dr. Robin Smith with input from Dr. Bill Cranshaw, and Shaun Owen, and updated on August 23, 2008.*
Southern and Eastern Asia

Economics WEBQUEST

*(suggested model for data recording)*

Find the top 5 most populous countries in Southern and Eastern Asia.

Find the top 5 least populous countries in Southern and Eastern Asia.

Find the top 5 countries in Southern and Eastern Asia with the highest per capita income.

Find the bottom 5 countries in Southern and Eastern Asia with the lowest per capita income.

Find the 5 countries with the highest literacy rate.

Find the 5 countries with the lowest literacy rate.

List the major natural resources for the countries of Southern and Eastern Asia.

List the major manufactured goods for the countries of Southern and Eastern Asia.
GIST Template

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Title:</td>
</tr>
<tr>
<td>Article Source:</td>
</tr>
</tbody>
</table>

1. Read the article

2. Fill out the SWs and H

<table>
<thead>
<tr>
<th>What:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
</tr>
<tr>
<td>When:</td>
</tr>
<tr>
<td>Why:</td>
</tr>
<tr>
<td>How:</td>
</tr>
</tbody>
</table>

3. Write a 20-word GIST

____________  __________  __________  __________  __________  __________
____________  __________  __________  __________  __________  __________
____________  __________  __________  __________  __________  __________
____________  __________  __________  __________  __________  __________
____________  __________  __________  __________  __________  __________