

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

7 th grade- Unit 6 “Impact of the Environment and Economy on Southern and Eastern Asia”	
Elaborated Unit Focus	<p>Southern and Eastern Asia has participated on the global market since ancient times. In this unit students will analyze the human environmental interaction, and the correlation between population distribution the use of natural resources, and pollution. As the production, distribution, and consumption of goods increases, and economies in this region are prospering, the human environment interaction has also 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. However, nations are concerned that several factors which influence economic growth could be compromised if production is reduced, thus compromising trade and positioning on the global market.</p>
Connection to Connecting Theme/Enduring Understandings	<p>Human Environmental Interaction Production, Distribution, Consumption</p>
GSE for Social Studies (standards and elements)	<ul style="list-style-type: none"> • SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia. <ul style="list-style-type: none"> a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers. b. Explain the causes and effects of air pollution and flooding in India and China. • SS7E7 Analyze different economic systems. <ul style="list-style-type: none"> 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. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea. • SS7E8 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia. <ul style="list-style-type: none"> a. Explain how specialization encourages trade between countries.

	<p>b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.</p> <p>c. Explain why international trade requires a system for exchanging currencies between nations.</p> <ul style="list-style-type: none"> • SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea <ul style="list-style-type: none"> 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). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Describe the role of natural resources in a country’s economy. e. Describe the role of entrepreneurship.
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>Reading:</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources</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>L6-8RHSS6: 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>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Writing:</p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</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>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 2. organize items chronologically 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 8. identify social studies reference resources to use for a specific purpose 11. draw conclusions and make generalizations 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information 16. check for consistency of information 17. interpret political cartoons <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations



Essential Questions and Related Supporting/Guiding Questions	
Enduring Understanding 1 Human Environmental Interaction	<ol style="list-style-type: none"> 1. How can humans, their society, and the environment impact each other? <ul style="list-style-type: none"> • How can something be good for one thing and bad for another? • How does society adapt to its environment? • How can human interaction have positive and negative consequences?
Enduring Understanding 2 Production, Distribution, Consumption	<ol style="list-style-type: none"> 1. Why is location important to the economy? <ul style="list-style-type: none"> • Why can certain things not be produced in certain areas? • What impact does society play on production? • What impact does the economy have on distribution and consumption?

Sample Instructional Activities/Assessments

Environmental Issues on Southeast Asia In N’ Out

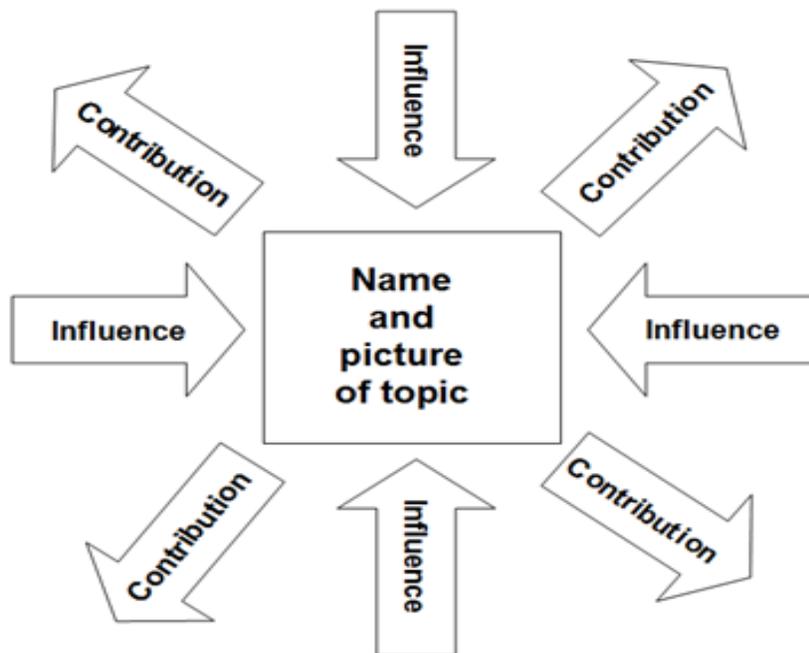
<p>Description:</p> <ol style="list-style-type: none"> Students will need copies of the article found on the following website to complete this activity. https://www.fairobserver.com/region/central_south_asia/environmental-issues-southeast-asia/ Using the directions below for the activity, students will read the article (found from downloading the document above) to consider the influences and contributions that the environment has on Southern Asia. 	
<p>GSE Standards and Elements</p>	<ul style="list-style-type: none"> SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia. <ol style="list-style-type: none"> Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers. Explain the causes and effects of air pollution and flooding in India and China.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</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>L6-8RHSS6: 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>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> identify issues and/or problems and alternative solutions identify main idea, detail, sequence of events, and cause and effect in a social studies context draw conclusions and make generalizations determine adequacy and/or relevancy of information <p>Enduring Understandings:</p> <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p> <p>Production, Distribution, Consumption: 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</p>

Environmental Issues in Southeast Asia In N' Out Chart

Your job: Copy and complete the graphic organizer below which highlights the events and that have influenced the environment of Southeast Asia. You will need the article provided to you from your teacher.

Instructions:

1. Do not write the words in the example below, they are simply showing what goes in each arrow.
2. In the center box write Environment of Southeast Asia and draw a picture to represent this.
3. In the arrows labeled "Influence"
 - write something that influenced (helped, encouraged, inspired, etc.) the environment of Southeast Asia. This could be something from someone else or from inside the country itself.
4. In the arrows labeled "Contribution"
 - write something that the environment of Southeast Asia has contributed (gave, taught, shared) to others (inventions, ideas, etc.).
5. At the bottom or on the back of your chart explain whether you think this group took more from others or gave more to others and why you think that.



Rain, Rain, Go Away?

Rain, Rain, Go Away?	
<p>Description:</p> <ol style="list-style-type: none"> 1. Analyze this visual media map https://commons.wikimedia.org/wiki/File:MeanMonthlyP.gif#/media/File:MeanMonthlyP.gif 2. Determine the months that contain the greatest rainfall in Southern and Eastern Asia 3. Have the students write the word ‘monsoon’ in their notebooks 4. Challenge them to determine the definition of the word, by looking and listening to the following news clip from CNN “Desperate Farmers wait for India’s Monsoon Season” http://www.cnn.com/videos/world/2016/06/09/india-monsoon-economy-pkg-udas.cnn 5. Have students extract 5 key takeaways from the video. Discuss 	
GSE Standards and Elements	<ul style="list-style-type: none"> • SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia. <ol style="list-style-type: none"> a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers. b. Explain the causes and effects of air pollution and flooding in India and China.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standard: 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>Information Processing Skill: 11. draw conclusions and make generalizations</p> <p>Map and Globe Skills: 7. use a map to explain impact of geography on historical and current events 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>Enduring Understanding: Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p>

“Frame It”...And one more thing (Environmental Issues)

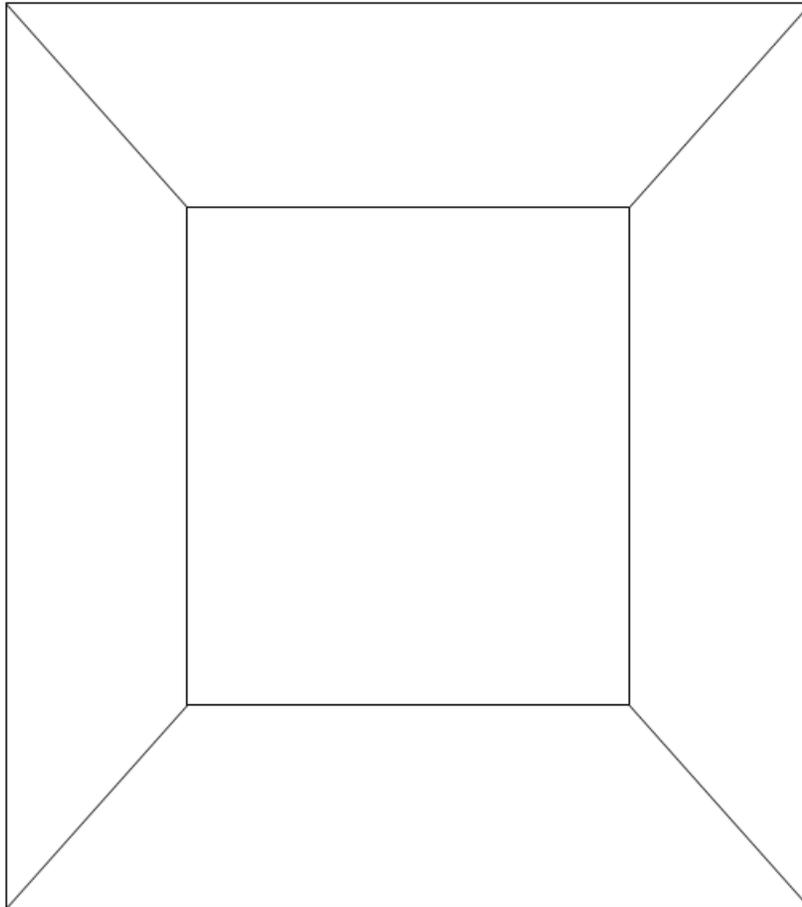
Description	
<ol style="list-style-type: none"> 1. Review, or have students infer, what major environmental issues of Southern and Eastern Asia. If they need additional hints share some of the Fact and Figures about water from http://wwf.panda.org/about_our_earth/about_freshwater/freshwater_problems/ 2. Discuss what they know and ask what would you like to know 3. Students will need the graphic organizer below to complete the activity. 	
GSE Standards and Elements	<p>SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.</p> <p>a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources</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>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 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 14. formulate appropriate research questions <p>Enduring Understandings:</p> <p>Human Environmental Interaction</p> <p>Production, Distribution, Consumption</p>

Frame It

Your Job: Copy and complete the picture frame graphic organizer to explain the global freshwater situation.

Instructions:

1. Draw a picture frame like the one below on your own paper.
2. In the center box draw or print out a picture that describes the theme of the article provided to you by your teacher.
3. In the top box write the issue you are going to illustrate regarding freshwater issues globally.
4. In the bottom box write two detail sentences from the article you read. Copy the sentences exactly and note what paragraph you found these two sentences.
5. In the left box write a personal response to something the article said about the problem with freshwater globally. (This reminds me of... It is fair/unfair that... I wish I knew more about...)
6. In the right box list 3 social studies terms related to the issue you are describing.



Should We Care about Air Over There?

Should We Care about Air Over There?	
<p>Description</p> <ol style="list-style-type: none"> 1. Ask students, “Should we care about the air over there?” meaning in Southern and Eastern Asia (show the title, and the image of the flag with the caption). 2. Show the image from NASA regarding Air movement https://youtu.be/JQiuZ-9TD4I Have students briefly debate and discuss the issue of global pollution. 3. Speculate why it might be difficult to control 4. Have students read the text “Air pollution In India is so bad that it Kills half a million People Every Year” https://www.washingtonpost.com/news/energy-environment/wp/2016/05/11/air-pollution-in-india-is-so-bad-that-it-kills-half-a-million-people-every-year/?utm_term=.ce47b2c72ccb 5. In a brief DEBATE (or writing), have the student constructively respond to their stance on whether <i>air pollution is, or isn't, an international problem</i>- they must use details from the text, or other credible sources, to support their position. 	
GSE Standards and Elements	<p>SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia</p> <p>b. Explain the causes and effects of air pollution and flooding in India and China.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources</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>L6-8WHST1: Write arguments focused on discipline-specific content.</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>Information Processing Skills:</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>11. draw conclusions and make generalizations</p> <p>Map and Globe Skills:</p> <p>7. use a map to explain impact of geography on historical and current events</p> <p>8. draw conclusions and make generalizations based on information from maps</p> <p>10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p> <p>Enduring Understandings: Human Environmental Interaction, Production, Distribution, Consumption</p>

(PLEASE NOTE: This is only the headline and a picture/caption, please click the link listed above in the description to view the full text)

The Washington Post
Democracy Dies in Darkness

Energy and Environment

Air pollution in India is so bad that it kills half a million people every year

By **Chelsea Harvey** May 11, 2016 



An Indian national flag flies as a thick layer of smog envelops the city skyline after Diwali festival, in New Delhi, India. New Delhi is imposing new rules to reduce its notoriously snarled traffic and fight extreme air pollution that has earned India's capital the title of world's most polluted city. (AP Photo/Altaf Qadri, File)

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5.31.2017 • Page 11 of 21

How free are they?

Description:

1. Draw a continuum on the board
2. Have the students illustrate the continuum and predict the placement of the countries based their previous knowledge and on how much influence the government and the market have. (China, India, Japan, North Korea and South Korea)
3. Take a class poll of placements and draw it on the board. (i.e. Line plot)
4. Have the students explain why they placed countries, as they did.
5. Use Economic Freedom Index <http://www.heritage.org/index/> to confirm their predictions.
6. Watch this TED talks, “My Escape from North Korea” (approx. 12 mins.) and have students listen to find evidence that would support the level of government involvement or market power within North Korea.
<https://www.bing.com/videos/search?q=my+escape+from+north+korea&view=detail&mid=0A31921537DC58A157310A31921537DC58A15731&FORM=VIRE>
7. Students will complete the video document analysis found below. You can also print this graphic organizer from the following website:
https://www.archives.gov/files/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf

GSE Standards and Elements	<p>SS7E7 Analyze different economic systems.</p> <ol style="list-style-type: none"> 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. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</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>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 11. draw conclusions and make generalizations <p>Enduring Understanding:</p> <p>Production, Distribution, Consumption: 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</p>

Analyze a Video

Anticipate.

What is the title?

What do you think you will see?

Meet the video.

Type (check all that apply):

- Animation Propaganda Promotional Training film Combat film
 Newsreel News report Informational Documentary Entertainment
 Commercial Other

Elements (check all that apply):

- Music Live action Narration Special effects Background noise
 Color Black and White Animation Dramatizations

What is the mood or tone?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	PLACES	ACTIVITIES

Write one sentence summarizing this video.

Try to make sense of it.

When is this video from?

What was happening at the time in history it was created?

Who made it? Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.

What did you find out from this video that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Materials created by the National Archives and Records Administration are in the public domain.

“Your Advice” Writing Activity	
Description	
<ol style="list-style-type: none"> 1. Students will need to read http://wwf.panda.org/about_our_earth/about_freshwater/rivers/yellow_river/ for more information about the river. 2. Have students identify the relationship amongst the river, the floods, and agriculture 3. Upon conclusion students will complete the writing activity listed below on the graphic organizer. 	
GSE Standards and Elements	<p>SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.</p> <p>a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</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>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 2. organize items chronologically 14. formulate appropriate research questions <p>Enduring Understanding:</p> <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p>

“Advice letter”

Your job: Write a personal letter to someone giving them advice on how important it is that they protect the Yellow River in China. Your letter should include any key terms involved with the event in some way.

Instructions:

1. Address your letter properly. “Dear Friend,”
2. Briefly explain the situation. (1 paragraph)
3. Give advice on how the person can deal with the problem. (1 paragraph)
4. You are writing this as if you were giving a friend advice, try to be helpful!
5. Close the letter properly. “Sincerely, your friend”

Political Cartoon

Political Cartoon	
<p>Description</p> <ol style="list-style-type: none"> 1. Review or explain what a political cartoon is 2. Display the political cartoon below found on this site: https://acontrarioicl.com/2014/05/15/dprk-epicfail/ 3. Have the students analyze the cartoons and identify the parts of the cartoon are important or symbolic 4. Have the students determine the theme of the cartoons 5. Have the students analyze the following graph below that can be found here: http://www.realcourage.org/2015/10/north-korea-70-years-of-oppression/ 6. Discuss how trade barriers, lack of voluntary trade, and North Korea’s calculated isolation and threats have led to issues related to famine. 7. Debate: Should the U.S. send food aid or is an embargo the most effective way to motivate Kim Jong- un into honoring the human rights of the North Korean people? 	
<p>GSE Standards and Elements</p>	<p>SS7E7 Analyze different economic systems.</p> <ol style="list-style-type: none"> 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. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea. <p>SS7E8 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.</p> <ol style="list-style-type: none"> a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes. c. Explain why international trade requires a system for exchanging currencies between nations.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</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>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 11. draw conclusions and make generalizations 17. interpret political cartoons <p>Enduring Understanding:</p> <p>Production, Distribution, Consumption</p>



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Culminating Unit Performance Task

Environmental Issues Newspaper

Description

1. Allow the students to select one of the major environmental issue and economic topics related to Southern and Eastern Asia
2. Students must create a newspaper to inform the community about pertinent environmental issues.
3. The newspaper requirements are listed below on the graphic organizer.
4. Rotate newspapers to have students share their work, and have the readers identify either a new fact that they learned, or the underlying message of the political cartoon.

GSE Standards and Elements

SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.

- a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.
- b. Explain the causes and effects of air pollution and flooding in India and China.

SS7E7 Analyze different economic systems.

- 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.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.

SS7E8 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 embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

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).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy. e. Describe the role of entrepreneurship.

7th Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards: 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. L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 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. L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research</p> <p>Information Processing Skills: 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 8. identify social studies reference resources to use for a specific purpose 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information 16. check for consistency of information 17. interpret political cartoons</p> <p>Map and Globe Skills: 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>Enduring Understandings: Human Environmental Interaction, Production, Distribution, Consumption</p>
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Environmental Issues Newspaper

Your job: Create a newspaper about the unit consisting of articles, comic strips, advertisements and editorials.

Instructions:

I. Give your paper a title that fits with the unit. “Environmental Issues Newspaper” is not enough!

II. Your paper should include 8 or more items including:

1. 3 or more news articles about events from the unit. These should be written from the point of view of a reporter who witnessed these events and was “in the middle of the action.” These articles should be a minimum of two paragraphs and should include made-up quotes from people involved in the event.
2. 1 obituary of a famous person from area. An obituary is a short retelling of the major events in that person’s life.
3. 1 picture that goes along with one of your front page stories.
4. 3 or more “other” items such as:
 - a. Comic strips about either an event from the country. Each strip should be at least 3 panels in length.
 - b. Advertisements from a company that might exist in your country.
 - c. Puzzles about the environmental issues such as a crossword, jumble or word search.
 - d. Sports report about a sport played in this country.
 - e. Horoscopes
 - f. Advice column
5. **The Front Page**
 - a. Design a front cover for your paper that includes the paper’s title, a picture and a table of contents which tells which page the parts are on.
 - b. **ALL** 8 sections **MUST** be numbered and included in your table of contents.