

Seventh Grade Social Studies

Unit 4: East Asia: People, Places, and Issues

Big Picture Graphic

Overarching Question:

What are some social, economic, political, and environmental issues affecting the people of East Asia?

Previous Unit:

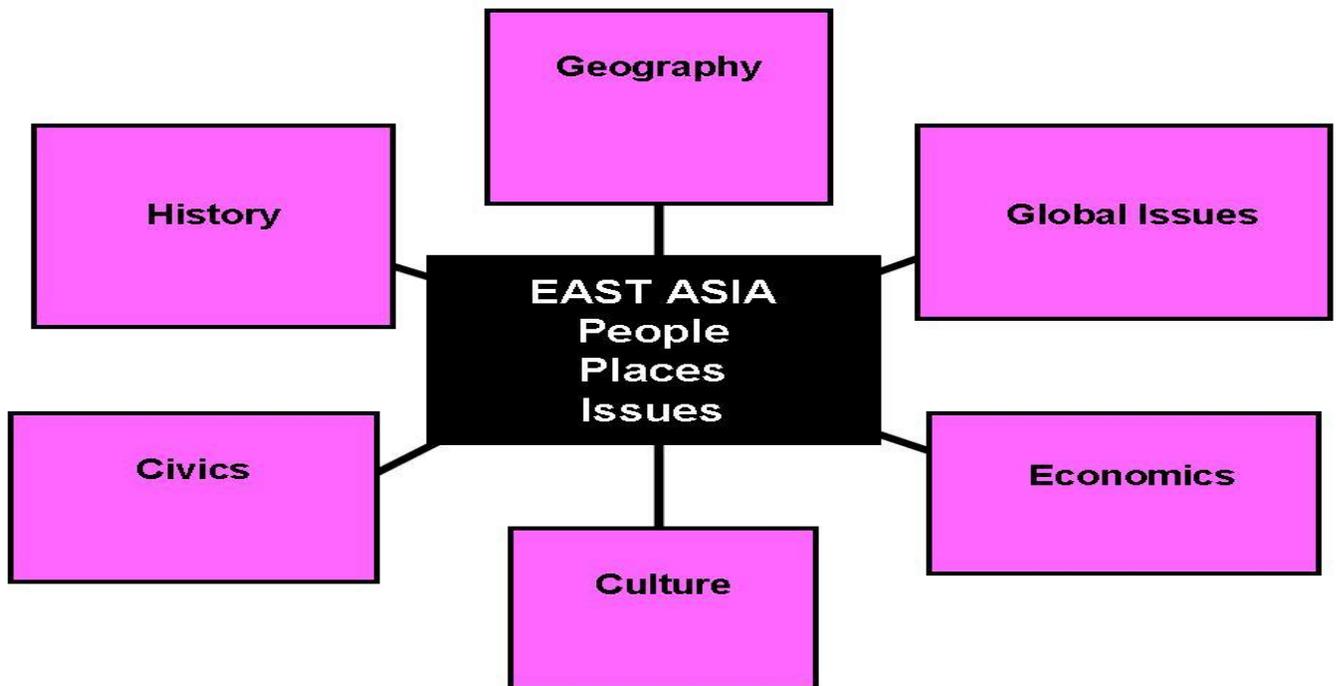
West Asia: People, Places, and Issues

This Unit:

East Asia: People, Places, and Issues

Next Unit:

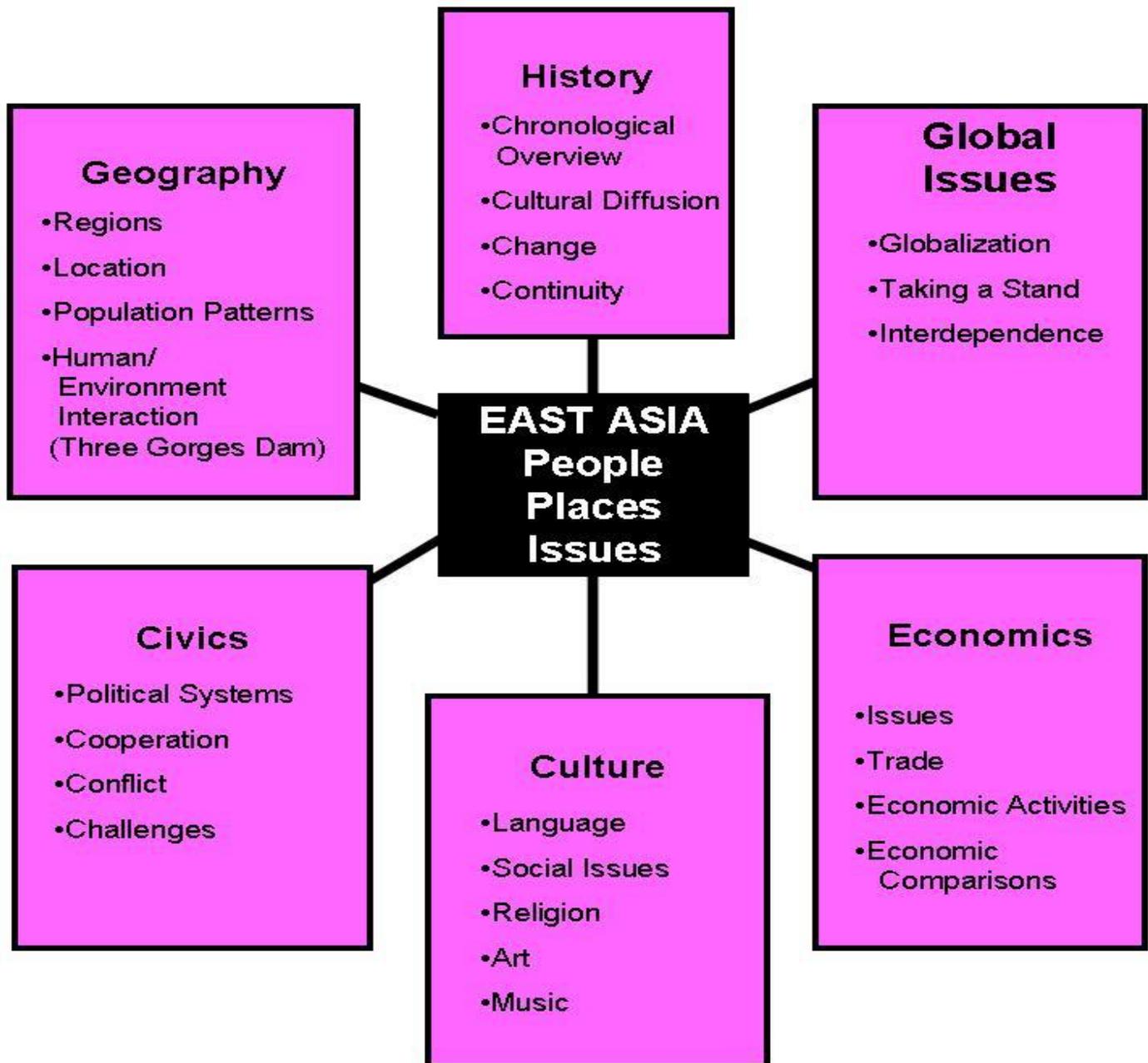
Era I: The Beginnings of Human Society: Beginnings to 4000 B.C.E.



Questions to Focus Instruction and Assessment:

1. In what ways are the sub-regions, countries, and cultures of East Asia alike and different?
2. What are some important connections between the past and the present in East Asia?
3. How does globalization impact international economic and political relationships?

Graphic Organizer



Unit Abstract

In this unit students explore the social, economic, political, and environmental issues of East Asia. The unit begins with a review of the geography of Asia which was covered in a previous unit. Students use the geographic themes of location, place, and region to explore significant physical features of East Asia. Using a variety of resources including maps, satellite images, graphs, and charts, they apply their geographic knowledge in a lesson on population patterns and issues.

Using timelines, maps, and other resources, students acquire an overview of the history of this region. Emphasis is placed on the concept of cultural diffusion over time and in particular, the influence of China. Students explore art and music as cultural components by comparing art traditions such as Korean true view painting, Hmong storycloth, Japanese painting, and Chinese porcelain. Students then compare traditional music of Japan with Japanese rock music. Students make inferences about cultural beliefs and values based on the art and music traditions.

Focus is then placed on the primary economic activities of China. They make inferences as to how these activities impact China's main trading partners including the United States. Students gather and compare information about the economies of a variety of countries in East Asia including Malaysia, Japan, North Korea, and Singapore. Then they apply the information in a brief analysis of trade and trade networks which connect this region with other regions of the world.

In a civics lesson, students compare the governments of the United States, China, Myanmar, and Japan and identify major differences. In a lesson with both cultural and political implications students explore both past and present conflicts in this region including the Vietnam War, the current North/South Korea tension, political/religious conflicts in Indonesia, and the China/Tibet conflict. Students then work as a class to identify patterns and themes among the conflicts. Working in small groups, students design a plan for the resolution of a current conflict in East Asia.

Students synthesize what they have learned in the unit by exploring environmental issues in this region and the subsequent connections to history, economics, population growth, and political issues. They explore the building of the Three Gorges Dam in China and analyze the positive and negative consequences of this project. In the final lesson, students compare various definitions of globalization and then analyze its impact on international economic and political relationships. Using the information they have gathered, students individually compose a persuasive essay addressing the advantages or disadvantages of globalization.

Focus Questions

1. In what ways are the sub-regions, countries and cultures of East Asia alike and different
2. What are some important connections between the past and the present in East Asia?
3. How does globalization impact on international economic and political relationships?

Content Expectations

7 – H1.4.2: Describe and use themes of history to study patterns of change and continuity. See also 6 – H1.4.2.

7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to

study the world, including global, interregional, regional, and local scales.

- 7 – G1.2.4: Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 7 – G1.2.6: Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region. *See also* 6 – G1.2.6.
- 7 – G1.3.2: Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – G2.1.1: Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G4.1.1: Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).
- 7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).
- 7 – G4.3.2: Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).
- 7 – G4.4.1: Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 7 – G5.1.1: Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica). *See also* 6 – G5.1.1.
- 7 – G5.1.3: Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

- 7 – C1.1.1: Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – C3.6.1: Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 7 – C4.3.2: Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).
- 7 – E2.3.1: Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).
- 7 – E3.1.1: Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
- 7 – E3.1.4: Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies). *See also 6 – E3.1.4.*
- 7 – E3.3.1: Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

Sixth Grade Content Expectation Also Addressed

- 6 – G6.1.1: Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.
- 6 – C4.3.1: Explain the geopolitical relationships between countries

Key Concepts

conflict
cooperation
cultural diffusion
culture
economy
fundamental themes of geography
globalization
history

human/environment interaction
interdependence
political system
population patterns
trade

Duration: 5 weeks

Lesson Sequence

- Lesson 1: Exploring the Geography of East Asia
- Lesson 2: Population Patterns and Issues in East Asia
- Lesson 3: An Overview of the History of East Asia
- Lesson 4: Exploring Culture in East Asia: Art and Music
- Lesson 5: Comparing Economies in East Asia
- Lesson 6: Comparing Governments in East Asia
- Lesson 7: Conflict and Cooperation in East Asia
- Lesson 8: Environmental Issues In East Asia
- Lesson 9: Investigating a Global Issue: Globalization

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

Student Resource

Antique and Contemporary Chinese Porcelain. 30 March 2008
<<http://www.pbs.org/wgbh/nova/sultan/china.html>>.

Asia History Timeline. 28 March 2008 <<http://www.timelineindex.com/content/view/333%20>>.

Ask Asia. 26 March 2008 <<http://www.askasia.org/>>.

Asia Population Trends. 30 March 2008 <<http://www.international.ucla.edu/eas/statistics/wb-population.htm>>.

- China*. 30 March 2008 <<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>>.
- China: General Information*. 30 March 2008 <<http://www.chinatoday.com/>>.
- China: History, Geography, Government and Culture*. 30 March 2008
<<http://www.infoplease.com/ipa/A0107411.html>>.
- China Three Gorges Project*. 30 March 2008 <<http://www.ctgpc.com/>>.
- China's Three Gorges Dam*. 30 March 2008
<<http://www.cnn.com/SPECIALS/1999/china.50/asian.superpower/three.gorges/>>.
- Countries*. 15 March 2008 <<http://www.state.gov/countries/>>.
- Country Studies*. March 15 2008 <<http://lcweb2.loc.gov/frd/cs/>>.
- East and Southeast Asia: The Environment*. 30 March 2008
<<http://newton.uor.edu/Departments&Programs/AsianStudiesDept/general-enviro.html>>.
- East and Southeast Asia: Social and Economic Data*. 30 March 2008
<<http://newton.uor.edu/Departments&Programs/AsianStudiesDept/general-data.html>>.
- Geography Network*. 1 March 2008 <<http://www.geographynetwork.com/>>.
- Image of Contemporary Hmong Storycloth*. 30 March 2008
<<http://www.askasia.org/teachers/images/image.php?no=198>>.
- Japanese Culture*. 30 March 2008 <<http://www.japaneselifestyle.com.au/culture/culture.html>>.
- Japanese Government*. 30 March 2008 <<http://www.japan-guide.com/e/e2136.html>>.
- Japanese Rock Music*. 30 March 2008 <http://www.japaneselifestyle.com.au/culture/j_rock.html>.
- Maps of Asia*. Ask Asia website. 28 March 2008 <<http://www.askasia.org/teachers/maps/>>.
- Myanmar: History, Geography, Government and Culture*. 30 March 2008
<<http://www.infoplease.com/ipa/A0107808.html>>.
- On China's China*. 30 March 2008 <<http://www.pbs.org/wgbh/nova/sultan/china.html>>.
- Population Data For Asia: Maps*. 28 March 2008
<http://www.ncgia.ucsb.edu/pubs/gdp/pop.html#UNEP_CGIAR>.
- Rock of Japan*. 30 March 2008 <<http://www.rockofjapan.com/>>.

Three Gorges Dam. 30 March 2008 <<http://internationalrivers.org/node/356>>.

Timelines of Asia. 28 March 2008
<<http://web.cocc.edu/cagatucci/classes/hum210/tml/asiantml.htm>>.

Traditional Japanese Painting. 30 March 2008
<<http://www.jref.com/gallery/showgallery.php/cat/502>>.

Traditional Japanese Music. 30 March 2008 <<http://www.japanya.co.uk/TraditionalMusic.aspx>>.

The United States and China. 30 March 2008
<http://usinfo.state.gov/eap/east_asia_pacific/china.html>.

Teacher Resource

AAS Resources for Teaching about Asia. 28 March 2008
<<http://www.aasianst.org/publications/RTA.htm>>.

The Asia Center. 28 March 2008 <<http://www.uky.edu/Centers/Asia/k12/NCTA.php>>.

Committee of Teaching About Asia: Outreach Database List. 28 March 2008
<<http://www.aasianst.org/CTAweb.html>>.

East Asia: Population Facts and Figures Lesson. 30 March 2008
<<http://ncta.osu.edu/06/cols/velo-EApop.pdf>>.

East Asian Library. 30 March 2008 <<http://www.library.pitt.edu/libraries/eal/EAS-K12.htm>>.

East Asian Studies Center. 30 March 2008 <<http://www.indiana.edu/~easc/>>.

Images of Asia. 28 March 2008 <<http://www.askasia.org/teachers/images/>>.

An Integrated Unit on Hmong Story Cloth. 30 March 2008
<<http://www.csupomona.edu/~tassi/hmong.htm>>.

National Consortium for Teaching About Asia. 28 March 2008 <<http://www.nctasia.org/>>.

The National Council for Geographic Education. 14 April 2008
<<http://www.ncge.org/geography/2005bill/>>.

National Geographic Website. 14 April 2008 <<http://www.nationalgeographic.com/>>.

National Geographic Educational Network. 14 April 2008 <<http://www.ngsednet.org/>>.

Program for Teaching East Asia. 30 March 2008
<<http://www.colorado.edu/cas/TEA/resourcejapan.html>>.

Resources for Geography Teachers. 4 November 2007
<<http://www.cnr.vt.edu/geography/vga/resource.html>>.

Resources for Teaching about East and Southeast Asia. 30 March 2008
<<http://newton.uor.edu/Departments&Programs/AsianStudiesDept/general-teach.html>>.

Tales from Asia. 28 March 2008
<<http://www.learningtogive.org/materials/folktales/geography.asp?region=Asia>>.

Teacher Resources on Asia. Ask Asia Website. 28 March 2008 <<http://www.askasia.org/teachers/>>

Instructional Organization

Lesson 1: Exploring the Geography of West Asia

Content Expectations:

- 7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales
- 7 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. *See also 6 – G1.3.1.*
- 7 – G2.1.1: Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

Key Concepts: fundamental themes of geography

Lesson 2: Population Patterns and Issues in East Asia

Content Expectations:

- 7 – G1.2.4: Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 7 – G1.3.2: Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – G4.3.2: Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

Key Concepts: population patterns

Lesson 3: An Overview of the History of East Asia

Content Expectations:

- 7 – H1.4.2: Describe and use themes of history to study patterns of change and continuity. *See also 6 – H1.4.2.*
- 7 – G4.1.1: Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe)

Key Concepts: cultural diffusion, history

Lesson 4: Exploring Culture in East Asia: Art and Music

Content Expectations:

7 – G2.2.1: Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

Key Concepts: culture

Lesson 5: Comparing Economies in East Asia

Content Expectations:

7 – E3.1.1: Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

7 – E3.3.1: Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

Key Concepts: economy, interdependence, trade

Lesson 6: Comparing Political Systems in East Asia

Content Expectations:

7 – C1.1.1: Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

7 – C3.6.1: Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

Key Concepts: political system

Lesson 7: Conflict and Cooperation in East Asia

Content Expectations:

7 – G4.4.1: Identify factors that contribute to conflict and cooperation between and among

cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

7 – C4.3.2: Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).

6 – C4.3.1: Explain the geopolitical relationships between countries.

Key Concepts: conflict, cooperation

Lesson 8: Environmental Issues In East Asia

Content Expectations:

7 – G1.2.6: Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region. *See also 6 – G1.2.6.*

7 – G4.3.1: Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

7 – G5.1.1: Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica). *See also 6 – G5.1.1.*

7 – G5.1.3: Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

Key Concepts: human/environment interaction

Lesson 9: Investigating a Global Issue: Globalization

Content Expectations:

7 – E2.3.1: Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

- 7 – *E3.1.4*: Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies). *See also 6 – E3.1.4.*
- 6 – *G6.1.1*: Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.
- 6 – *C4.3.1*: Explain the geopolitical relationships between countries.

Key Concepts: globalization