

**7<sup>th</sup> Grade World Studies Lesson Plan**  
**SS7G9, SS7G10, SS7G11, and SS7G12**  
**Diana Grafton**

**Yellow Highlighted Items will be graded.**

<p><b>Standards/ Elements</b></p>	<p><b>SS7G9 The student will locate selected features in Southern and Eastern Asia.</b></p> <ol style="list-style-type: none"> <li>a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.</li> <li>b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.</li> </ol> <p><b>SS7G10 The student will discuss environmental issues across Southern and Eastern Asia.</b></p> <ol style="list-style-type: none"> <li>a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.</li> <li>b. Describe the causes and effects of air pollution and flooding in India and China</li> </ol> <p><b>SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.</b></p> <ol style="list-style-type: none"> <li>a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia.</li> <li>b. Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.</li> </ol> <p><b>SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.</b></p> <ol style="list-style-type: none"> <li>a. Explain the differences between an ethnic group and a religious group.</li> <li>b. Compare and contrast the prominent religions in Southern and Eastern Asia: Buddhism, Hinduism, Islam, Shintoism and the philosophy of Confucian</li> <li>c. Evaluate how the literacy rate affects the standard of living.</li> </ol>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• How have Southern and Eastern Asian actions changed the natural environment?</li> <li>• What are some environmental problems facing S &amp; E Asia?</li> <li>• How has pollution affected the Yangtze and Ganges Rivers?</li> <li>• What are the causes and effects of air pollution and flooding in India and China?</li> <li>• What efforts have been made to address major environmental concerns such as overpopulation, industrial pollution, and flooding in S &amp; E Asia?</li> <li>• How do the mountain, desert, and water features of Southern and Eastern Asia affect the population in terms of where people live, the types of work they do, and how they travel?</li> <li>• What is the influence of climate on each of the following: population distribution, agriculture, and industrial development? (G11a)</li> <li>• How do the mountain, desert, and water features of Southern and Eastern Asia affect the population in terms of where people live, the types of work they do, and how they travel? (G11b)</li> <li>• What are some of the major physical features in Southern and Eastern Asia and where are they located?(G9a)</li> <li>• Where are some of the major nations of Southern &amp; Eastern Asia located?(G9b)</li> <li>• What are the differences between an ethnic group and a religious group? (G12a)</li> <li>• Why do the languages of Southern and Eastern Asia contribute to diversity? (G12a)</li> <li>• How do religious differences influence Southern and Eastern Asia? (G12b)</li> <li>• What are the similarities and differences of Buddhism, Hinduism, Islam, Shinto, and the philosophy of Confucianism? (G12b)</li> <li>• How does literacy rate affects the standard of living in East and South Asia? (G12c)</li> <li>• How has the literacy rate of S &amp; E Asia affected development?</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• Students will understand that humans, their society, and the environment affect each other.</li> <li>• <b>Location-</b> Students will understand that location affects a society's economy, culture, and development.</li> <li>• <b>Culture-</b> Students will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society</li> </ul>
<p><b>Essential Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Ganges River</li> <li>• Huang He (Yellow River)</li> <li>• Indus River</li> <li>• Mekong River</li> <li>• Yangtze (Chang Jiang) River</li> <li>• Bay of Bengal</li> <li>• Indian Ocean</li> <li>• Sea of Japan</li> <li>• South China Sea</li> <li>• Yellow Sea</li> </ul>

	<ul style="list-style-type: none"> <li>• Gobi Desert</li> <li>• Taklimakan Desert</li> <li>• Himalayan Mountains</li> <li>• Korean Peninsula</li> <li>• China</li> <li>• India</li> <li>• Indonesia</li> <li>• Japan</li> <li>• North Korea</li> <li>• South Korea</li> <li>• Vietnam</li> <li>• Terracing</li> <li>• Loess</li> <li>• Cyclone</li> <li>• Cremation</li> <li>• Pollution</li> <li>• Sanitary</li> <li>• Unsanitary</li> <li>• Monsoon</li> <li>• Coal-burning plants</li> <li>• ethnic group</li> <li>• religious group</li> <li>• Buddhism</li> <li>• Hinduism</li> <li>• Islam</li> <li>• Shintoism</li> <li>• Confucianism</li> </ul>
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<b>Learning Format</b>	<b>Technology Usage</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Whole Group</li> <li>• Cooperative Groups</li> <li>• Centers/Stations</li> <li>• Individual Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop/Computer/ Internet</li> <li>• Projector</li> <li>• Interwrite pad/Elmo</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Choice Board assignments</li> <li>• Group Discussion</li> </ul>

	<b>Monday 3/9/2015</b>	<b>Tuesday 3/10/2015</b>	<b>Wednesday 3/11/2015</b>	<b>Thursday 3/12/2015</b>	<b>Friday 3/13/2015</b>
<b>Study Skills Plan</b>	Advisement	Stock Market Game	Stock Market Game	Stock Market Game	<b>No School</b>
<b>Warm-Up/Hook</b>	Review Formative Question  3 sentence informational response  Key Vocabulary list and Post	Review Formative Question  3 sentence informational response  Key Vocabulary list and Post	Review Formative Question  3 sentence informational response  Key Vocabulary list and Post	Review Formative Question  3 sentence informational response  Key Vocabulary list and Post	<b>No School</b>
<b>Instructional Activities/ Strategies</b>	Students will use desktop maps to circle selected features in SE Asia.  Students will	Color and label SE Asia Map  Students will use political-physical maps of the region to diagram physical features,	Geography Map Assessment AND air/water pollution stations (students will read articles and complete discussion questions within their	Students will be given CIA Statistics on the population distribution, types of transportation, types of employment, and natural resources. Additionally, students will use the information	<b>No School</b>

	read and respond to guiding questions from a current event of Japan, China, Vietnam, North Korea, South Korea, and India.	national capitals, and countries of Southern and Eastern Asia. Focusing on the specific locations in the standards, students will describe the major features of Southern and Eastern Asia using information from their diagram.	group), The River Ganges in Varanasi's Daily Life (07:52)/The Ganges (01:17, students will use the same current event from Monday to complete a 100 word response to propose a solution to the environmental problem.	gleaned from the study of selected physical features in China, India, Indonesia, Japan, the Koreas, and Vietnam in order to complete a graphic organizer. After completing the chart they will choose one of the above countries to write a 1 page paper offering plausible conclusions to answer the questions: where do people live, what work do they do, and how to they travel?	
<b>Anchor Activity</b>	Create Your Own Country Project Location and Flag Part.	Create Your Own Country Project Location and Flag Part.	Create Your Own Country Project Location and Flag Part.	Create Your Own Country Project Location and Flag Part.	Create Your Own Country Project Location and Flag Part.
	<b>Monday</b> <b>3/16/2015</b>	<b>Tuesday</b> <b>3/17/2015</b>	<b>Wednesday</b> <b>3/18/2015</b>	<b>Thursday</b> <b>3/19/2015</b>	<b>Friday</b> <b>3/20/2015</b>
<b>Study Skills Plan</b>	Advisement	Stock Market Game	Stock Market Game	Stock Market Game	Stock Market Game
<b>Warm-Up/Hook</b>	Review Formative Question  10 sentence informational response  Key Vocabulary list and Post	Review Formative Question  10 sentence informational response  Key Vocabulary list and Post	Review Formative Question  10 sentence informational response  Key Vocabulary list and Post	Review Formative Question  10 sentence informational response  Key Vocabulary list and Post	Review Formative Question  10 sentence informational response  Key Vocabulary list and Post
<b>Instructional Activities/ Strategies</b>	Students will be given CIA Statistics on the population distribution, types of transportation, types of employment, and natural resources. Additionally, students will use the information gleaned from the study of selected physical features in China, India, Indonesia, Japan, the Koreas, and Vietnam in order to complete a	Students will be given CIA Statistics on the literacy rates of selected features in SE Asia. The students will use the data to create a chart and graph to show the literacy rate of selected countries and the United States.  Students will respond with a 1	You Want A Factory Where? Assessment  In groups students will complete the map section of the assessment.  You are working in the office of an international multi-billion dollar corporation based in the U.S. Your Company has decided that it needs to increase its production by building two new factories. However, the location of these facilities has not been decided upon. The company has decided that one factory should be built in either India or Japan and the other should be built in either China or South Korea and you have been chosen to head up the committee that will make the	Class time will be utilized for student-teacher conferences and anchor activity project.	

	graphic organizer. After completing the chart they will choose one of the above countries to write a 1 page paper offering plausible conclusions to answer the questions: where do people live, what work do they do, and how to they travel?	paragraph response to the impact of GDP on literacy rates in SE Asia.	decision. You must create a report including an illustrated map and a written response (one paragraph) describing your findings. Your report should focus on location, climate, population distribution, trade, and natural resources. Color in the areas on your map in which most people in Asia live (out of the countries that we have covered). Also, illustrate your map with symbols indicating the location of the various natural resources located in each of the four countries. When finished, write a one-paragraph in which you state your decision of which countries to locate the new factories in. In this paragraph you should describe why you labeled and colored your map as you did and elaborate on your reasons for your decision.		
<b>Anchor Activity</b>	Create Your Own Country Project Location and Flag Part.	Create Your Own Country Project Location and Flag Part.	Create Your Own Country Project Location and Flag Part.	Create Your Own Country Project Location and Flag Part.	Create Your Own Country Project Location and Flag Part is DUE!

	<b>Monday 3/23/2015</b>	<b>Tuesday 3/24/2015</b>	<b>Wednesday 3/25/2015</b>	<b>Thursday 3/26/2015</b>	<b>Friday 3/27/2015</b>
<b>Study Skills Plan</b>	Advisement	Stock Market Game	Stock Market Game	Stock Market Game	Stock Market Game
<b>Warm-Up/Hook</b>	Review Formative Question  3 sentence informational response  Key Vocabulary list and Post	Review Formative Question  3 sentence informational response  Key Vocabulary list and Post	Review Formative Question  3 sentence informational response  Key Vocabulary list and Post	Review Formative Question  3 sentence informational response  Key Vocabulary list and Post	Review Formative Question  3 sentence informational response  Key Vocabulary list and Post
<b>Instructional Activities/ Strategies</b>	SE Asia Religion Jigsaw	SE Asia Religion Jigsaw	Choice board assessment over similarities and differences of religions.	Choice board assessment over similarities and differences of religions.	Religion Formative Assessment  Class time will be utilized for student-teacher conferences and

					anchor activity project.
<b>Anchor Activity</b>	Create Your Own Country Project Population Part.	Create Your Own Country Project Population Part.	Create Your Own Country Project Population Part.	Create Your Own Country Project Population Part.	Create Your Own Country Project Population Part is DUE!