

## Identifying Regions in Asia – Grade Six

### Ohio Standards

#### Connection:

#### **Geography**

##### Benchmark B

Define and identify regions using human and physical characteristics.

##### Indicator 4

Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

##### Benchmark C

Explain how the environment influences the way people live in different places and the consequences of modifying the environment.

##### Indicator 5

Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:

- a. Bodies of water;
- b. Landforms;
- c. Climates;
- d. Vegetation;
- e. Weathering;
- f. Seismic activity.

### **Lesson Summary:**

*Students will explore and identify different regions of Asia. They will identify regions formed by resources, landforms, religions, languages, population centers and climate as they explore the Earth's largest continent.*

**Estimated Duration:** *Three to four hours*

### **Commentary:**

This lesson combines two geography indicators to provide students with an in-depth understanding of Asia's regions. It uses graphic organizers to help students compare and contrast the characteristics of different regions in Asia and challenges students to analyze these characteristics

### **Pre-Assessment:**

- As a class, discuss and define the term “*region*.” (Defined in the Academic Content Standards as “An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.)
- Have students copy the class definition of region and work in pairs to brainstorm common characteristics that could be used to define regions.
- Have students share their responses. List these characteristics so that all students can see them (overhead projector, chalkboard or large sheet of paper).

### **Scoring Guidelines:**

Possible answers may include: physical features, political characteristics, economic activities, religion, language, population and other characteristics.

### **Post-Assessment:**

Have students answer two written questions about regions in Asia, Attachment A, *Post-Assessment*.

1. What is a region? Describe the characteristics that can be used to define different regions.
2. Choose one region in Asia and describe the characteristics that define that region.

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### **Instructional Tip:**

This post-assessment can be adjusted to reflect a focus on international relations and economic issues by changing Question Two.

- Imagine you work for an American corporation that is exploring business opportunities in Asia. Using your knowledge of Asia, where would you suggest your company start a new business? Choose the region in Asia that would be the best place to locate a new business. Explain, in a full paragraph with complete sentences, why you chose this region.

### **Scoring Guidelines:**

Use the rubric available on Attachment A, *Post-Assessment*.

### **Instructional Procedures:**

#### **Day One**

1. Conduct the pre-assessment.
2. Provide each student with a copy of a current world map. Explain that this lesson will include activities dealing with the continent of Asia. Have each student locate Asia on the map.
3. Perform an informal assessment of the students' knowledge of Asia's location by visually inspecting each child's ability to trace the outline of the continent with his/her finger. Correct the students who have located Asia in the wrong place and discuss why their answers were incorrect.
4. Divide students into five heterogeneous groups. Provide each group with a transparency of an outline map of Asia and a student atlas.
5. Assign a topic to each group: natural resources, population, landforms, religion or climate. Have each group use its outline map to create a thematic map of Asia based on the assigned topic.
6. Instruct each group to use overhead markers to create a thematic map by illustrating the significant features in Asia related to its topic. For example, a thematic map of natural resources would show the locations of resources like oil or coal. The group assigned religions should illustrate where different religions are practiced. Remind students to include a key on their maps.

#### **Day Two**

7. Have each group briefly present and explain its thematic map.
8. Display a blank outline map of Asia using the overhead projector. Overlay the thematic maps created by each group onto the outline map of Asia, showing patterns in resources, population, landforms, religion and climate.
9. Help students find correlations, such as large areas of population and their relationship to natural resources or the lack of population in desert and mountain areas.
10. Without naming the regions, discuss the characteristics of each region as a class.

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### Day Three

11. Have students research the major languages of Asia by using encyclopedias, atlases and Internet resources. Instruct students to choose five Asian languages and create bar graphs comparing the number of people who speak each language. If available, provide students with graph paper to make their bar graphs.
12. Use an overhead to display a thematic map of the distribution of languages in Asia. Discuss areas that seem to be delineated by use of language.

### Day Four

13. Display all of the information that the students have researched on maps around the work area. Discuss with students the geographic similarities they have discovered from their work. Do they see areas that could be defined as regions? Record student responses on an overhead projector. Use guided questioning techniques to lead students toward an understanding of geographical areas.
14. Explain that some geographers have divided Asia into the following regions:
  - Southeast Asia
  - Middle East
  - Central Asia
  - Indian Subcontinent
  - Pacific Islands
15. Help students identify these regions on a map.
16. Provide each student with a copy of the *Graphic Organizer* on Attachment B. Have the class work together to decide on the countries to include in each region. Help students use the patterns they saw in the thematic maps to organize the countries into regions. Provide students the opportunity to make suggestions and explain their reasoning. Allow students to debate the appropriate classification of each country.
17. The graphic organizer can be completed as a class, in groups or individually.
18. Review and discuss accurate answers for the graphic organizer.

### Day Five

19. Complete the *Post-Assessment*, Attachment A. Allow students to use their notes and graphic organizers.

### **Differentiated Instructional Support:**

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Have students copy the class definition of region and pair students to brainstorm common characteristics that could be used to define regions.
- Group students and assign roles so that all students participate.
- Challenge students to evaluate the regions of Asia for characteristics that would make one of the regions a favorable location for tourism. Have students write a short report convincing the reader of the benefits of visiting this region.

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### **Extension:**

- Have students produce a collage of the different regions on a large map of Asia. Use magazine cutouts, student-created drawings and Internet resources to fill in the map with representations of the natural resources, landforms, governments, religions and major landmarks found in the different regions of Asia.
- Have students repeat the lesson using a different continent.

### **Homework Options and Home Connections:**

Have students monitor newspapers, magazines and Internet news sources for current events in Asia, focusing on the environmental factors and processes listed in the indicator: bodies of water, landforms, climates, vegetation, weathering and seismic activity.

### **Interdisciplinary Connections:**

#### **Mathematics**

- **Data Analysis and Probability**

**Benchmark E:** Collect, organize, display, and interpret data for a specific purpose or need.

**Indicator 2:** Select, create and use graphical representations that are appropriate for the type of data collected.

### **Materials and Resources:**

*The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site's main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.*

*For the teacher:* World map for each student, thematic maps showing resources, major population centers, landforms, climate and religions, Internet access, encyclopedias, student atlases, blank transparencies, outline maps on transparencies, overhead markers.

*For the students:* Copies of maps of the Asian continent, thematic maps showing resources, population, landforms, climate and religions of Asia, colored pencils, pencils, paper, graph paper, transparencies, overhead markers.

### **Vocabulary:**

- region
- natural resource
- population center
- landform

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- religion
- climate
- vegetation
- weathering
- monsoons
- seismic

### **Technology Connections:**

- Spreadsheet software can be used to create bar graphs of language distribution in Asia.
- Use Internet access to supplement classroom resources.

### **Research Connections:**

Marzano, R. et al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Use of nonlinguistic representations such as graphic organizers for comparison.

### **General Tips:**

- If student atlases are not available, provide students with copies of the same maps to ensure consistency. Much of the necessary information also is available from encyclopedias and almanacs.
- Outline map transparencies can be created from an original by using printer or copy machine compatible blank transparencies to duplicate the original. Provide one transparency per working group. If supplies are unavailable to do this, activities can be done using large drawing or chart paper so students can share their maps with the class.
- Explain to students that the term Middle East is based on a European perspective from long ago. The region is actually in western Asia.

### **Attachments:**

Attachment A, *Post-Assessment*

Attachment B, *Graphic Organizer*



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### Attachment B Graphic Organizer

Name: \_\_\_\_\_

	Location and Countries	Natural Resources	Major Population Centers	Landforms	Religions	Climate	Languages
<b>Southeast Asia</b>							
<b>Middle East</b>							
<b>Central Asia</b>							
<b>Indian Sub- continent</b>							
<b>Pacific Islands</b>							