

Asia Unit Plan Unit 7

Compiled by Witt and Whitesburg

Time Frame Two Weeks

Pre-Assessment:

Use a blank map and have the students label it.
K/W/L Chart

*5 tab foldable to be used throughout unit study for taking notes to include the following tabs: Front Cover Asia, Mesopotamia, China, India, Israel, and Japan. Use the following site daily for each country (Middle East link for Israel) to help students gain valuable information about the history and culture for the foldable. This will also assist in answering the Essential Questions at the end of the document: Asia Geography:

<http://www.ducksters.com/geography/asia.php>

Search for current events daily for the country being studied that day

Day 1 [3.59 & 3.60]: Use zoo to introduce students to Asia and different animals from this vast continent. You may choose to introduce Asia through poetry, folktales, or Asian authors at the various sites listed above. National Zoo

Asia Trail: <http://nationalzoo.si.edu/Animals/AsiaTrail/>

Show Asia on Maps of World: <http://www.mapsofworld.com/asia/>

Locate Mesopotamia (Iraq), China, India, Israel, and Japan. Also locate Mt. Everest and Himalayans. Label on map below.

Label Asia Map: http://er.jsc.nasa.gov/seh/mission_geography/map_index.pdf

Day 2 [3.57 & 3.58]: Sumerians BrainPop video:

<http://www.brainpop.com/socialstudies/worldhistory/sumerians/preview.weml>

Mesopotamia PPT (also links within the slideshow to The Development of Writing):

www.markville.ss.yrdsb.edu.on.ca/history/16th/mesopotamia.ppt

http://www.mesopotamia.co.uk/writing/story/sto_set.html

Ducksters Ancient Mesopotamia: (Become familiar with this site as it will be an excellent **daily** resource for each country!!) http://www.ducksters.com/history/mesopotamia/ancient_mesopotamia.php

Asia Geography: <http://www.ducksters.com/geography/asia.php>

Day 3 [3.57 & 3.58]: BrainPop Great Wall of China:

<http://www.brainpop.com/socialstudies/worldhistory/greatwallofchina/preview.weml>

Discovering China PPT: [Discovering China - World Room](#)

Ancient China Cheat Sheet: <http://china.mrdonn.org/cheatsheet.html>

Timeline of Chinese Inventions: http://afe.easia.columbia.edu/song/readings/inventions_timeline.htm

Chinese Technology: <http://www.sjsu.edu/faculty/watkins/ancientchina.htm>

(Main/Supporting Details) China Today-China's Biggest Cities: <https://www.readworks.org/passages/china-today-chinas-biggest-cities>

Reading A-Z has tons of information, including worksheets, leveled reads, vocabulary, and assessments.

Day 4 [3.58, 3.61 & 3.62]: BrainPop Silk Road:

<http://www.brainpop.com/socialstudies/worldhistory/silkroad/preview.weml>

Marco Polo PPT Interactive with Quiz: [Marco Polo.pptx - MyTeachingStuff - home](#)

Marco Polo Reading Selection: <http://englishforeveryone.org/PDFs/Informational%20Passages%20RC%20-%20Marco%20Polo.pdf>

Asia import/export data by country: <http://atlas.media.mit.edu/profile/country/chn/>

Create two 4 circle Venn Diagrams (1 for trading partners and 1 for goods being imported and exported) to compare and contrast the trading partners of China, India, Israel, and Japan to determine Asia's major imports, exports, and trading partners. This would be an excellent writing opportunity for students to interpret the findings.

Day 5: Review content from Days 1-4. Map quiz. Use same map that students labeled on Day 1: Label Asia Map:

http://er.jsc.nasa.gov/seh/mission_geography/map_index.pdf

*Don't forget about Ducksters for Asia Geography: <http://www.ducksters.com/geography/asia.php>

Day 6 [3.57 & 3.58]: The Gifts of Wali Dad: A Tale of India and Pakistan (comprehension questions are included):

http://www.educationworld.com/a_lesson/04/lp340-04.shtml

Indian Ocean Tsunami PPT: [Indonesian Earthquake and Tsunami](#)

If you have access to Reading A-Z, there are additional reading resources entitled Tsunamis (Get the free trial subscription and download the book and resources!!)

Day 7 [3.57 & 3.58]: Israel PPT: <http://cambrellehicks.files.wordpress.com/2012/09/comm400-israel-presentation1.pptx>

Ducksters Middle East Geography: <http://www.ducksters.com/geography/middleeast.php>

(Inference & Interpreting Info) Immigration-Famous Immigrants: <https://www.readworks.org/passages/immigration-famous-immigrants>

(Informational) Judaism-Passover: <https://www.readworks.org/passages/judaism-passover>

Lexile Levels a bit high, but would be great for reading aloud.

Day 8 [3.57 & 3.58]: Asia Discovery Slide Show: Can be used for China and Japan

http://exchange.smarttech.com/search.html?q=japan&subject=All+subjects&grade=Grade+3®ion=en_US#type=S
[MART%20Notebook%20lessons](http://exchange.smarttech.com/search.html?q=japan&subject=All+subjects&grade=Grade+3®ion=en_US#type=S)

Haiku: <http://resources.primarysource.org/content.php?pid=278945&sid=2297718>

Have students create a Haiku.

*If you want to: Japan Box Lesson:

<http://www.indiana.edu/~easc/outreach/educators/boxlessons/documents/Japaneseschoollife.pdf>

Day 9: Review everything. Complete foldable: <http://www.ducksters.com/geography/asia.php>

Day 10: Unit Assessment (Choose between options below)

Asia Essential Questions

How is the culture of countries in Asia alike and different? (3.57)

Describe the culture in Japan. China. Israel. India. (3.57)

How and where was the written alphabet created? What are some important technologies of China? What are some important connections between the past and the present in Asia? (3.58)

What is the significance of the Great Wall of China? (3.58)

What major weather catastrophe occurred in 2004? (3.58)

What are the major countries of Asia and where are they located? (3.59)

What are the major landforms of Asia and where are they located? (3.60)

What are Asia's major imports and exports? Who are Asia's major trading partners? (3.61)

Higher Order Questions

What are some important connections between the past and present in Asia? (3.57)

Compare/contrast the original written alphabet with the one we use today. (3.58)

In what ways is the exchange of goods and services on the local and international levels alike and different? (3.62)

VOCABULARY

Culture Goods Service

Tourist Economy Manufacture

Timeline Custom Import

Export

WRITING

Write a historical nonfiction story about a major event in Asia's history (ex. Mesopotamia- the creation of the written alphabet; important technologies of China, such as bronze casting, silk manufacture, gunpowder, and the invention of paper; The Great Wall of China; Marco Polo and the trade along the Silk Route; or another current event. In your story, include at least 3 appropriate facts using relevant, descriptive details. Information from timelines, primary sources and informational texts can also be used.

ASSESSMENT: (CHOOSE 1)

TASK/PROJECT

Choose a major country in Asia and give a presentation that includes such components as history and culture(including language, clothing, food, art, clothing, arts, customs, and music). The presentation should include a major event that occurred, as well as identifying major landforms or terrain of the country. The country's present day economy should be included to explain how the country survives in a global economy.

WRITING

Pretend you are a student and took a vacation with your family to China, Israel, Japan, or India. While on vacation, you visited 2 or 3 major landmarks in your country. Make a chart of the schedule your family followed while on vacation. Write a diary entry for the time you were on vacation. Describe the places you visited, the foods you ate, and any special events you watched. Also, describe the transportation used to get from place to place, the currency used in the country, and the products found in the country that might not be familiar.

Additional ReadWorks Titles

Portrait of an Artist: <https://www.readworks.org/passages/portrait-artist>

(Problem/Solution) Escape from the Mountains: <https://www.readworks.org/passages/escape-mountains>

(Figurative Language) A New home: <https://www.readworks.org/passages/new-home>

(Classify and Categorize) Saving Big Cats: <https://www.readworks.org/passages/saving-big-cats>

(Problem/Solution) Monkey Business: <https://www.readworks.org/passages/monkey-business>

(Descriptive) Wild Things: <https://www.readworks.org/passages/wild-things>

(Drawing Conclusions) Saving the Animals: <https://www.readworks.org/passages/saving-animals>

(Compare and Contrast) Starting Over: <https://www.readworks.org/passages/starting-over>

Additional standards addressed throughout the unit

Reading Standards for Literature

Key ideas and details: 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and structure: 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of knowledge and ideas: 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Range of reading and level of text complexity: 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key ideas and details: 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure: 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.

Integration of knowledge and Ideas: 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 8.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing Standards

Text types and purposes: 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Production and distribution for writing: 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to build and present knowledge: 7. Conduct short research projects that build knowledge about a topic.

Speaking and Listening Standards

Comprehension and Collaboration: 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language Standards

Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., childhood).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.

- c. Use commas and quotation marks in dialogue
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Knowledge of Language: 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.*
- b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary acquisition and use: 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

***Supplemental Resources:**

Children books being read: Me and my Cat, Guji, Guji:

<http://www.storylineonline.net/a-to-z-book-directory/?sort=titleb>

Asian Poetry: <http://www.papertigers.org/personalViews/archiveViews/DChatterjee.html>

Asian Folktales to convert to Reader's Theater: http://www.educationworld.com/a_lesson/04/lp340-05.shtml

Asian Folktales to read aloud for comprehension: http://www.educationworld.com/a_lesson/04/lp340-04.shtml

Interesting Facts about Asia: <http://writewhat.com/top-10-interesting-facts-about-asia/> http://www.fun-interesting-facts.com/interesting_facts_about_asia.html

Additional great multicultural books for reading aloud/classroom library:

<http://www.scholastic.com/teachers/article/how-choose-best-multicultural-books>

<http://quizlet.com/27985368/asia-unit-test-flash-cards/>