

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 7<sup>th</sup> Grade Modern World Studies Social Studies Course.

<b>7<sup>th</sup> grade- Unit 5- Southern and Eastern Asia Today</b>	
<b>Elaborated Unit Focus</b>	In this unit students will gain an understanding of the physical landscape of Southern and Eastern Asia. Students will locate selected countries and physical features in the region. Students will examine how location, climate, physical characteristics, and the distribution of natural resources can impact population distribution and the accessibility to those natural resources. Students will examine how those factors influence where people live and the types of work they do, and thus trade. Students will examine how history and culture have influenced many aspects of Southern and Eastern Asia including religion and politics. Student will examine the originating prominent religions of the region which include: Buddhism, Hinduism, Shintoism, and the philosophy of Confucianism. Additionally, Students will examine aspects of governance in terms of citizen participation and the role of government in terms of its ability to influence conflict and/or change.
<b>Connection to Connecting Theme/Enduring Understandings</b>	<b>Culture</b> <b>Governance</b> <b>Location</b>
<b>GSE for Social Studies (standards and elements)</b>	<ul style="list-style-type: none"> <li>• <b>SS7G9 Locate selected features in Southern and Eastern Asia.</b> <ol style="list-style-type: none"> <li>a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.</li> <li>b. Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.</li> </ol> </li> <li>• <b>SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.</b> <ol style="list-style-type: none"> <li>a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.</b> <ul style="list-style-type: none"> <li>a. Explain the differences between an ethnic group and a religious group.</li> <li>b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.</li> </ul> </li> <li>• <b>SS7CG4 Compare and contrast various forms of government.</b> <ul style="list-style-type: none"> <li>a. Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].</li> <li>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</li> </ul> </li> </ul>
<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></p>	<p><b>Reading:</b></p> <p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>L6-8RHSS6:</b> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p><b>Writing:</b></p> <p><b>L6-8WHST1:</b> Write arguments focused on discipline-specific content</p> <p><b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>

	<p><b>L6-8WHST7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>3. identify issues and/or problems and alternative solutions</li> <li>4. distinguish between fact and opinion</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>11. draw conclusions and make generalizations</li> <li>14. formulate appropriate research questions</li> <li>15. determine adequacy and/or relevancy of information</li> <li>16. check for consistency of information</li> <li>17. interpret political cartoon</li> </ol> <p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"> <li>1. use a compass rose to identify cardinal directions</li> <li>2. use intermediate directions</li> <li>3. use a letter/number grid system to determine location</li> <li>5. use graphic scales to determine distances on a map</li> <li>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>8. draw conclusions and make generalizations based on information from maps</li> <li>9. use latitude and longitude to determine location</li> </ol>

<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Enduring Understanding 1 Culture</b>	<p>1. How can culture shape society?</p> <ul style="list-style-type: none"> <li>• How does society impact government?</li> <li>• How do ones beliefs shape a society?</li> <li>• How do traditions shape a society?</li> </ul>
<b>Enduring Understanding 2 Governance</b>	<p>1. How does government change?</p> <ul style="list-style-type: none"> <li>• How does growth in a society impact government?</li> <li>• How do responsibilities change as governments change?</li> <li>• How does society impact government?</li> </ul>
<b>Enduring Understanding 3 Location</b>	<p>1. How is where we live vital to how we live?</p> <ul style="list-style-type: none"> <li>• How have your actions had intended and unintended consequences?</li> <li>• How can something that is good for one be bad for another?</li> <li>• How can one person cause serious change?</li> </ul>



## Sample Instructional Activities/Assessments

### Religions of Southern and Eastern Asia Neo-Venn Diagram

Description – (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

1) Students will watch the following clips and take note of the major concepts related to each religion.

\*Buddhism- <https://www.youtube.com/watch?v=tilBs32zN7I>

\*Hinduism- <http://www.oprah.com/belief/introduction-to-hinduism>

\*Shintoism: <https://www.youtube.com/watch?v=LoQqxdAbRS0> (stop at 3:07)

\*Confucianism: <https://www.youtube.com/watch?v=tUhGRh4vdb8>

2) Students will use what they learned from the above videos to complete the Neo-Venn Diagram graphic organizer listed below. Student can be allowed choice as to which two religions they want to compare/contrast, of the teacher can assign certain religions to students.

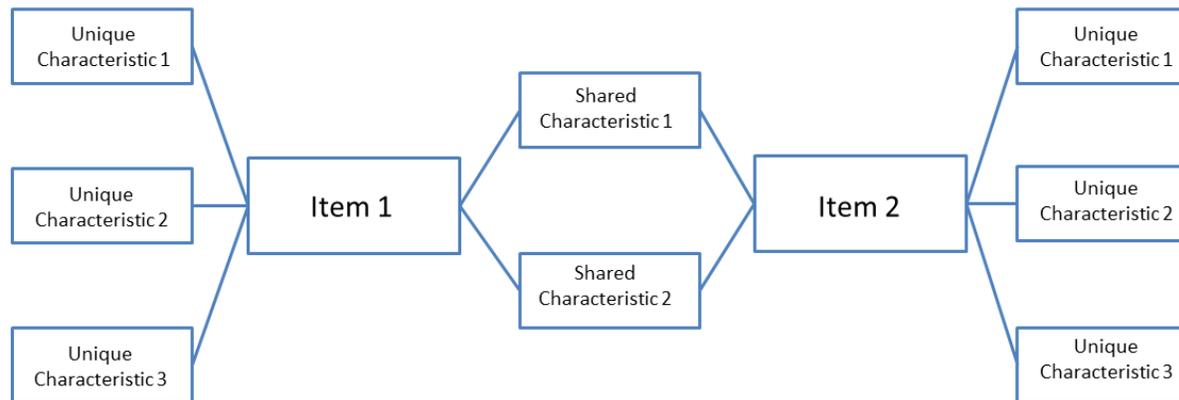
<b>GSE Standards and Elements</b>	<p><b>SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.</b></p> <p>b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Literacy Standards:</b></p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>11. draw conclusions and make generalizations</li> </ol> <p><b>Enduring Understanding:</b> Culture</p>

## Religions of Southern and Eastern Asia Neo-Venn Diagram

**Your job:** Copy and complete the following chart to compare/contrast the religions of Southern and Eastern Asia.

**Instructions:**

1. Copy the chart below onto your own paper and make it BIG. Do not copy the words inside the boxes; those are just there to help you.
2. Write the name of one of the two religions in the “Item 1” box and the name of another in the “Item 2” box.
3. In the boxes on the left side list 3 unique characteristics of the religion in box 1.
4. In the boxes on the right side list 3 unique characteristics of the religion in box 2.
5. In the boxes in the middle list 2 shared characteristics of the two religions.

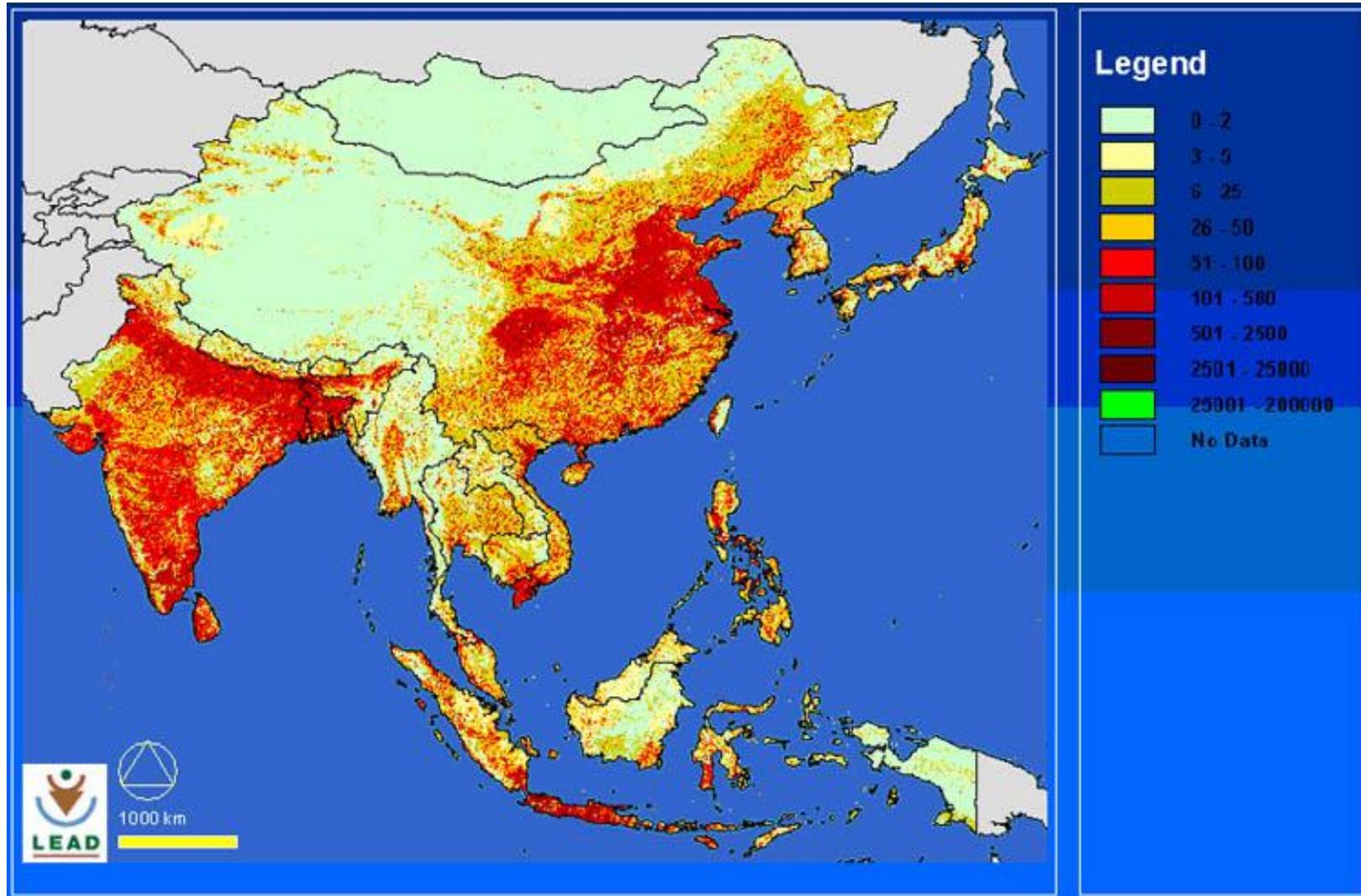


## “X” marks the Spot (Map locations)

<h2 style="text-align: center;">“X” marks the Spot (Map locations)</h2>	
<p>Description:</p> <ol style="list-style-type: none"> <li>1) Students will need a blank map printed from: <a href="http://www.yourchildlearns.com/megamaps/print-world-maps.html">http://www.yourchildlearns.com/megamaps/print-world-maps.html</a></li> <li>2) Students will locate select features on a map. This may be done with students working in groups or individually.</li> <li>3) Students may utilize various resources to quickly identify the political locations and /or the physical features. (I.e. maps, globes, atlases, technology, posters, etc.)</li> <li>4) Students should construct a key for their map to indicate the various features of their map as well as a legend.</li> <li>5) Students mark an “X” to identify where they would prefer to live on their map, and write 3 justifications for their selections. Students should be able to defend their reasoning with evidence from their research of the geography of Southern and Eastern Asia.</li> <li>6) Discuss. Students may debate their reasoning. Show them the map below and have students conclude if their locations were aligned with the population density map.</li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7CG4 Compare and contrast various forms of government.</b> <ol style="list-style-type: none"> <li>a. Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].</li> <li>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</li> </ol> </li> </ul>
<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b> L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>Map and Globe Skills:</b> 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 8. draw conclusions and make generalizations based on information from maps</p> <p><b>Information Processing Skills:</b> 6. identify and use primary and secondary sources</p>

7<sup>th</sup> Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

	11. draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information <b>Enduring Understanding:</b> Location
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<http://www.fao.org/docrep/005/ac801e/ac801e09.jpg>

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## Headlines- Who has the Right to Vote?

**Description**

1. Ask what does it mean to ‘participate’? What does it mean in term of citizens *participating* in the government? (who can vote)
2. Discuss how citizen participation can vary in different nations.
3. Read the following headlines that correspond with the designated nations. Students will need access to the following documents listed in #4, rather it is a digital copy or printed copy.
4. Have the students infer the type citizen participation related to each country as they read the following documents (see links below).  
 China- <http://www.economist.com/node/18836744>  
 Japan- <http://time.com/3924590/japan-voting-age/>  
 India- <http://timesofindia.indiatimes.com/elections/live-updates/assembly-elections-2017/liveblog/56645288.cms>  
 North Korea- <http://www.telegraph.co.uk/news/worldnews/asia/northkorea/11748166/North-Korean-elections-not-too-close-to-call.html>  
 South Korea- <http://www.bbc.com/news/world-asia-39848999>
5. Have student visit the links above, or conduct research to complete the chart using the attached link here: “The Human Rights Watch” <https://www.hrw.org/>
6. Share out answers and discuss personal freedoms- compare and contrast other nations’ to those in the U.S.

<b>GSE Standards and Elements</b>	<p><b>SS7CG4 Compare and contrast various forms of government.</b></p> <p>a. Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].</p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p>

	<p>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p><b>Information Processing Skills:</b></p> <ul style="list-style-type: none"><li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li><li>11. draw conclusions and make generalizations</li><li>14. formulate appropriate research questions</li><li>15. determine adequacy and/or relevancy of information</li><li>16. check for consistency of information</li></ul> <p><b>Enduring Understanding:</b></p> <p>Governance</p>
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7<sup>th</sup> Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

Country	Structure of Government	Form of Leadership	Role of the Citizen & Personal Freedoms
India			
China			
Japan			
North Korea			
South Korea			

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## Literacy and the Success of a Nation-“Pop Culture Education”

**Description:**

- 1) Student will evaluate the significance of education from various perspectives- student, parent, and government.
- 2) Read the definition of Literacy from the *United Nations Educational, Scientific, Cultural, and Organization*: "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts."(p13) For the instructor, the whole document “The Plurality of Literacy and its Implication for Policies and Programmes” <http://unesdoc.unesco.org/images/0013/001362/136246e.pdf>
- 3) Students will investigate the educational systems in the regions of focus (China, Japan, India, South Korea and North Korea).
- 4) They should evaluate aspects such as: literacy rate, GDP, GDP per capita, typical courses, class schedule, and length of the school day, gender differences, practices, testing, and overall perception of education. Statistical data can be investigated from here using the link listed below. Information can be found by clicking on Stats and Research, Statistical Data. The teacher may go ahead and open the zip file Excel sheet containing the information. <http://en.unesco.org/gem-report/>
- 5) Students will create a “POP CULTURE EDUCATION” project using the attached guidelines below.
- 6) Speaking: Students should be allowed to share out their findings to the class or in groups (if you decided to have groups of 5 representing each country) Speculate possible reasons the emphasis on education may vary.

**GSE Standards and Elements**

**SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).

**Literacy Standards**

**Literacy Standards:**

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

**Social Studies Matrices**

**Information Processing Skills:**

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
11. draw conclusions and make generalizations

**Enduring Understanding(s)**

**Enduring Understanding:** Culture

## “Pop” Culture in Education

*Your Job: Create a 3-D pop up display that represents the most important things from a culture. It will look like the diagram below.*

### Set up:

- Fold the top side of a white paper to the bottom to divide it in half.
- Divide the top half into 3 columns. Do not divide the bottom half.
- Using another paper or an index card cut out an outline of a human like this:



### Instructions:

1. On the bottom half of the paper draw and color a **detailed** map of the country.
2. On the cut-out human draw and color clothing that represents student living in the country you choose to represent.
3. In each of the 3 columns on the top half of the paper:
  - a. Write the name of one important thing you learned about the educational system of this country (in each of the three columns). Therefore you should have 3 facts learned.
  - b. Draw and color a picture representing this fact in each column.
  - c. Write three sentences providing information as to why this is an important fact.
4. Tape or staple the “FOLD” section of the human figure onto the map (the bottom half of the paper).

## Southern and Eastern Asia Government Circle Summary

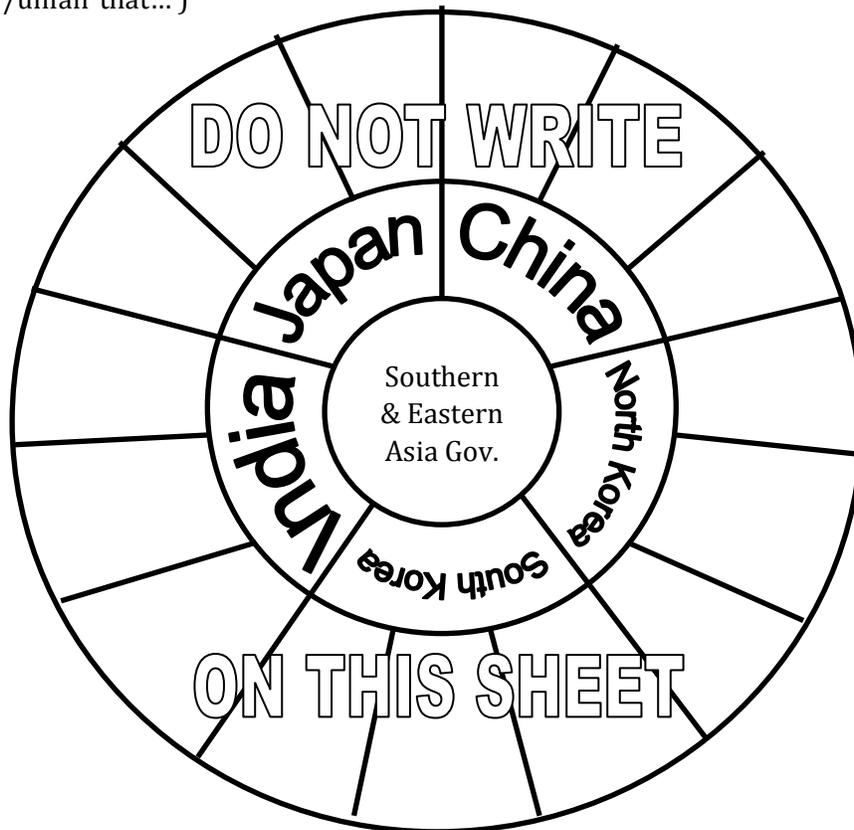
<p>Description:</p> <ol style="list-style-type: none"> <li>1. Students will need access the following website to complete the activity: <a href="https://www.cia.gov/index.html">https://www.cia.gov/index.html</a></li> <li>2. If access isn't available, the teacher may make packets for students to research the countries in groups by printing off the information for each of the 5 countries in this unit (China, Japan, North Korea, South Korea, and India).</li> <li>3. Students will complete the attached graphic organizer to reflect what they learned about the governments of the 5 countries of study for this unit.</li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7CG4 Compare and contrast various forms of government.</b> <ol style="list-style-type: none"> <li>a. Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].</li> <li>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</li> </ol> </li> </ul>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b>                      L6-8RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).                      L6-8WHST1: Write arguments focused on discipline-specific content.                      L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>4. distinguish between fact and opinion</li> <li>11. draw conclusions and make generalizations</li> <li>17. interpret political cartoons</li> </ol> <p><b>Enduring Understanding:</b>                      Governance</p>

## Southern and Eastern Asia Government Circle Summary

**Your job:** Determine the most important facts for each of the 5 countries studied relating to their government. This should include rather they are an autocratic or democratic government, what participation the citizens have (if any), and rather or not they are a parliamentary democracy or a presidential democracy. Draw a picture of that fact in the first box, write the fact in the middle box and respond to it in the last box.

### Instructions:

1. Copy this chart onto your own paper. Make it big!
2. In the center of the circle write the name of the unit (Southern and Eastern Asia-Government) and draw a picture or symbol to represent it.
3. The 2<sup>nd</sup> (middle box) for each of the 5 countries should include what the role the citizen plays in the government.
4. The 1<sup>st</sup> box for each of the 5 countries should include what type of citizen participation (if any) the country has.
5. The 3<sup>rd</sup> box for each of the 5 countries should have a picture that signifies what type of government this country has. You should also write a personal response to the picture that demonstrates the country's government. (This reminds me of... I think it is fair/unfair that... )



## Religion and Reading Comprehension

Description: (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

1. Students are going to write and illustrate a children’s book, OR puppets show, about 2 of the major religions in Southern and Eastern Asia.
  - The book should have a target audience of the 3<sup>rd</sup> or 4<sup>th</sup> grade
  - Purpose is to provide a basic understanding of the religions in a way that allows them to compare and contrast their understanding of each. Students may incorporate their accurate prior knowledge and/or utilize *The United Religions Initiative* link as a resource (under the religions tab, including ‘others’): [http://www.uri.org/kids/world\\_more.htm](http://www.uri.org/kids/world_more.htm)
  - concepts to explore: basic beliefs, sacred place, holy text, dietary restrictions, celebrations, etc.
2. Share texts or puppet show. Evaluate in terms of content, age-appropriateness for the audience, and ability to compare and contrast.

<b>GSE Standards and Elements</b>	<p><b>SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.</b></p> <p>b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Literacy Standards:</b></p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> </ol> <p><b>Enduring Understanding:</b></p> <p>Culture</p>

## Longitude and Latitude Treasure Hunt

Students will become cartographers and design a map that will require them to use their knowledge of cardinal directions, scales, keys, and longitude & latitude coordinates, to create a treasure map. MAKE IT FUN!! Groups should include clues and obstacles that can lead the explorers to the “treasure”, or even away at times! (The treasure can be ANYTHING! But it should not be revealed unless they discover it!!) Remember, students may draw their own map, or they may use the following site to print a blank map of the area they wish to complete the activity: <http://www.yourchildlearns.com/megamaps/print-world-maps.html>

The map must include the following:

- Country description (include name, government type, citizen participation, and natural resources in the region)**
- minimum of 10 steps**
- use of longitude and latitude**
- use of cardinal directions**
- distance/scale**
- key (must include 3 physical features)**
- an environmental issue obstacle**
- a hidden treasure**

(Allow the students to write the final coordinates of their treasure on a notecard. Place the “treasure” and the answer notecard on the back of their maps. Tell them NOT to turn maps over until you say to)

Have the students rotate to another group’s map, and search for the hidden treasures of their classmates, while practicing their map skills.

<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7G9 Locate selected features in Southern and Eastern Asia.</b></li> <li>• <b>SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.</b></li> <li>• <b>SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia</b></li> </ul>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b> L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>

	<p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"><li>1. use a compass rose to identify cardinal directions</li><li>2. use intermediate directions</li><li>3. use a letter/number grid system to determine location</li><li>5. use graphic scales to determine distances on a map</li><li>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li><li>9. use latitude and longitude to determine location</li></ol> <p><b>Enduring Understanding:</b></p> <p>Location</p>
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## Culminating Unit Performance Task

### A Country of My Own

**Description:**

Students are going to create their own country (or utilize the one used in a previous “Longitude and Latitude Treasure Hunt” activity.)

Step 1: Create a visual map of your territory. This must include major physical features (deserts, mountains, steppes, plateaus, rivers, etc), location of major natural resources, and predominant climactic conditions (i.e. monsoonal regions, temperature ranges, average rainfall, etc.). This can be virtual (on the computer) or on a poster.

Step 2: Employment: Decide what types of work are available to the people of your country based on the information you learned about the impact of natural resources, climate, and location of physical features. Create a symbol for each type of work and note it on your map.

Step 3: Population distribution: Decide where your major cities will be located, and shade areas based on how your population will be distributed. Take your total population and write on your map what percent lives in each region.

Step 4: Create your keys. You should make a key identifying: physical features, climactic conditions, and natural resources, and population distribution. The map must have at least four keys. It is recommended that you divide these into smaller categories for your keys.

Step 5: Write a 1-2 page paper explaining and citing specific examples of how location has affected these areas. Hypothesize plausible reasons for the differences between developments realistically and fictionally based on your map. (You must have at least four).

<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.</b> <ul style="list-style-type: none"> <li>a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.</li> </ul> </li> <li>• <b>SS7E7 Analyze different economic systems.</b> <ul style="list-style-type: none"> <li>a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.</li> <li>b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.</li> <li>c. Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea</b> <ol style="list-style-type: none"> <li>a. Evaluate how literacy rates affect the standard of living.</li> <li>b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).</li> <li>c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).</li> <li>d. Describe the role of natural resources in a country’s economy.</li> <li>e. Describe the role of entrepreneurship.</li> </ol> </li> </ul>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b>  L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts  L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"> <li>1. use a compass rose to identify cardinal directions</li> <li>2. use intermediate directions</li> <li>3. use a letter/number grid system to determine location</li> <li>5. use graphic scales to determine distances on a map</li> <li>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>9. use latitude and longitude to determine location</li> </ol> <p><b>Information Processing Skill:</b></p> <ol style="list-style-type: none"> <li>11. draw conclusions and make generalizations</li> </ol> <p><b>Enduring Understandings:</b>  Culture; Governance; Location</p>