The Georgia Department of Juvenile Justice

7th Grade Social Studies

Units of Instruction Resource Manual

**Table of Contents**

**7th Grade Social Studies**

**Acknowledgments**

**Superintendent’s Letter**

**Mission and Vision Statements**

Chapter 1: Introduction

Chapter 2: Teacher’s Guide

Chapter 3: Instructional Rotation

Chapter 4: Georgia Performance Standards

Chapter 5: Curriculum Map

Chapter 6: Essential Questions and Enduring Understandings

Chapter 7: Units of Instruction

Unit 1: An Introduction to World Geography and Cultures

Task 1

Task 2

Task 3

Task 4

Task 5

Task 6 Focus CAPs

Unit 2: Southwest and Central Asia

Task 1

Task 2

Task 3

Task 4

Task 5

Task 6 Focus CAPs

Unit 3: Africa

Task 1

Task 2

Task 3

Task 4

Task 5

Task 6 Focus CAPs

Unit 4: South Asia

Task 1

Task 2

Task 3

Task 4

Task 5

Task 6 Focus CAPs

Unit 5: East and Southeast Asia

Task 1

Task 2

Task 3

Task 4

Task 5

Task 6 Focus CAPs

Unit 6: The Pacific World and Antartica

Task 1

Task 2

Task 3

Task 4

Task 5

Task 6 Focus CAPs

Chapter 8: Task websites

**Acknowledgements**

The Georgia Department of Juvenile Justice Department of Education would like to thank the many educators who have helped to create this 7th Grade Social Studies Units of Instruction Resource Manual. The educators have been particularly helpful in sharing their ideas and resources to ensure the completion and usefulness of this manual.

Students served by the DJJ require a special effort if they are to become contributing and participating members of their communities. Federal and state laws, regulations, and rules will mean nothing in the absence of professional commitment and dedication by every staff member.

The Georgia Department of Juvenile Justice is very proud of its school system. The school system is Georgia’s 181st and is accredited by the Southern Association of Colleges and Schools (SACS). The DJJ School System has been called exemplary by the US Department of Justice. This didn’t just happen by chance; rather it was the hard work of many teachers, clerks, instructors and administrators that earned DJJ these accolades and accreditations. The DJJ education programs operate well because of the dedicated staff. These dedicated professionals are the heart of our system.

These Content Area Units of Instruction were designed to serve as a much needed tool for delivering meaningful whole group instruction. In addition, this resource will serve as a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs).

I would like to thank all the DJJ Teaching Staff, the Content Area Leadership Teams, Kimberly Harrison, DJJ Special Education/Curriculum Consultant and Martha Patton, Curriculum Director for initiating this project and seeing it through. Thank you all for your hard work and dedication to the youth we serve.

Sincerely yours,

James “Jack” Catrett, Ed.D.

Associate Superintendent

**Mission**

The mission of Department of Juvenile Justice Social Studies Consortium (DJJSSC) is to build a multiparty effort statewide to achieve continuous, systemic and sustainable improvements in the education system serving the Social Studies students of the Department of Juvenile Justice (DJJ).

**Vision**

To achieve the mission of the DJJSSC, members work collaboratively in examining the Georgia Performance Standards. These guidelines speak specifically to teachers being able to: deliver meaning content pertaining to the Characteristics of Social Studies and its content standards across the Social Studies units of instruction. The DJJSSC will master and develop whole-group unit lessons built around Curriculum Activity Packets (CAPs), critique student work, and work as a team to solve the common challenges of teaching within DJJ. Additionally, the DJJSSC jointly analyzes student test data in order to: develop strategies to eradicate common academic deficits among students, align curriculum, and create a coherent learning pathway across grade levels. The DJJSSC also reviews research articles, attends workshops or courses, and invites consultants to assist in the acquisition of necessary knowledge and skills. Finally, DJJSSC members observe one another in the classroom through focus walks.

Introduction

The 7th Grade Social Studies Units of Instruction Resource Manual is a tool that has been created to serve as a much needed tool for delivering meaningful whole group instruction. This manual is a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs). It is imperative that our students become informed Georgia citizens who understand the history of the United States and our place in an ever increasing interconnected world. In addition, students must understand their past and how that past influences the present day and the future. Best practices in education indicate that teachers should first model new skills for students. Next, teachers should provide opportunities for guided practice. Only then should teachers expect students to successfully complete an activity independently. The 7th Grade Social Studies Units of Instruction meets that challenge.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **The Georgia Department of Juvenile Justice**  **Office of Education**  **Direct Instruction Lesson Plan** | | |
| Teacher: | | | | |
| Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date:\_\_\_\_\_\_\_\_\_\_\_\_\_to­\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_  Period  □ 1st  □ 2nd  □ 3rd  □ 4th  □ 5th  □ 6th | | | Students will engage in:  □ Independent activities □ pairing  □ Cooperative learning □ hands-on  □ Peer tutoring □ Visuals  □ technology integration □ Simulations  □ a project □ centers  □ lecture □ Other | |
| Essential Question(s):  Standards:  CAPs Covered:  Grade Level:\_\_\_\_ Unit:\_\_\_\_\_\_  RTI Tier for data collection: 2 or 3  Tier 2 Students:  Tier 3 Students: | | | | |
| **Time** | **Procedures Followed:** | | | **Material/Text** |
| \_\_\_\_\_\_\_  Minutes | Review of Previously Learned Material/Lesson Connections:  Recommended Time: 2 Minutes | | |  |
| \_\_\_\_\_\_\_  Minutes | Display the Georgia Performance Standard(s) (project on  blackboard via units of instruction located at  [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) or print on blackboard) Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.  Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard). Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.  Recommended Time: 2 Minutes | | |  |
| \_\_\_\_\_\_\_  Minutes | Introduce task by stating the purpose of today’s lesson.  Recommended Time: 2 Minutes | | |  |
| \_\_\_\_\_\_\_  Minutes | Engage students in conversation by asking open ended questions related to the essential question(s).  Recommended Time: 2 Minutes | | |  |
| \_\_\_\_\_\_\_  Minutes | Begin whole group instruction with corrective feedback:  Recommended Time: 10 Minutes | | |  |
| \_\_\_\_\_\_\_  Minutes | Lesson Review/Reteach:  Recommended Time: 2 Minutes | | |  |
| \_\_\_\_\_\_\_  Minutes | Independent Work CAPs:  Recommended Time: 30 Minutes | | |  |
| Teacher Reflections: | | | | |

The Instructional Rotation Matrix has been designed to assist Social Studies teachers in providing a balanced approach to utilizing the Social Studies Units of Instruction across all grade levels on a rotating schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday |
| 6th Grade Content  Middle School | 9th Grade Content  High School | 7th Grade Content  Middle School | 10th Grade Content  High School |
| 8th Grade Content  Middle School | 11th Grade Content  High School | 6th Grade Content  Middle School | 12th Grade Content  High School |
| 7th Grade Content  Middle School | 9th Grade Content  High School | 8th Grade Content  Middle School | 10th Grade Content  High School |
| 6th Grade Content  Middle School | 11th Grade Content  High School | 7th Grade Content  Middle School | 12th Grade Content  High School |

**Georgia Performance Standards**

**AFRICA**

**Geographic Understandings**

**SS7G1 The student will locate selected features of Africa.**

a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.

b. Locate on a world and regional political-physical map the countries of, Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, and Sudan.

**SS7G2 The student will discuss environmental issues across the continent of Africa.**

a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.

b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.

c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.

**SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.**

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

**SS7G4 The student will describe the diverse cultures of the people who live in Africa.**

a. Explain the differences between an ethnic group and a religious group.

b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.

c. Evaluate how the literacy rate affects the standard of living.

**Government/Civics Understandings**

**SS7CG1 The student will compare and contrast various forms of government.**

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**SS7CG2 The student will explain the structures of the modern governments of Africa.**

a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorship of the Republic of Sudan, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.

**SS7CG3 The student will analyze how politics in Africa impacts standard of living.**

a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.

b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

**Economic Understandings**

**SS7E1 The student will 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 how most countries have a mixed economy located on a continuum between pure market and pure command.

c. Compare and contrast the economic systems in South Africa and Nigeria.

**SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.**

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

b. Explain why international trade requires a system for exchanging currencies between nations.

**SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.

d. Describe the role of entrepreneurship.

**SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing. Historical Understandings SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.**

a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.

b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.

c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

d. Explain the impact of the Pan-African movement.

**SOUTHWEST ASIA (Middle East) Geographic Understandings**

**SS7G5 The student will locate selected features in Southwestern Asia (Middle East).**

a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.

b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.

**SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).**

a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

**SS7G7 The student will explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).**

a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).

b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

**SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**

a. Explain the differences between an ethnic group and a religious group.

b. Explain the diversity of religions within the Arabs, Persians, and Kurds.

c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

d. Explain the reason for the division between Sunni and Shia Muslims.

e. Evaluate how the literacy rate affects the standard of living.

**Government/Civics Understandings**

**SS7CG4 The student will compare and contrast various forms of government.** a. Describe the ways government systems distribute power: unitary, confederation, and federal. b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. c. Describe the two predominant forms of democratic governments: parliamentary and presidential. **SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).**

a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

**Economic Understandings**

**SS7E5 The student will 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 how most countries have a mixed economy located on a continuum between pure market and pure command.

c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

**SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

a. Explain how specialization encourages trade between countries.

b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

d. Explain why international trade requires a system for exchanging currencies between nations.

**SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Explain the role of oil in these countries’ economies.

d. Describe the role of entrepreneurship.

**Historical Understandings**

**SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**

a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.

b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.

c. Describe how land and religion are reasons for continuing conflicts in the Middle East.

d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

**SOUTHERN AND EASTERN ASIA Geographic Understandings**

**SS7G9 The student will locate selected features in Southern and Eastern Asia.**

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.

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

**SS7G10 The student will discuss environmental issues across Southern and Eastern Asia.**

a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.

b. Describe the causes and effects of air pollution and flooding in India and China.

**SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.**

a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia.

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.

**SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.**

a. Explain the differences between an ethnic group and a religious group.

b. Compare and contrast the prominent religions in Southern and Eastern Asia: Buddhism, Hinduism, Islam, Shintoism and the philosophy of Confucianism.

c. Evaluate how the literacy rate affects the standard of living.

**Government/Civics Understandings**

**SS7CG6 The student will compare and contrast various forms of government.** a. Describe the ways government systems distribute power: unitary, confederation, and federal. b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.**

a. Compare and contrast the federal republic of The Republic of India, the communist state of The People’s Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

**Economic Understandings**

**SS7E8 The student will analyze different economic systems.**

a. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

**SS7E9 The student will 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 embargos.

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

**SS7E10 The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Describe the role of natural resources in a country’s economy.

d. Describe the role of entrepreneurship.

**Historical Understanding**

**SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.**

a. Describe how nationalism led to independence in India and Vietnam.

b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.

c. Explain the role of the United States in the rebuilding of Japan after WWII.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| DJJ 7th Grade Social Studies  Georgia Performance Standards:  Curriculum Map | | | | | | | | | | | |
| 1st Semester | | | | | | 2nd Semester | | | | | |
| **Unit 1**  An Introduction to World Geography and Cultures | | **Unit 2**  Southwest and Central Asia | | **Unit 3**  Africa | | **Unit 4**  South Asia | | **Unit 5**  East and Southeast Asia | | **Unit 6**  The Pacific World and Antarctica | |
| **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** |
| 1 | 1-2 | 4 | 5 | 8 | 9 | 14 | 15 | 16 | 17 | 19 | 20-21 |
| 2 | 3 | 5 | 6 | 9 | 10 | 15 | 16 | 17 | 18 | 20 | 22-23 |
| 3 | 4 | 6 | 7 | 10 | 11 |  |  | 18 | 19 |  |  |
|  |  | 7 | 8 | 11 | 12 |  |  |  |  |  |  |
|  |  |  |  | 12 | 13 |  |  |  |  |  |  |
|  |  |  |  | 13 | 14 |  |  |  |  |  |  |
| GPS: | | GPS:    SS7G5.6,7  SS7CG2  SS7E7,6 | | GPS:  SS7H1,2,3  SS7G2,3,4  SS7CG1,2,3,4  SS7E1,3 | | GPS:  SS7H7  SS7G9,10,11,12,  SS7CG3  SS7E8,9 | | GPS:  SS7H9,7  SS7G9,10,11,12  SS7CG3  SS7E8,10 | | GPS:  SS7H7  SS7G9  SS7G10  SS7G11  SS7G12  SS7CG3  SS7E10 | |
| **Focus CAPs**:  2 & 4 | | **Focus CAPs:**  5 & 8 | | **Focus CAPs:**  10 & 14 | | **Focus CAPs:**  15 & 16 | | **Focus CAPs:**  17 & 19 | | **Focus CAPs:**  21 & 23 | |

**Enduring Understandings & Essential Question**

**Enduring Understandings:**

The student will understand that when there is conflict between or within societies, change is the result.

**Essential Questions:**

When you have conflicts with your friends does it change your friendship? If so, how?

Why do you make changes in your life?

Why does change always follow conflict?

**Enduring Understandings:**

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

**Essential Questions:**

How do you describe your family’s culture?

How do government actions affect your culture?

Should schools try to influence or reflect the students’ cultures?

What cultural conflicts have you seen in your school or the U.S.?

Why do you choose the friends you choose?

**Enduring Understandings:**

The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

**Essential Questions:**

How have your responsibilities changed as your family as changed or as you have gotten older?

In what ways do the rules in sports get more complicated at different levels? (i.e. Tee ball through Major Leagues)

How have society and government adapted to each other’s growing complexities?

**Enduring Understandings:**

The student will understand that humans, their society, and the environment affect each other.

**Essential Questions:**

How is the landscape changed when neighborhoods are built?

What jobs are available or unavailable because of the physical geography near you?

What are the positive and negative consequences of human environment interaction?

How does the environment affect food choice?

**Enduring Understandings:**

The student will understand that the movement or migration of people and ideas affects all societies involved.

**Essential Questions:**

How have your ideas, opinions, likes and dislikes changed since going from sixth

grade to seventh?

What are some of the cultural differences (language/slang, foods, accents, sports, clothes, etc.) within different regions of the United States?

What are some of the reasons that people move?

How do people change when they move from one place to another?

**Enduring Understandings:**

The student will understand that location affects a society’s economy, culture, and development.

**Essential Questions:**

How does your family decide to make and spend money?

What changes have occurred in your life since moving from elementary school to middle school?

What are some examples that demonstrate how location affects your society’s economy, culture, and development?

How do opportunities change (jobs, food, homes, standard of living, clothes, etc.) depending on where you live?

Why do people eat different foods in different parts of the world?

**Enduring Understandings:**

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.

**Essential Questions:**

What are the elements that make up an economy?

How are the things you want to buy produced?

How do stores get the things you want to buy?

How do you decide what to buy?

What factors determine the price of the things you want to buy?

**Enduring Understandings:**

The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

**Essential Questions:**

How has school changed and stayed the same since kindergarten?

How can a society change but have its basic components remain the same over time?

Why do some things remain the same when society is always changing?

**An Introduction to World Geography and Cultures**

The focus of this important first unit is on the themes and enduring understandings rather than specific standards. These connecting themes will be integrated in multiple units throughout the Seventh Grade Social Studies curriculum. Understanding of these themes will be linked to students’ own experience and knowledge as well as lay the foundation for the rest seventh grade social studies course. At the conclusion of this unit students will be able to demonstrate effective use of the enduring understandings and can apply them to their daily lives.

This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.

**Task: 1**

**Essential Questions:**

The student will understand that location affects a society’s economy, culture, and development.

Why are there different types of maps? What types of information are included on maps?

**Resources:**

<http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?SG1%20MAPS%201>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Do you know what the earth looks like from the Hubble Space Telescope? Have you ever seen ancient maps of Asia or Africa? In this activity you will learn about different types of online maps. Use the information you find to fill out the Activity Chart as you visit the Web sites.

**Task: 2**

**Essential Question:**

What are the seven continents of the world? What continent do you reside on?

**Resources:**

[**http://www.nationalgeographic.com/xpeditions/atlas**](http://www.nationalgeographic.com/xpeditions/atlas)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduce your topic to the class “The Seven Continents”. Provide students with a blank map of world. Have them label the continent based on prior knowledge. Provide them with an accurate map of the world and have them to discuss their initial errors.

**Task: 3**

**Essential Question:**

What are the natural regions of the world?

**Resources:**

<http://www.cotf.edu/ete/modules/temsese/earthsysflr/biomes.html>

<http://www.mbgnet.net>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Have students write one paragraph of up to 50 words about each region. Use your paragraphs and construction/computer paper to create a brochure. For your brochure, you will name each section, put your paragraphs under the appropriate heading, choose pictures (if applicable), and write captions.

**Task: 4**

**Essential Question:**

Why do the seasons change?

**Resources:**

<http://csep10.phys.utk.edu/astr161/lect/time/seasons.html>

<http://vortex.plymouth.edu/sun/sun3.html>

<http://www.ndbc.noaa.gov/educate/seasons.shtml>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Prior to the introduction of the lesson, ask your students why the seasons change. Allow them to brainstorm for a couple of minutes and then introduce the lesson.

Teachers should print the resources out or project them onto the whiteboard. Teachers should discuss the tilt of the Earth as it rotates around the sun and its seasonal effect. At the end of the lesson, ask the students:

* What causes the seasons to change?
* Are the seasons different in the different hemispheres?

**Task: 5**

**Essential Questions:**

What are the many uses of rivers?

**Resources:**

[**http://library.thinkquest.org/28022/world/index.world.html**](http://library.thinkquest.org/28022/world/index.world.html)

Encyclopedias

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Rivers are important for many reasons. Big rivers can be used to transport goods. Many rivers are used for agriculture. Some rivers are considered to be sacred. In this activity, you will visit and compare some of the most interesting rivers in the world.

Project the following website onto the white board. Have the students take turns choosing rivers and reading the details of the river aloud.

Have students choose a river to research on their own. Have them write one to two paragraphs about their chosen river. They can draw pictures of their chosen river. They will deliver their research to the class.

**Southwest and Central Asia**

**Georgia Performance Standards**

**SS7G5 The student will locate selected features in Southwestern Asia (Middle East).**

a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.

b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.

**SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).**

a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

**SS7G7 The student will explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).**

a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).

b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

**SS7CG2 The student will explain the structures of the modern governments of Africa.**

a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorship of the Republic of Sudan, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.

**SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

a. Explain how specialization encourages trade between countries.

b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

d. Explain why international trade requires a system for exchanging currencies between nations.

**SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Explain the role of oil in these countries’ economies.

d. Describe the role of entrepreneurship.

**Task: 1**

**Essential Questions:**

How do the deserts and rivers of Central Asia affect the population in terms of where people live, the type of work they do, and how they travel?

**Resources:**

[**http://www.unesco.org/webworld/focus\_central\_asia/index.html**](http://www.unesco.org/webworld/focus_central_asia/index.html)

[**http://go.hrw.com/ndNSAPI.nd/gohrw\_rls1/pKeywordResults?sg1%20climate%2019**](http://go.hrw.com/ndNSAPI.nd/gohrw_rls1/pKeywordResults?sg1%20climate%2019)

[**http://www.reliefweb.int/mapc/cis/reg/cau/caucia.html**](http://www.reliefweb.int/mapc/cis/reg/cau/caucia.html)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Today we will discuss the countries that make up Central Asia and their characteristics.

Provide students with a printed map of Central Asia <http://www.reliefweb.int/mapc/cis/reg/cau/caucia.html>.

Write the countries that make up Central Asia on the white board. Have the students to circle the countries on the printed map.

Have the students choose a Central Asian country to research. Have students write at least three paragraphs detailing population, climate, economic conditions, etc.

Have them to also draw an advertisement ad encouraging people to visit their country.

Students will present their finished product.

**Task: 2**

**Essential Questions:**

Why is Mesopotamia known as the “home to many civilizations”?

**Resources:**

<http://irrationalgeographic.files.wordpress.com/2009/06/fertile_crescent20071.jpg> (Map of the Fertile Crescent)

<http://mesopotamia.mrdonn.org/geography.html>

Encyclopedias which include the following:

Iraq, Syria, Lebanon, Cyprus, Jordan, Palestine, Kuwait, the Sinai Peninsula, and Northern Mesopotamia

**Activity**

Introduction to the Lesson:

Once known as the crossroads of trade because of its location, Mesopotamia or the Fertile Crescent, which today we can Southwest Asia (Middle East), was home to some of the wealthiest and most prosperous civilizations of ancient times. People traveled from near and far to visit and trade in the region. Unfortunately for the region, it no longer receives recognition as the trading center it once was.

Southwest Asia (Middle East) has been involved in conflict for centuries. There is a growing concern that has resulted in a permanent smear upon the region’s ability to develop its appeal to tourists and outside investors.

The task:

1. Teachers will divide the class into groups.
2. Teachers will advise the groups of their task.
3. Teachers will state:

a. It is the job of your group to research Mesopotamia, or the Fertile Crescent.

b. You will develop an advertisement campaign for the Mesopotamia. Your campaign will encourage visitors and tourists to come as well as businesses and factories to improve the economy.

c. Information that must be included (but not limited to): crime rates, education, climate, availability of jobs, cost of living in populated regions, major religions, recreation activities, military presence or conflict, types of geographic features that would attract interest in the area, government policies, cultural events.

d. You must explain your answers by using supporting evidence.

4. Students will present their information in written format of at least four paragraphs.

5. If applicable, allow students to use poster boards to illustrate their advertisement campaigns.

**Task: 3**

**Essential Questions:**

What important role did religion play in Southwest and Central Asian culture?

**Resources:**

People, Places, and Things Eastern Hemisphere text Chapter 4 Section 3

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction: Continuing with our discussion of the Southwest and Central Asia, I want to talk about the births of three religions-Judaism, Christianity, and Islam. First, I will determine what you know about each religion.

Teachers will write a K-W-L chart on the board and have students take turns telling what they know about each religion.

After telling what they **K**now, the students can then tell what they **W**ant to know about each religion. The teacher will write down their ideas on the board.

Next, divide the students into three groups. Tell the students that they will now read Chapter 4 Section 3 and research Judaism, Christianity, and Islam. Group One should read the Judaism section of Section 3. Group Two should read the Christianity section of Section 3. Group Three should read the Islam section of Section 3.

Groups should have one recorder to record the answers to the following questions:

1. Who developed the faith (religion)?
2. What was the approximate time of the faith’s inception?
3. What are some of the views of the faith?
4. What book(s) comprise the faith’s holy word?
5. Name the person(s) responsible for the finding of the faith.

Groups will present their findings to the class. Students will complete the **L** portion of the K-W-L chart with what they learned about the faith

**Task: 4**

**Essential Questions:**

What makes the Dead Sea a popular tourist attraction?

**Resources:**

<http://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/geo/deadsea1.html>

<http://www.deadsea-health.org>

Postcard sized paper (Computer paper can be cut into postcards)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction: Ask students if they would ever want to visit the Dead Sea?

Teachers should build discussion around the student’s opinions of the Dead Sea and its attractiveness for tourists.

The Dead Sea, located between Israel and Jordan, is the largest natural spa in the world. Many people visit it to soak in the dense mineral waters and to use the black clay soils as mud packs. In Part 1 you will learn about this natural wonder. In Part 2 you will make a postcard about this natural wonder.

**Task: 5**

**Essential Questions:**

How has oil contributed to economic growth in Saudi Arabia?

**Resources:**

<http://www.traveldocs.com/sa/economy.htm>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

The discovery of oil in Saudi Arabia has led to economic growth and development for the country. Today we will read how important oil is in terms of dollars to the Saudi Arabians.

Teachers are to print out the handout from the above website. Teachers can divide the class into groups or have them work individually. Students should take turns reading the handout aloud or they can read silently to themselves.

After reading the information:

Students should answer the following questions (either aloud or on paper):

1. When was oil discovered in Saudi Arabia?
2. Saudi oil reserves are the \_\_\_\_\_\_\_\_\_ in the world.
3. The estimated number of oil reserves is \_\_\_\_\_\_\_\_\_\_\_\_\_.
4. What happened in the mid-1980s that resulted in an oil production quota in Saudi Arabia?
5. What did Saudi Arabia and other oil producing countries successfully execute in the 1999?

**Africa**

**Georgia Performance Standards**

**SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.**

a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.

b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.

c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

d. Explain the impact of the Pan-African movement.

**SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**

a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.

b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.

c. Describe how land and religion are reasons for continuing conflicts in the Middle East.

d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

**SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.**

a. Describe how nationalism led to independence in India and Vietnam.

b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.

c. Explain the role of the United States in the rebuilding of Japan after WWII.

d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.

e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.

**SS7G1 The student will locate selected features of Africa.**

a.Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.

b.Locate on a world and regional political-physical map the countries of, Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, and Sudan.

**SS7G2 The student will discuss environmental issues across the continent of Africa.**

a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.

b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.

c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.

**SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.**

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

**SS7G4 The student will describe the diverse cultures of the people who live in Africa.**

a. Explain the differences between an ethnic group and a religious group.

b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.

c. Evaluate how the literacy rate affects the standard of living.

**SS7E1 The student will 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 how most countries have a mixed economy located on a continuum between pure market and pure command.

c. Compare and contrast the economic systems in South Africa and Nigeria.

**SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa..**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.

d. Describe the role of entrepreneurship.

**Task: 1**

**Essential Questions:**

Where are the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert?

**Resources:**

<http://www.eden-foundation.org/sahara/artgall.html>

<http://www.eden-foundation.org/sahara/novadvic.html>

<http://library.thinkquest.org/16645/the_land/sahara_desert.shtml>

<http://www.calacademy.org/exhibits/africa/exhibit/sahara/index.html> (Possible Handout for Students)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

Introduction:

The Sahara is the largest desert in the world and is covered by great seas of sand dunes. Few people live in the Sahara, and few people travel through it.

**Activity**

In Part 1 of this activity, you will see pictures of the Sahara and imagine what it is like to cross the desert. In Part 2, you will make a postcard about your journey.

**Task: 2**

**Essential Questions:**

What is the Baobab?

**Resources:**

<http://www.bbc.co.uk/dna/h2g2/A295472>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction: Come visit the mighty Baobab tree. Some are so big that a chain of thirty people are needed to surround one tree trunk.

In Part One of this activity you will visit Web sites about Baobab trees and West Africa.

In Part Two, you will make a postcard about one of nature’s strange wonder.

On the postcard, students should list all pertinent information detailing the benefits of the Baobab tree and its resilience.

**Task: 3**

**Essential Questions:**

What are Africa’s tourist attractions?

**Resources:**

<http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?SG1%20newspaper23>

Students can choose their topics from the following websites. The information can be printed out and given to the students.

<http://www.coraconnection.com/pages/geo.html>

<http://echarry.web.wesleyan.edu/Afmus.html>

<http://www.coraconnection.com>

<http://library.thinkquest.org/16645/the_people/lang_west.shtml>

Students can also use encyclopedias as well.

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

**Attention Reporters**  
Deadline! Three articles are needed for the next issue of The West African Sun. Your group of reporters is covering all of West Africa.

**Directions:**

* Work in a group of three student reporters.
* Research and write three articles in Part 1: News Beat.
* Each group is to make a Front Page for the newspaper in Part 2.

**Task: 4**

**Essential Questions:**

What were the effects of the West African Slave Trade?

**Resources:**

<http://www.uwec.edu/Geography/Ivogeler/w111/slavery.htm>

(The Story of Olaudah Equiano)

[**http://www.pbs.org/wonders/Episodes/Epi3/slave\_2.htm**](http://www.pbs.org/wonders/Episodes/Epi3/slave_2.htm)

(Confronting the Legacy of the African Slave Trade)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

West Africans practiced slavery since ancient times, mostly by keeping and selling slaves who were captured during warfare. In the early 1500’s the African slave trade became a big business when Europeans began buying slaves for their new colonies in the Western Hemisphere. In this activity you will read descriptions that tell the story of the West African slave trade to the European colonies.

Students will read the story of Olaudah Equiano, a child kidnapped and sold into slavery. Students will also read “Confronting the Legacy of the African Slave Trade”.

**Task: 5**

**Essential Questions:**

Where is Mount Kilimanjaro?

What are some interesting facts about it?

**Resources:**

<http://7summits.com/kilimanjaro/kilimanjaro.php>

<http://www.ewpnet.com/kili.htm>

<http://www.ultimatekilimanjaro.com/mountain.htm>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Mt. Kilimanjaro, an extinct volcano, rises from a rolling plain near the Indian Ocean to the highest point in Africa. Take a trip to Mt. Kilimanjaro and explore the geography, animals, vegetation, and people. Then make a brochure about your journey.

Task:

**Directions:**

Research Web sites about four topics in Part 1.

Write one paragraph about each topic.

Use your paragraphs and the online form to make a brochure in Part 2.

### Part 1: Research and Write

Visit the Web sites below, take notes, and write one paragraph of 50 words for each topic. Write and save your paragraphs in a word processing program or write them by hand.

**Topic 1: Introduction**

Mt. Kilimanjaro: Facts and Figures

<http://7summits.com/kilimanjaro/kilimanjaro.php>   
Write a paragraph about the geography and location of Mt. Kilimanjaro.  
**Topic 2: Hiking Routes**   
<http://www.ewpnet.com/kili.htm>

Write a paragraph about different routes to reach the top of Mt. Kilimanjaro.  
**Topic 3: Climate**   
<http://www.ultimatekilimanjaro.com/mountain.htm>   
Visit this Web site for more information about the climate of Mt. Kilimanjaro.  
**Topic 4: People and Animals**

<http://www.climbingkilimanjaro.com/machame-route-kilimanjaro.php>   
Write a paragraph about the people you met and the animals you saw.

**Part 2: Make Your Brochure**

Provide students with white paper. Have them divide the paper into four columns, Introduction, Hiking Routes, Climate, People and Animals. Students should place their research paragraphs under each heading.

**South Asia**

**Georgia Performance Standards**

**SS7G9 The student will locate selected features in Southern and Eastern Asia.**

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.

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

**SS7CG3 The student will analyze how politics in Africa impacts standard of living.**

b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.

**SS7E8 The student will analyze different economic systems.**

a. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

**SS7E9 The student will 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 embargos.

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

**Task: 1**

**Essential Questions:**

What countries comprise South Asia?

**Resources:**

<http://www.eduplace.com/ss/maps/pdf/s_asia_polnl.pdf> in conjunction with South Asia: Political map on page 296 of the People, Places, and Change Eastern Hemisphere text.

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction: Today, we will discuss South Asia. First, we will locate it on a map and label it appropriately on this website.

Provide students with a printed political map of South Asia provided on <http://www.eduplace.com/ss/maps/pdf/s_asia_polnl.pdf>. Have students label the countries that comprise South Asia.

**Task: 2**

**Essential Questions:**

Who was Mohandas Gandhi? What were his contributions to society?

**Resources:**

Print the material out and provide them as handouts for the students**.**

<http://www.sscnet.ucla.edu/southasia/History/Gandhi/gandhi.html>

<http://www.bbc.co.uk/history/historic_figures/gandhi_mohandas.shtml>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Mohandas Gandhi is considered to be one of the great people of the last century. His philosophy of nonviolence and his passion for independence guided his fight for India’s independence.

In this activity you will imagine that you are a newspaper reporter who has been asked to collect information for an article about Mohandas Gandhi. Use the handouts to compile your report detailing the life and times of Mohandas Gandhi.

**Task: 3**

**Essential Questions:**

What are the cultural traits of India?

**Resources:**

<http://www.mnsu.edu/emuseum/prehistory/india/indus/geography.html>

<http://www.wsu.edu/~dee/ANCINDIA/LAND.HTM>

<http://www.ancientindia.co.uk/geography/home_set.html>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction**:**

Would you like to visit ancient India? Who might you meet? Where can you stay?

In Part1, you will travel back in time to the ancient Indus Valley. In Part 2, you will write a journal entry about your adventure.

Task:

Provide students will handouts from the resource websites. Have them compile their thoughts into a journal entry that is no less than three paragraphs. Those that choose to can deliver their entries in front of the class.

**Task: 4**

**Essential Questions:**

Where are the Himalayas?

Why are they a popular tourist attraction?

**Resources:**

<http://www.earlham.edu/~pinema/Himalaya.htm>

<http://www.heartspace.org/sshow/himalayas/page21.html>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Come climb the Himalayas, the world’s highest mountain range. See the sights and meet the people of India, Nepal, Pakistan, and Tibet. Then make a poster about your adventure.

**Directions:**

Research topics using the Web sites in Part 1.

Write one paragraph of up to 50 words about each topic. Write and save your paragraphs on a word processing program or write them by hand.

Use your paragraphs and the online form in Part 2 to create a poster.

**Part 1: Research Topics and Write Paragraphs**

Topic 1: Introduction to the Himalayas

<http://www.earlham.edu/~pinema/Himalaya.htm>

Topic 2: Himalayas in India

[**http://www.heartspace.org/sshow/himalayas/page21.html**](http://www.heartspace.org/sshow/himalayas/page21.html)

Topic 3: The People of the Himalayas

<http://www.linkingeverest.com/html/sherpaculture.htm>

**Part 2: Make Your Poster**

Now you can turn your paragraphs into a poster. You will select pictures to go with your paragraphs, name each section, and put your paragraphs into the form.

**Task: 5**

**Essential Questions:**

Why is Sri Lanka nicknamed “The Teardrop of India”?

**Resources:**

<http://web.pdx.edu/~mmlynch/srilanka/trip2002/srilanka.htm>

<http://www.lonelyplanet.com/sri-lanka#hist>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction**:**

Sri Lanka is very close to India, but it has developed an identity of its own. In this activity you will visit Web sites about Sri Lanka and learn about its history and interesting culture.

**East and Southeast Asia**

**Georgia Performance Standards**

**SS7G9 The student will locate selected features in Southern and Eastern Asia.**

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.

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

**SS7CG3 The student will analyze how politics in Africa impacts standard of living.**

b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.

**SS7E8 The student will analyze different economic systems.**

a. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

**Task: 1**

**Essential Questions:**

What countries comprise Southeast Asia?

**Resources:**

<http://www.worldatlas.com/webimage/countrys/asia/seasoutl.htm>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Class, for this unit, we will discuss Southeast and East Asia. First, we must locate Southeast and East Asia on the map.

Provide students with a printed map of Southeast and East Asia. Have them use their textbooks, page 345 to label the countries that comprise Southeast and East Asia.

**Task: 2**

**Essential Questions:**

How does literacy rate affects the standard of living in Japan?

**Resources:**

<http://go.hrw.com/resources/go_ss/geot/school.pdf>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Have you ever wondered what it would be like to live in Japan? You can find out about Japan and about Japanese students by visiting a few of the following links. As you visit the sites, look for ways that your life would be the same and different if you grew up in Japan. Then fill out the chart with the information you discover. Enjoy your trip!

Provide students with a handout provided at <http://go.hrw.com/resources/go_ss/geot/school.pdf>.

# Have students read the handout entitled, “Hamamatsu City Nanyo Junior High School” (<http://www.amphi.com/~psteffen/fmf/juniorhigh.html>) and have them compare a day in the life for them as an American student with a day in the life of a Nanyo student.

**Task: 3**

**Essential Questions:**

Japan has how many active volcanoes?

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Did you know that Japan has more than 40 active volcanoes? No wonder they call it the Pacific Ring of Fire! Did you also know that there are different kinds of volcanoes? In Part 1 of this activity, you will learn about the five main types of volcanoes. In Part 2 you will examine the different kinds of volcanoes in Japan.

Task:

Project or print pages 1 and 2 of the following website, <http://www.cotf.edu/ete/modules/volcanoes/vtypesvolcan1.html>

Project or print the following website, <http://www.volcano.si.edu/world/region.cfm?rnum=0804>.

This information gathered from the above website will enable students to complete the handout <http://go.hrw.com/resources/go_ss/geot/CH28SET2.PDF>.

**Task: 4**

**Essential Questions:**

What are the cultural traits of Japan?

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Deadline! Three articles are needed for the next issue of the *Japanese Sun*. Your group of reporters is covering the history, land, and people of Japan.

**Directions:**

* Work in a group of three student reporters.
* Research and write three articles in Part 1: News Beat.
* Use poster board or white paper to make a portion of a newspaper in Part 2: Front Page.

Task:

Each reporter selects one topic, researches one or more of the Web sites below, and writes an article that is 75 to 100 words long. In Part 2 you will format your article into a newspaper form.

Remind the students:

Newspaper articles can be written in many forms. Some examples are news stories, human-interest stories, interviews, sports coverage, and editorials.

Students can choose from the following topics to compile their newspaper portions:

<http://www.mninter.net/~thomasjp/taiko.html> (Taiko Drums from a Small Planet)

<http://www.us-japan.org/edomatsu> (Welcome to Edo, Japan)

<http://sumo.goo.ne.jp/eng/ozumo_joho_kyoku/shiru/kiso_chishiki/beginners_guide/index.html> (Beginners Guide of Sumo)

**Task: 5**

**Essential Questions:**

What is the significance of the Great Wall of China?

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

The Great Wall of China is the largest man-made construction on Earth and can be seen

from outer space. Explore this wonder of the world and make a brochure about your visit.

Directions:

Note to teacher: This task can be done as a group activity or individually.

 Research information about four topics in Part 1.

 Write one paragraph about each topic.

 Use your paragraphs and to make a brochure in Part 2.

Websites to Utilize:

“Construction of the Great Wall” <http://www.crystalinks.com/greatwallofchina.html>

“Great Wall Hiking Group Diary” <http://china-hiking.com/greatwall>

“The Great Wall of China” <http://www.thebeijingguide.com/great_wall_of_china>

“Folktales from China” <http://www.pitt.edu/~dash/china.html#seeking>

Students will present their brochures to the class.

**The Pacific World and Antarctica**

**Georgia Performance Standards**

There are no Georgia Performance Standards to coincide with this unit.

**Task: 1**

**Essential Questions:**

Where is Antarctica?

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Students, this lesson will cover Antarctica. Now I want you all to tell me what you remember about the location of the seven continents.

Teacher will project the following game on the whiteboard: <http://www.softschools.com/social_studies/continents/map.jsp>

Students will take turns assisting the teacher in labeling the continents appropriately. They will discuss wrong answers and utilize classroom resources to label the continents appropriately.

**Task: 2**

**Essential Questions:**

What islands comprise the Pacific Islands?

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Today we will discuss the Pacific Islands. The Pacific Islands are 20,000 to 30,000 islands in the Pacific Ocean. Those islands lying south of the tropic of Cancer are traditionally grouped into three divisions: Melanesia, Micronesia and Polynesia.

Teacher will project the following website on the whiteboard <http://www.geographicguide.com/oceania-map.htm> and point out the Pacific Islands to the students.

Task:

Student will research Polynesian history and provide the class with a written report of what they learned.

Polynesian History & Origin: <http://www.pbs.org/wayfinders/polynesian2.html>

Palau: An Island Eden Overview: <http://www.pbs.org/edens/palau/p_sea_a.htm>

The Legends: <http://www.pbs.org/edens/palau/p_legends2.htm>

**Task: 3**

**Essential Questions:**

Why are Australians in Antarctica?

**Resources:**

[**http://www.coolantarctica.com/Antarctica%20fact%20file/History/exploration%20and%20history.htm**](http://www.coolantarctica.com/Antarctica%20fact%20file/History/exploration%20and%20history.htm)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Teachers can either project the above website on the whiteboard or print it out for the students. After the student take turns reading the handout aloud, have them answer the following questions either on paper or aloud.

1. Why did Australia become involved with Antarctica?
2. In 1788, what two industries was Australia associated with?
3. Name animals that were being hunted and exterminated?

**Task: 4**

**Essential Questions:**

What is the difference between latitude and longitude?

Resources:

<http://www.classroom.antarctica.gov.au/introduction/references-and-resources/classroom-antarctica-resources/maps/maps/ant_sthn_ocean_ed8.pdf>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Teachers can either print the map off of the above website or project it onto the whiteboard.

Introduction:

Today, we will continue to discuss the continent of Antarctica. We will also practice reading map skills.

Teacher will differentiate longitude and latitude on the map. Teachers will then provide students with coordinates and allow them to take turns stating the location.

53 degrees South, 73 degrees East (Heard Island)

67 degrees South, 63 degrees East (Mawson)

67 degrees South, 142 degrees East (Commonwealth Bay)

\*Teachers can add coordinates and locations to the list as well.

**Task: 5**

**Essential Questions:**

What would you need to go on a expedition through Antarctica?

**Resources:**

<http://www.pbs.org/wgbh/nova/shackleton/surviving/quest.html>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

Signal words: who, what, when, where?

Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

**Divergent Thinking Questions**

Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

**Evaluative Thinking Questions**

Signal words: defend, judge, justify (what do you think)?

Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Introduction:

Imagine what it would be like to be in Antarctica.

Teachers should either project the above website onto the white board or print out the information from the website <http://www.pbs.org/wgbh/nova/shackleton/surviving/quest.html>.

Research a historic Antarctic expedition (such as one led by Mawson, Shackleton, Amundsen or Scott). Write diary entries for a couple of days during the most challenging part of the expedition.

Students must write their diary entries. Students can also choose a diary entry to read in front of the class.

**Task Websites**

Unit 1

<http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?SG1%20MAPS%201>

<http://www.nationalgeographic.com/xpeditions/atlas>

<http://www.cotf.edu/ete/modules/temsese/earthsysflr/biomes.html>

<http://www.mbgnet.net>

<http://csep10.phys.utk.edu/astr161/lect/time/seasons.html>

<http://vortex.plymouth.edu/sun/sun3.html>

<http://www.ndbc.noaa.gov/educate/seasons.shtml>

[http://library.thinkquest.org/28022/world/index.world.htm**l**](http://library.thinkquest.org/28022/world/index.world.html)

Unit 2

<http://www.unesco.org/webworld/focus_central_asia/index.html>

<http://go.hrw.com/ndNSAPI.nd/gohrw_rls1/pKeywordResults?sg1%20climate%2019>

<http://www.reliefweb.int/mapc/cis/reg/cau/caucia.html>

<http://irrationalgeographic.files.wordpress.com/2009/06/fertile_crescent20071.jpg> (Map of the Fertile Crescent)

<http://mesopotamia.mrdonn.org/geography.html>

<http://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/geo/deadsea1.html>

<http://www.deadsea-health.org>

<http://www.traveldocs.com/sa/economy.htm>

Unit 3

<http://www.eden-foundation.org/sahara/artgall.html>

<http://www.eden-foundation.org/sahara/novadvic.html>

<http://library.thinkquest.org/16645/the_land/sahara_desert.shtml>

<http://www.calacademy.org/exhibits/africa/exhibit/sahara/index.html>

<http://www.bbc.co.uk/dna/h2g2/A295472>

<http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?SG1%20newspaper23>

<http://www.coraconnection.com/pages/geo.html>

<http://echarry.web.wesleyan.edu/Afmus.html>

<http://www.coraconnection.com>

<http://library.thinkquest.org/16645/the_people/lang_west.shtml>

<http://www.uwec.edu/Geography/Ivogeler/w111/slavery.htm>

<http://www.pbs.org/wonders/Episodes/Epi3/slave_2.htm>

<http://7summits.com/kilimanjaro/kilimanjaro.php>

<http://www.ewpnet.com/kili.htm>

<http://www.ultimatekilimanjaro.com/mountain.htm>

Unit 4

<http://www.eduplace.com/ss/maps/pdf/s_asia_polnl.pdf>

<http://www.sscnet.ucla.edu/southasia/History/Gandhi/gandhi.html>

<http://www.bbc.co.uk/history/historic_figures/gandhi_mohandas.shtml>

<http://www.mnsu.edu/emuseum/prehistory/india/indus/geography.html>

<http://www.wsu.edu/~dee/ANCINDIA/LAND.HTM>

<http://www.ancientindia.co.uk/geography/home_set.html>

<http://www.earlham.edu/~pinema/Himalaya.htm>

<http://www.heartspace.org/sshow/himalayas/page21.html>

<http://web.pdx.edu/~mmlynch/srilanka/trip2002/srilanka.htm>

<http://www.lonelyplanet.com/sri-lanka#hist>

Unit 5

<http://www.worldatlas.com/webimage/countrys/asia/seasoutl.htm>

<http://go.hrw.com/resources/go_ss/geot/school.pdf>

<http://www.cotf.edu/ete/modules/volcanoes/vtypesvolcan1.html>

<http://www.mninter.net/~thomasjp/taiko.html>

<http://www.us-japan.org/edomatsu>

<http://sumo.goo.ne.jp/eng/ozumo_joho_kyoku/shiru/kiso_chishiki/beginners_guide/index.html>

<http://www.crystalinks.com/greatwallofchina.html>

<http://china-hiking.com/greatwall>

<http://www.thebeijingguide.com/great_wall_of_china>

<http://www.pitt.edu/~dash/china.html#seeking>

Unit 6

<http://www.softschools.com/social_studies/continents/map.jsp>

<http://www.geographicguide.com/oceania-map.htm>

<http://www.pbs.org/wayfinders/polynesian2.html>

<http://www.pbs.org/edens/palau/p_sea_a.htm>

<http://www.pbs.org/edens/palau/p_legends2.htm>

<http://www.coolantarctica.com/Antarctica%20fact%20file/History/exploration%20and%20history.htm>

<http://www.classroom.antarctica.gov.au/introduction/references-and-resources/classroom-antarctica-resources/maps/maps/ant_sthn_ocean_ed8.pdf>

<http://www.pbs.org/wgbh/nova/shackleton/surviving/quest.html>