

Southern and Eastern Asia Lesson Plans

Lesson Plan One: Geography of Southern and Eastern Asia

In this lesson students familiarize themselves with the different geographical features of Southern and Eastern Asia. They will work to understand the political and physical landscape. Moreover, they will analyze maps covering population density in various locations and will compare data on climate. Finally, they will learn about environmental issues affecting the continent such as the impact of water pollution and lack of clean air.

Social Studies Standards Covered:
SS7G9
SS7G10
SS7G11

Map and Globe Skills Covered:
4, 6, 7,
8, 11

Reading Standards for Literacy in History/Social Studies:
8RHSS7
8RHSS2
8RHSS4

Writing Standards for Literacy in History/Social Studies:
L6-8WHST2

Lesson Plan Two: History and Cultures of Southern and Eastern Asia

In this lesson students will first look at the four major religions of Southern and Eastern Asia. Next they will learn about India, from the British colonial period to its independence movement inspired by Gandhi and growing nationalism. After, they'll learn about Japanese feudal society and the role of samurais as well as Japanese imperialism and their role in World War II. They will additionally read on the American role in rebuilding Japan after the atomic bombs. Next is China: students will read about Mao Ze Dong and the Cultural Leap Forward as well as Tiananmen Square. Last, they'll see how the West tried to contain Communism with the Korean and Vietnam Wars.

Social Studies Standards Covered:
SS7H3

Map and Globe Skills Covered:

Reading Standards for Literacy in History/Social Studies:
8RHSS7
8RHSS2
8RHSS4

Writing Standards for Literacy in History/Social Studies:
L6-8WHST2
L6-8WHST1

Lesson Plan Three: Governments of Southern and Eastern Asia of Africa

In this lesson, students will learn about the three different types of governments and then determine basic government details for each Southern and Eastern Asian country. After they will compare the parliamentary democracies in Japan and India as well as the presidential democracy in South Korea. Last, they will look at communism in China and the authoritarian government in North Korea.

Social Studies Standards Covered:
SS7CG4

Map and Globe Skills Covered:
6, 8

Reading Standards for Literacy in History/Social Studies:

Writing Standards for Literacy in History/Social Studies:
L6-8WHST2

	8RHSS7 8RHSS2 8RHSS4	L6-8WHST1
<p><u>Lesson Plan Four: Economy of Southern and Eastern Asia</u></p> <p><i>In this lesson students will learn to compare and contrast the four major types of economies. They will then learn about currencies and exchange rates as well as the cost of living with a fun activity. After, they'll learn about the strengths and weaknesses of China's economy followed by a comparison of North Korea and South Korea's economies. Next, issues such as the concept of the salaryman in Japan and major entrepreneurs of India come to the forefront. The lesson ends with a look at the benefits of human capital and capital goods investments.</i></p>	Social Studies Standards Covered: SS7E10 SS7E7 SS7E8 SS7E9	Map and Globe Skills Covered: 6, 7, 8, 11
	Reading Standards for Literacy in History/Social Studies: 8RHSS7 8RHSS2 8RHSS4	Writing Standards for Literacy in History/Social Studies: L6-8WHST1 L6-8WHST2 L6-8WHST4

Lesson 1: Geography of Southern and Eastern Asia

Lesson Overview

(20 Minutes) 1.1 and 1.2: Students will grasp an understanding of the major political geography of Southern and Eastern Asia.

- Break students into 6 groups and assign each group a space on the board. Explain that when you say “start,” they will have 90 seconds to list as many countries, cities or landforms in Africa as they can. This includes things such as bodies of water, mountain ranges, etc. When the 90 seconds are up, direct groups to tally up their totals. Briefly check that each group’s answers are correct. The group with the most items wins. Explain to students that they just listed physical geographic features. Then explain that they will be learning about more geographic features of Southern and Eastern Asia.
- Ask them to list any physical features that make their own area unique.
- Go over 1.1 and 1.2, having students labeling all required items.

(10 Minutes) 1.3, 1.4: Students will understand about population density in Southern and Eastern Asia.

- Show students a population density map of the U.S. Do a think-pair-share discussing which areas are the densest, brainstorming some explanations for why populations tend to be greater along the coasts and less dense in the Midwest (fewer big cities may mean fewer work opportunities; more land available and spread out communities in the Midwest;

Standards Covered

Social Studies Standards Covered:

SS7G9 Locate selected features in Southern and Eastern Asia.

- 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.
- Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.

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

- 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.

SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.

deserts in the Southwest; dry climate in the Midwest not supporting larger populations, etc.).

- Go over slides 1.3 and 1.4, answering questions in the workbook.
- Ask students to discuss similarities and differences in China's and India's population density.

Extension Opportunity: Write on the board Japan's population and size. Ask them to determine density per square mile based on the data. Then, provide students a physical map of Japan, and ask them to estimate the population density based on what they learned regarding settlement patterns. Compare their maps with an actual population density map to see how they did.

(20 Minutes) 1.5 and 1.6: Students will discuss the various climate zones as well as the impact of monsoons in Asia.

- Ask students to make guesses on the climate zones for each country based on the physical features present in the map.
- Either have students research and fill in the chart in small groups, or break up the class into 5 groups and assign a country to each group. Then have them present their findings to the class.
- After going over the positives and negatives of monsoons, have students create a weather forecast, or make a poster or slideshow that provides ways of staying safe.

Extension Opportunity: Discuss [Project Monsoon](#) and come up with ways to overcome the dreariness of long-lasting rainy days.

(15 Minutes) 1.7 and 1.8: Students should understand that air pollution and water pollution of major rivers threaten health and economic growth.

- Watch the linked video on slide 1.7.
- In small groups, have students answer the first two discussion questions.
- Then have them research ways each government is combating air and water pollution.

a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.

Map & Globe Skills:

4. Compare and contrast the categories of natural, cultural, and political features found on maps
6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
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
11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

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
7. interpret timelines, charts, and tables
11. draw conclusions and make generalizations

Reading and Writing Standards for Literacy in History/Social Studies

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.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies

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

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

<p>- Have students reflect on whether these steps are sufficient, and on other solutions that could be implemented. What could individuals be doing to help? What could be the cultural impact of these individual or larger community steps to combat air and water pollution?</p>	
---	--

<p>Additional Suggested Resources</p>	<p>Monsoons in the World Importance of the Ganges Climate Map of U.S.</p>	<p>Materials from Aboki Box:</p>	<p>Aboki Box Magazine Student Workbook</p>
---------------------------------------	---	----------------------------------	--

<p>Differentiated Supports</p>								
	<table border="1"> <thead> <tr> <th data-bbox="308 955 662 1165"> <p>Additional Instructional Supports</p> </th> <th data-bbox="662 955 1015 1165"> <p>Specially Designed Instruction for Special Education Students</p> </th> <th data-bbox="1015 955 1367 1165"> <p>Strategies for English Language Learners</p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="308 1165 662 1776"> <ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets </td> <td data-bbox="662 1165 1015 1776"> <ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology </td> <td data-bbox="1015 1165 1367 1776"> <ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time </td> </tr> </tbody> </table>	<p>Additional Instructional Supports</p>	<p>Specially Designed Instruction for Special Education Students</p>	<p>Strategies for English Language Learners</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology 	<ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time 	
<p>Additional Instructional Supports</p>	<p>Specially Designed Instruction for Special Education Students</p>	<p>Strategies for English Language Learners</p>						
<ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology 	<ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time 						



Lesson 2: History & Culture of Southern and Eastern Asia

Lesson Overview

(40 Minutes) 2.1, 2.2, 2.3, 2.4: Students will be able to compare and contrast the major values associated with some of the dominant religions in Southern and Eastern Asia.

- Write a quote from Confucious on the board and ask students to discuss what it means in groups.
- Have students for each of the four slides read/view the resources and answer the questions.
- Once all four of the slides have been covered, have students discuss in groups the similarities between the four ways of life/religions.
- If short on time, consider breaking students into groups and having one group do each religion, presenting it to the class.
- Ask students to relate what they've learned to what they already know regarding Christianity and Judaism.

Extension Opportunity: Provide a [Buddhist](#), [Hindu](#), [Shinto](#) or [Confucian](#) quote and have the class journal

Standards Covered

Reading Standards for Literacy in History/Social Studies

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies

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.

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.

L6-8WHST1: Write arguments focused on discipline-specific content.

or discuss its meaning. They can also see if there are similar versions of the quote in other religions.

(40 Minutes) 2.5, 2.6, 2.7: Students will be able to discuss how Indian nationalism grew out of a desire for independence from Britain and was influenced by Gandhi. They will be able to explain Gandhi's peaceful way of protesting colonization.

- Tell students that they will be learning about the British presence in India and their subsequent independence. To reiterate that India and Pakistan had a rich history before European arrival, ask students what they know about ancient India (Indus River Valley; [Mohenjo Daro](#), etc.).

- Have students use the resources on the slide to learn about British imperialism. To break down the information, have them tackle the basics using the question words there, or have students create a graphic organizer with a bubble to fill in for each question word.

- Have them learn about Gandhi with the links and complete the questions, For the comparison to Mao Ze Dong, if students have not yet learned about him, have them leave it blank and return to that question after going through 2.10 on China.

- Explore Indian independence by having students write a short blurb on the feelings of the time of achieving independence.

Alternatives include having students imagine they are living at the time of independence and writing a letter to a friend about how their town is celebrating.

(40 Minutes) 2.8, 2.9: Students will be able to discuss aspects related to Japan feudal society and how imperialism played a part in joining the axis powers during World War II. They will also be able to discuss the U.S. role in rebuilding Japan.

- Ask students what they think a samurai is. Ask them to describe a samurai and describe a samurai's life.

- Turn to the resources on 2.8 and complete the questions on the page.

- Before turning to 2.9, briefly review [Japan's role in World War II](#) by discussing the

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or

opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),

counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into

broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics

(e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other

information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and

concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

importance of taking over Manchuria and showing an [interactive timeline](#).

- Have students debate or journal on whether the U.S. was right to drop atomic bombs. Coming up with potential pros and cons of the bombs can also prove useful.
- Using the links and videos, have students complete 2.9 and explain the U.S. motivations to help Japan rebuild.

(40 Minutes) 2.10, 2.11, 2.12: Students will be able to discuss China post World War II such as the legacy of Mao Ze Dong and the impact of Communism.

- Before turning to 2.10, ask students to come up with tyrannical leaders from history. What traits would they use to describe them?
- Using the links, have students come up with important details to complete the chart on 2.10.
- Use the resources to complete 2.11. Warn students that some news reports may be graphic in nature.

Extension Opportunity: Have students discuss [propaganda posters](#).

(20 Minutes) 2.12: Students will identify ways the U.S. and other Western nations tried to contain communism during the Vietnam and Korean wars.

- Ask students what they know about the wars in Vietnam and Korea, such as if they had any family members who served there.
- Ask what words come to mind when thinking about both countries and the wars that took place there.
- Divide the class into groups; assign half the groups the Vietnam War and the other half the Korean War.
- Using the resources, have students learn about their assigned war. Lead a discussion on each war and have students write the main facts of each war on the board.
- Discuss ways in which the wars were similar.
- Ask students to come up with ways that the U.S. and the West failed and succeeded in containing Communism.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Social Studies Standards Covered

SS7H3 Analyze continuity and change in Southern and Eastern Asia.

- Describe how nationalism led to independence in India.
- Describe the impact of Mohandas Gandhi's belief in non-violent protest.
- Explain the role of the United States in the rebuilding of Japan after WWII.
- Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
- Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.

SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.

- Explain the differences between an ethnic group and a religious group.
- Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.

Additional Suggested Resources	Materials from Aboki Box: Aboki Box Magazine Student Workbook						
	<p style="text-align: center;">Differentiated Supports</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="310 552 651 751" style="text-align: center;">Additional Instructional Supports</th> <th data-bbox="651 552 992 751" style="text-align: center;">Specially Designed Instruction for Special Education Students</th> <th data-bbox="992 552 1333 751" style="text-align: center;">Strategies for English Language Learners</th> </tr> </thead> <tbody> <tr> <td data-bbox="310 751 651 1329"> <ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets </td> <td data-bbox="651 751 992 1329"> <ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology </td> <td data-bbox="992 751 1333 1329"> <ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time </td> </tr> </tbody> </table>	Additional Instructional Supports	Specially Designed Instruction for Special Education Students	Strategies for English Language Learners	<ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology 	<ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time
Additional Instructional Supports	Specially Designed Instruction for Special Education Students	Strategies for English Language Learners					
<ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology 	<ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time 					

Lesson 3: Governments of Southern and Eastern Asia

Lesson Overview

(10 Minutes) 3.1, 3.2: Students will understand the three main types of governments found in Southern and Eastern Asia (democracy, hybrid and authoritarian). They will also understand the different types of democracies.

- As students enter the room, direct them to think – pair – share an answer to the following question: “What is a democracy?” After they share answers with neighbors, allow student volunteers to share their answers. Explain that democracy comes from Greek for “power of the people,” and that a democracy is one where people elect representatives.
- Explain to students that they will be learning about the governments found in Asia that mostly fall into three categories: democracy – people have power and are able to vote in free and fair elections; hybrid – people have little power and elections are often restrictive or are not free and fair; authoritarian – the government is led by dictators or monarchs that hold absolute power.
- Ask students to hypothesize the ways that an authoritarian leader might impact the citizens of a country.
- Look at the map on 3.1 and answer the questions. Have students take guesses as to the differences that make up each type of government.
- For 3.2, break up the class into five different groups, assigning each group a different country. Have each group use the links to research and present their findings to the class. Direct groups to project their workbook page on the screen, then allow other groups to record their answers.

(20 Minutes) 3.3, 3.4: Students will identify traits that define India and Japan’s parliamentary democracies

Standards Covered

Map & Globe Skills:

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

Information Processing Skills

1. compare similarities and differences

Reading and Writing Standards for Literacy in History/Social Studies

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.

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.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies

L6-8WHST1: Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an

and South Korea's presidential democracy. They will understand the difference between the two.

- Write "congress" on the board and ask students to come up with a definition. Then write "parliament" on the board, and again ask for a definition.
- After using the resources on 3.3 to learn more about parliamentary democracies, ask students to answer the questions.
- Then ask students to think about the difference between a parliamentary democracy and a presidential democracy (emphasize that in a presidential democracy, people elect the president; in the parliamentary system, members of the legislative branch choose a president in the case of India, or a prime minister in the case of Japan).
- Explain that in Japan, it is also considered a constitutional monarchy due to the role of the emperor. Ask students why they think an emperor has remained, and make a comparison to the presence of the British royal family.
- On 3.4, have students learn about presidential democracies in South Korea.
- After completing the questions, have them compare and contrast the parliamentary democratic system with the presidential democracy.

(20 Minutes) 3.5, 3.6: Students will understand how authoritarian governments control and restrict personal rights and freedoms.

- Ask students to discuss in groups what they think freedom looks like in a country. Then have them come up with a list of words that describe a lack of freedom in a country.
- Use the resources for 3.5 to complete the questions on North Korea, and then divide the class into groups and assign each group a leader for the chart at the bottom.
- For 3.6, ask students to consider that the party started by Mao Ze Dong is still in power in China. What can they guess about people's rights in China based on that information?
- Use the resources to answer the questions on the page, and then break into groups to choose a freedoms and rights topic from the

understanding of the topic or text, using credible sources.

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Social Studies Standards

SS7CG4 Compare and contrast various forms of government.

<p>bottom of 3.6 (or pick a new one) to explain to the class in two minutes.</p>	<ul style="list-style-type: none"> ● 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)]. ● Describe the two predominant forms of democratic governments: parliamentary and presidential.
--	--

<p>Additional Suggested Resources</p>		<p>Materials from Aboki Box:</p>	<p>Aboki Box Magazine Student Workbook</p>
---------------------------------------	--	----------------------------------	--

<p>Differentiated Supports</p>			
	<p style="text-align: center;">Additional Instructional Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking “Why?” “How?” <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> “Chunking” ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<p style="text-align: center;">Specially Designed Instruction for Special Education Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student’s dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students’ IEP or 504 plan <input type="checkbox"/> Assistive technology 	<p style="text-align: center;">Strategies for English Language Learners</p> <ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time



Lesson 4: Economy of Southern and Eastern Asia

Lesson Overview

(40 Minutes) 4.1, 4.2, 4.3: Students will be able to compare and contrast different economic systems as well as identify the need for international trade to exchange currencies. They will also be able to understand how cost of living changes depending on location and discuss the importance of budgeting when thinking about income.

- Ask students to define the word "economics," "goods" and "services." Explain that it comes from Greek and roughly means "household management" and that as a field of study, economics looks at how goods and services are produced, distributed and consumed. A good is a product or resource that meets a need or want; a service is an activity that meets a need or want.
- Look at 4.1 and explain that they will be comparing four major types of economies, and that the questions in the text box are known as the "big three." Explain the meaning of each question if necessary.

Standards Covered

Social Studies Standards Covered

SS7E7 Analyze different economic systems

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.

- Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- 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.

- Explain how specialization encourages trade between countries.
- Compare and contrast different types of trade barriers, such as tariffs, quotas, and

- Have students use links to fill in the chart, or break into groups and have them find answers and compare.

- For 4.2, ask students if they know the names of any currencies used around the world.

Explain that the exchange rate is constantly changing, so that the answers one day may not be the same as the next day.

- Have students complete the chart, with a partner or divided up as a class depending on time. They can search by country name on the Treasury website and change the input of either the foreign currency or the U.S. dollar amount.

- For 4.3, students can choose a currency to fill in the chart for, or divide the class up and assign a different location to each group.

Extension Activity: Have students come up with a chart of possible advantages and disadvantages of each type of economy in 4.1. For 4.3, ask students to look up comparable prices for the U.S.

(40 Minutes) 4.4, 4.5, 4.6, 4.7: Students will be able to compare different economic system such as China's, North Korea's, South Korea's, India's and Japan's.

- Have students point out location of China, India, South Korea, North Korea and Japan on the map.

- To connect what they've previously learned, ask them to think about the types of government at work in each country, and to make a guess as to that country's economic strengths or challenges in light of the governmental situation (for example, what economic consequences might face an authoritarian government).

- Divide the class into 8 groups for larger classes, 4 for smaller. Assign to each group one of the pages to complete (4.4, 4.5, 4.6, 4.7). Have them present their country's economy to the class.

(20 Minutes) 4.8: Students will be able to explain how capital goods and human capital investment benefit economic growth.

- Explain that a country can invest in both human capital or capital goods. Capital goods

embargoes.

- 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

- Evaluate how literacy rates affect the standard of living.
- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- Describe the role of natural resources in a country's economy.
- Describe the role of entrepreneurship.

SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.

- Understand that income is received from work and is limited.
- Understand that a budget is a tool to plan the spending and saving of income.
- Understand the reasons and benefits of saving.
- Understand the uses and costs of credit.

Map & Globe Skills:

6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

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

are buildings, machinery and equipment used to produce goods and services. Human capital refers to the knowledge, health and skills of people who produce and consume goods and services.

- Use the resources provided to have students fill in the chart on 4.8, and if time permits, have groups come up with an ad (or even just a slogan) that encourages investment in one or the other.

11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

Information Processing Skills

1. compare similarities and differences

Reading and Writing Standards for Literacy in History/Social Studies

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.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies

L6-8WHST1: Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or

opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an

understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),

counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into

broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics

(e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Additional Suggested Resources

Materials from Aboki Box:

Aboki Box Magazine
Student Workbook

Differentiated Supports

<p>Additional Instructional Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking “Why?” “How?” <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> “Chunking” ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<p>Specially Designed Instruction for Special Education Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student’s dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students’ IEP or 504 plan <input type="checkbox"/> Assistive technology 	<p>Strategies for English Language Learners</p> <ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time
--	---	--

