VI: Asia

Lesson Title: The Physical and Human Characteristics of East Asia (UDL Update)

Essential Curriculum Objective(s):

* Describe the major geographic and climatic characteristics for a selected region in Asia. 659.03
* Identify selected countries and major cities of Asia. 659.04

Timeframe: Approximately one to two 90 minute classes

Materials:

* Student Textbook: Any approved 6th grade geography textbook
* Student Classroom Atlas
* Student Activity Sheet: *Anticipation Guide: The Physical Geography of East Asia*
* Student Activity Sheet: *East Asia: Settlement Patterns*
* Student Activity Sheet: *East Asia: Map Activity*
* *Journal Writing Template*
* *Geography of East Asia PowerPoint*
* *Cast Book Builder: Geography of Southeast Asia By: Jessica Elms*
* *Group work rubric*

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| Anticipatory Set/Motivation:  1. Ask: “What three words come to mind when you hear the words, East Asia?” Complete a “Think-Pair-Share” activity | Checkpoint 4.1, 3.1  Barrier: materials Paper/pencil and verbal  🡪 Activate prior knowledge  Students can share their response with a neighbor, or record their answer. |
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| 2. Distribute the classroom atlases. Have the students turn to a physical map of Asia. Focus the students’ attention on the region of East Asia. Read and interpret the map of East Asia orally as a class. Identify the bodies of water bordering and located in East Asia. Interpret the color-coding of the land features. | Checkpoint 5.2  Instead of discussing, students will complete their own Physical Features Map of Asia (attached). They will label Mountains, Rivers, Oceans, Seas, deserts, plateaus, and other landforms. After completing the map, the class will also discuss (audio) their findings with a visual representation on screen. This provides 2 forms of expression independent and group.  Checkpoint 1.3  Barriers: materials (text, graphics, videos, audio)  Students can also read the book created on BookBuilder. |
| 3.Have students make a prediction. Ask: “Based on East Asia’s physical features, where would most people be likely to live?” Elicit student responses and record on the chalkboard or overhead. Students should provide evidence to support their choice. | *Barriers: Materials (Verbal, pencil/paper)*  *🡪 3.3 Provide options for processing*  *In addition to eliciting student responses, auditory and interpersonal, students will also answer on their own journal. response sheet. \*attach*ed |
| Distribute the textbook(s) to the class. Instruct students to complete steps 2 and 3 of the anticipation guide. | Checkpoint: 1.2, 1.3, 2.3, 2.4 Multiple Means of representation: Students can choose the method of receiving information.   1. Textbook 2. Textbook on Text to speech, (will need textbook for pictures) 3. CAST Book Builder “Geography of Southeast Asia” 4. Geography of East Asia PowerPoint/Fieldtrip (photographs, images, interactive graphics) |
| Discuss responses. Have students complete the class discussion section of the anticipation guide and add notes in the class notes section where appropriate. | Multiple Means of Action and Expression: 3.3 Options for organizational methods   * Worksheet to accompany textbook or text to speech * Technology/Keyboard or speech to text: answer the questions using the interactive graphic organizers * Printed graphic organizers |
| 🡪 Additional activity: | Checkpoint 3.3: Interactive Models that guide explorations  <http://www.nationalgeographic.com>  /xpeditions/lessons/05/g68/  whatisasia.html  🡪 Online Interactive: Students will investigate Asia beyond geography. Using the interactive map, students will belong to a group but will chose whether they work individually or together for the process of collecting information. I will assign each group a criterion by which to separate Asia into regions. Each group will be given a [blank map](http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=asia&Rootmap=&Mode=d&SubMode=) and have them draw lines for their region according to their criterion.   * Language * Religion * Political system * Climate * Natural Resources   🡪Multiple Means for Action and Expression: Students can choose whether to use blank paper map to draw new borders, or create it on Xpeditions using their interactive map.  🡪 Checkpoint:  I will distribute a rubric for group work, so that students for whom groups pose a barrier, they will have the criteria to begin working properly in a group, and assist in developing social skills.  Students will choose a reporter from the group who will share the group findings with the class.  Students will present a hard copy map, or interactive map to the class. By the end of all presentations, students will have a great understanding of the people of Southeast Asia |
| Place students in pairs, using an appropriate pairing activity. Distribute the student activity sheet, *East Asia: Settlement Patterns*. Allow time to complete the activity | Why do people live where they live?  🡪 Multiples means for Expression: Based on their findings, individual, pairs, or groups of three  🡪 Based on their findings form the previous assignment students will have a better knowledge base.  🡪 Refer to PowerPoint: Field Trip to Southeast Asia |
| Regroup class and discuss responses. Emphasize the differences between push factors (plateaus and mountains, lack of fresh water, great distance from water trade routes, few resources, and dry climates) and pull factors (plains, rivers, access to seas for trade and food, available resources, and moderate climate). Refer back to the students’ predictions and discuss the accuracy of their responses. | Checkpoint 3.4 Opportunities to review and practice  🡪 Multiple Means of expression:  Checkpoint 5.1  Students will make a Wordle  (<http://www.wordle.net/>)  When sharing their Wordle, the audience must guess whether it was a push or pull feature, to ensure a solid understanding.  (Checkpoint 3.4 Provide maximize transfer and generalizations) |
| Have the students turn to a map of the United States either in their textbook or atlas. State the following facts:   * China has a landmass of 3,600,930 sq. mi. * The United States has a land mass of 3,536,340 sq. mi * The United States is only slightly smaller than China * China has a population of 1,242,500,000 * The United States has a population of 270,200,000 * Even though China’s population is almost five times larger than the United States, most of China’s population is crowded on one sixth of their available land   Have students place their hands over the map covering all the land west of the Appalachian Mountains. The remaining land is approximately the same size of land where 90 percent of the Chinese live. Ask students how this might affect the way the Chinese use their land and how it might affect the quality of their life. These predictions could be the basis for the next class topic. | 🡪 Multiple means for action/expression Kinesthetic:  🡪 Multiple means for Representation  Checkpoint: 3.3 Provide multiple entry points  Refer to slide #23 on East Asia Fieldtrip PowerPoint, |
| Refer back to the motivational activity. Have students edit their responses – remove inappropriate answers and add additional responses. Highlight choices that focus on the physical characteristics of East Asia. |  |
| Closure/Assessment: Option One: Writing Prompt Have the students complete the following writing prompt. Collect and grade the prompt based on the Howard County Holistic Scoring Rubric. |  |
| Option Two: Map Activity Distribute the student activity sheet, *East Asia: Map Activity*. Have the students illustrate on the map at least two push and two pull factors determining the population settlement pattern of East Asia. Push and pull factors should be placed appropriately on the map. Students should also include a brief description at the bottom of the map explaining the push and pull factors. Remind students to include all parts of a “good’ map. | 🡪 Add option 3: Multiple Means for Expression:  Checkpoint 5.3 Build Fluency for graduated levels of support practice and performances (degrees of freedoms, scaffolds, many opportunities for performance)  Checkpoin7.1 Optimize individual choice  Design a newspaper article:  Students can design a newspaper article based on one Southeast Asian country. In addition to at least 2 visuals, 1 graph/diagram, the student must describe 2 different aspects of culture. |

Explain the settlement pattern of East Asia. Before you begin to write, think about the land features, the bodies of water, types of climate, and the natural resources of East Asia. Think about which physical features promote or limit large populations. Remember to give evidence to support your answer. Spelling, grammar, punctuation, and other aspects of language usage will influence your score, so be sure to edit your response.