


## 6<sup>th</sup> Grade World Cultures Curriculum Bundle #6

<b>Title</b>		<b>Suggested Dates</b>
East Asia		December 7 – December 18, 2009 (10 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• To meet their wants and needs, people sometimes adapt themselves to an environment and sometimes they modify the environment itself.</li> <li>• Religions and philosophies influence an individual's choices and other aspects of his/her culture.</li> <li>• Communism continues to shape East Asia.</li> </ul>	<ul style="list-style-type: none"> <li>• How do people adapt themselves to the environment in which they live?</li> <li>• How do people modify the environment to meet their wants and needs?</li> <li>• Why do different countries have different economic systems?</li> <li>• What is the difference between a religion and a philosophy?</li> <li>• How does someone's philosophy influence other aspects of their culture?</li> <li>• How has communism shaped East Asia?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p><b>6.2 History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</b></p> <p>6.2A explain the significance of individuals or groups from selected societies, past and present; and</p>	<p><b>Significance of Individuals:</b></p> <ul style="list-style-type: none"> <li>• Mao Zedong</li> <li>• Lao Tzu</li> <li>• Confucius</li> <li>• Kim Jong Il</li> </ul> <p><b>Influence of Above Individuals and Groups on Societies</b></p> <ul style="list-style-type: none"> <li>• Communism – Mao Zedong</li> <li>• Confucianism – Confucius</li> <li>• Daoism – Lao Tzu</li> </ul>	
<p><b>6.2 History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</b></p> <p>6.2B describe the influence of individual and group achievement on selected historical or contemporary societies.</p>	<p><b>TEACHER NOTE:</b> You might also consider teaching Legalism and its founder, Hanfeizi. It makes a nice triad with Daoism and Confucianism.</p> <p>Also, Zheng He's explorations could easily introduce the geography of the region.</p>	<p><a href="#">Voyages of Zheng He</a> Lesson Plan from Maps101.com</p>
<p><b>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</b></p> <p>6.3A create thematic maps, graphs, charts, models,</p>	<p><b>Countries</b></p> <ul style="list-style-type: none"> <li>• China</li> <li>• Japan</li> <li>• North Korea</li> <li>• South Korea</li> </ul>	

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<p>and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p>	<ul style="list-style-type: none"> <li>• Taiwan</li> <li><b>Landforms</b></li> <li>• Ring of Fire</li> <li>• Gobi</li> <li>• Mt Fuji</li> <li><b>Bodies of Water</b></li> <li>• Yangtze River</li> <li>• Huang He River (Yellow River)</li> <li>• Sea of Japan</li> <li>• Yellow Sea</li> <li>• East China Sea</li> <li>• South China Sea</li> <li><b>Characteristics</b> (This would be a great place to use a database—put a portion of the database into a spreadsheet—instead of a map to compare countries and /or cities.)</li> <li>• Population density</li> <li>• Philosophies</li> <li>• Economies</li> </ul>	
<p><b>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</b></p> <p>6.3B pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and</p>	<p>Pose and answer questions about the distributions and characteristics above.</p>	
<p><b>6.5 Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</b></p> <p>6.5B identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.</p>	<p>How has geography influenced China and Japan politically?</p> <ul style="list-style-type: none"> <li>• Controlling territory as an island (Japan) and their isolation in past and present</li> <li>• The physical isolation of China (sea, Gobi Desert, jungles, Himalayas)</li> </ul>	
<p><b>6.6 Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</b></p> <p>6.6A describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;</p>	<p>Describe and explain plate tectonics and the creation of the Ring of Fire</p>	

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<p><b>6.6 Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</b></p> <p>6.6C analyze the effects of physical processes and the physical environment on humans.</p>	<p>How does the Ring of Fire affect people? Focus especially on Japan.</p> <ul style="list-style-type: none"> <li>• Volcanoes</li> <li>• Earthquakes</li> <li>• Tsunamis</li> </ul> <p>TEACHER NOTE: You could also teach monsoons in this region. If you covered them well in South Asia, you could note that the same issues exist in East Asia but not do an in-depth teach.</p>										
<p><b>6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</b></p> <p>6.7A identify and analyze ways people have adapted to the physical environment in selected places and regions;</p>	<p><b>Japan</b></p> <ul style="list-style-type: none"> <li>• People live along coasts because interior is mountainous</li> <li>• Buildings are tall to accommodate more people in smaller geographic space</li> <li>• Economy depends on imports, so they are expensive</li> <li>• clothing (usually dependent on climate, i.e. heavier clothes in colder climates)</li> </ul>										
<p><b>6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</b></p> <p>6.7B identify and analyze ways people have modified the physical environment; and</p>	<p><b>China</b> - Three Gorges Dam—controls flooding, provides electricity, displaces families, destroys historical sites</p> <p><b>Japan</b> – Builds structures to withstand earthquakes (foundations move)</p>										
<p><b>6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</b></p> <p>6.7C describe ways in which technology influences human capacity to modify the physical environment.</p>	<p>Terrace farming, dams, earthquake-resistant buildings</p>										
<p><b>6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</b></p> <p>6.8A compare ways in which various societies organize the production and distribution of goods and services;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 35%; text-align: center;"><b>China</b></td> <td style="width: 35%; text-align: center;"><b>Japan</b></td> </tr> <tr> <td style="text-align: center;">Production</td> <td style="text-align: center;">Mass-produced cheaply</td> <td style="text-align: center;">Technologically-advanced, quality products</td> </tr> <tr> <td style="text-align: center;">Type of economy</td> <td style="text-align: center;">Command</td> <td style="text-align: center;">Free market</td> </tr> </table>		<b>China</b>	<b>Japan</b>	Production	Mass-produced cheaply	Technologically-advanced, quality products	Type of economy	Command	Free market	<p>United Streaming:  “People’s Republic of Capitalism: Joined at the Hip” (Be careful another one of the videos in the series may not be appropriate for middle school, but this one works well.)</p>
	<b>China</b>	<b>Japan</b>									
Production	Mass-produced cheaply	Technologically-advanced, quality products									
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<p><b>6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</b></p> <p>6.8B identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and</p>	<p>Compare and contrast how the following economies work:</p> <ul style="list-style-type: none"> <li>• North Korea</li> <li>• China</li> <li>• Japan/South Korea</li> </ul> <p>TEACHER NOTE: Help students understand that all economies are essentially mixed economies, although some lean more one direction than other. Look at who controls the factors of production. The State of Texas would very much like for us to emphasize the benefits of free enterprise.</p>	
<p><b>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</b></p> <p>6.17D explain why cultures borrow from each other;</p>	<p>Question: What are reasons cultures borrow from each other?</p> <ul style="list-style-type: none"> <li>• Efficiency (need a better way)</li> <li>• Necessity (lack of things)</li> <li>• Profit</li> <li>• Geographic location</li> </ul> <p>TEACHER NOTE: You could easily use China or Japan or both to illustrate this concept. The proliferation of Starbucks and McDonald's interest students, usually. You could also go back in time and show many of the items that many cultures borrowed from China (gunpowder, silk, fireworks, compass, paper, rice) in ancient times.</p>	
<p><b>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</b></p> <p>6.17E evaluate how cultural borrowing affects world cultures; and</p>	<p>Sinification (or, to Sinicize) means “the assimilation or spread of Chinese culture. Chinese civilization became so dynamic and powerful that it influenced, or sinicized, several prominent areas around it. It is important to note not only what aspects of Chinese civilization were absorbed in these areas, but also what the limitations of Sinification were in each location.”</p> <p>Question is “How has China influenced North and South Korea, Japan and other Asian countries?”</p> <p>Lots of similarities in culture - possibly leading to animosity/competition/colonization</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• clothing</li> <li>• shelter</li> <li>• written language</li> </ul>	<p><a href="#">Information on Sinification</a></p>

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<p><b>6.18 Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:</b></p> <p>6.18C describe ways in which societal issues influence creative expressions; and</p>	<p>How Daoism influences the martial arts.</p> <p>TEACHER NOTE: You might talk to your Kick Start teacher and get him/her to present to your class.</p> <p>Opposite: Cultural Revolution in Communist China (no artistic expression)</p>	
<p><b>6.19 Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</b></p> <p>6.19A explain the relationship among religious ideas, philosophical ideas, and cultures; and</p>	<p>Confucianism, Taoism, Legalism, Buddhism</p>	<p>(What would you do...if you were a Confucian? a Legalist? a Taoist? a Buddhist?) ASK ARIN FOR THIS ACTIVITY</p>
<p><b>6.20 Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:</b></p> <p>6.20A give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;</p>	<ul style="list-style-type: none"> <li>• Iraq—books</li> <li>• Europe—moveable-type printing press</li> <li>• China—paper, gunpowder, musket, rifle</li> </ul>	
<p><b>6.20 Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:</b></p> <p>6.20B explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society; and</p>	<p>China—limited freedom of speech due to government— Some aspects of Google are blocked in China. Similarly, during the Olympics, reporters were restricted to areas and what they were allowed to broadcast.</p> <p>TEACHER NOTE: Help students question and investigate why China has limited speech in their country. What in the history of China has influenced this decision?</p>	