

grade 7: human and geographic impact on industrialization

Have we got what it takes (to develop economically)?

Standards and Content	SS7G11 impact of geography on South and East Asia SS7E9 factors that influence economic development
Staging the Compelling Question	Think about a successful sports team that you know. What makes it successful?

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What are the geographic and other factors that assist economic development?	What are geographic and other factors that are barriers to economic development?	How do nations invest in human capital?	Which of the economic-development factors that you learned about in the earlier lessons are present in your assigned country?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List at least four factors – including at least one geographic, one political, and one people-related– that assist economic development.	Given a list of economic, health, and geographic descriptors of a country, highlight the “red flag” ones.	Imagine that you are a member of the president’s economic development advisory council. Write an outline for a “white paper” of your policy recommendations for the next five years.	Use the CIA World Factbook site and maps to make a T-chart of aids and barriers to economic development. Then provide a three-part explanation that incorporates at least one item from each list.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
Source A: Teacher-developed slideshow to review previously-learned basics of Industrial Revolution Source B: interview with Filipino and/or Korean community members regarding pre-migration jobs & education Source C: Chamber of Commerce presenters	Source A: Geoinquiries maps Source B: op-ed pieces regarding one nation’s economic woes (Sample 1) (Sample 2) Source C: articles on economic challenges	Source A: teacher-selected informational text defining human capital Source B: excerpt from <i>Red Scarf Girl</i>	Source A: CIA World Factbook site Source B: maps of mineral deposits, industrialization, population density (Sample 1) (Sample 2) (Sample 3)

Summative Performance Task	ARGUMENT: Have we got what it takes? Use economic- development terms, specific data from the World Factbook site, and information from maps, to tell whether your assigned country has what is needed for economic development and progress. Acknowledge competing viewpoints.
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C3 TEACHERS

	<p>EXTENSION. Students participate in a mock “boosterism” fair to solicit foreign investment in their assigned country’s economy. Their goal is to “sell” their country as a good place for foreign corporations to invest.</p>
Taking Informed Action	<p>UNDERSTAND Research NGOs that do economic development work in the featured countries.</p> <p>ASSESS Select one economic-development barrier addressed by one of these NGOs.</p> <p>ACT Design and carry out a fund-raising drive OR an awareness-raising campaign about this group’s work.</p>

Have we got what it takes (to develop economically)?

Overview

Inquiry Description

This inquiry is part of a quarter-long unit on Modern Asia. In this inquiry, students will deepen their understanding of economic development, which was introduced in sixth grade. This inquiry focuses on development factors such as geography (location, resources), economic data, and governments' investment in human capital. Human capital is a new concept for these students. Prior to beginning this inquiry, students will have learned about the physical geography of South and East Asia, with special attention to the standards-designated nations of North Korea, South Korea, China, Japan, and India. It is anticipated that this inquiry will require 10 days of 45-50-minute periods of instructional time. The extension and action portions could add to that total, depending on the teacher's decisions.

Structure of the Inquiry

In addressing the compelling question [Do we have what it takes (to develop economically)?] students work through a series of supporting questions, formative performance tasks, and featured sources to construct an argument supported by evidence while also acknowledging competing perspectives. The first two supporting questions and their accompanying formative performance tasks break the standards into their component parts: aids and barriers to economic development. The featured sources for these two tasks engage students with a variety of types of primary and secondary sources. The second formative task is at a higher level than the first, calling on students to apply knowledge. The third supporting question and performance task focus on the new content: human capital. The fourth question and task call on students to bring together multiple pieces of evidence to apply to an assigned country from the standards-based list. This fourth task will provide students with practice synthesizing the previous learning and will support the skills needed for the summative performance task.

Staging the Compelling Question

In staging the question, the content topic of economics is not directly included. This is a deliberate decision because such a "heavy" topic is likely to turn off students of this developmental stage. Instead, the staging exercise uses the topic of sports, which has high student interest and engagement. The teacher should use the discussion about sports ("What sports team is very successful? Why?") to bring out factors that have parallels in economic development. For example, a student response of "a good coach" could be compared with stable or strong civic leaders. A student response of "great practice facilities" could be compared with geographic location or natural resources. "Good training" has its equivalent in human-capital investment. If at all possible, the teacher should try to bring out this particular factor, as human capital is new and important content introduced to students through this inquiry.

Supporting Question 1

This first question, which focuses on the first element of the standards, incorporates content that is already more familiar to students. Students will view a teacher-created slideshow or an appropriate educational video about the Industrial Revolution. They will also hear presentations from community members with whom they are already familiar. The slideshow / video source for this task should ideally come from a previously-presented lesson. The other sources use community members to activate student interest.

Supporting Question 2

This second question is the “flip side” of the previous one. It is second because the content is less-familiar to students and more difficult for them to process. Direct instruction may be necessary, and creation of a student-informed checklist of “red flag” issues may be appropriate. The sources to support this question include interactive maps that focus on infrastructure, monetary, and human-capital factors (examples: land-locked, few natural resources, debt, low literacy rates). This use of maps also reinforces map skills. The sources also include more-academic secondary sources. These academic sources will prepare students to use more-academic arguments as evidence in the summative performance task.

Supporting Question 3

This supporting question is very low-level because it is new content for the students. The teacher could begin by referring back to the staging activity, particularly discussion of the importance of training for a sports team’s success. The teacher can use any basic text or multi-media source that teaches about human capital. Because this is new content, the teacher may want to require students to take notes or create a vocabulary-support tool. The second source for this question is an excerpt from a book that students will (have) read in their previous study of China’s Cultural Revolution. Ideally, a teacher will partner with the ELA teacher on this. The formative task for this question provides students with practice in formal expository and persuasive writing. Some students may need scaffolding for this task. A rubric is recommended for all students.

Supporting Question 4

This final supporting question asks the student to synthesize information from multiple sources as it applies to an assigned country from the standards-based list. The list of countries should be jigsawed. The teacher could consider using one of the five countries as a model when carrying out the formative tasks. The sources include common usage of the World Factbook site and student-specific usage of other sites. Introducing students to these sites will support their summative performance task. The formative task for this question can be communicated in a teacher-chosen format (example: poster, expository writing, multimedia).

Summative Performance Task

At this point in the inquiry, students have examined the factors that aid and interfere with economic development. They have been introduced to the new concept of human capital and have practiced synthesizing all factors through a formative task that focuses on one nation. Students should be expected to demonstrate the breadth of their understanding and their ability to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question, “Have we got what it takes (to develop economically)?”

For this task, each student will be assigned a country from the list in the standards. S/He will use economic-development terms, specific data from the World Factbook site, and information from maps, to tell whether his/her assigned country has what is needed for economic development and progress. Though arguing for one answer, the student will acknowledge competing viewpoints.

The teacher –with or without student input– may choose to provide a menu of presentation formats, such as expository or persuasive writing, visual display, or multi-media options. A rubric should be provided at the start of this assessment. Teachers’ professional discretion should be put into play to provide additional scaffolding as needed.

Students’ arguments will likely vary, but could include any of the following:

- My country of ____ does “have what it takes” for economic development. It has [list factors & explain].
- My country of ____ does **not** “have what it takes” for economic development. It lacks [list factors & explain].
- My country of ____ is somewhat ready for economic development because it has [list factors], but still needs to address the issues of [list] by [action steps].

Extension Task

Host a “boosterism” fair at which each student (or team of students, if multiple students were assigned the same country) will try to convince members of an outside community to invest in his/her nation or to immigrate to his/her nation. The students may use the arguments and presentations prepared during their summative task. Each student or team should include both a verbal presentation of evidence (speech, Q&A, “sales pitch”) and a visual presentation (poster, multimedia) of evidence. The “audience” could be members of school leadership, other classes, or community-member volunteers.

Taking Informed Action Task

Each student (or group of students, if multiple students were assigned the same country) will research the work of NGO-sponsored economic-development programs in the target countries. From those programs, each student will select one that addresses economic-development weaknesses identified during the course of the inquiry. The student(s) will then develop a campaign that either 1) raises public awareness of or 2) raises funds for this specific program. The campaign should include some pieces of evidence from the inquiry work, as well as demonstrating students’ understanding of why the particular focus-work of the program is important for advancing the country’s economic development.

Supporting Question 1: Featured Sources

Source A: teacher-developed slideshow from previously-learned basics about the Industrial Revolution

Teachers should use whatever review resource they can access to activate prior knowledge about the **causes of** the first Industrial Revolution. Ideally, the teacher should borrow these resources directly from the teacher or curriculum materials used in the earlier grade. The source used should include information about investment capital, natural resources, and population (as related to demand and labor).

Source B: interviews with community members from one of the standards-based countries

These interviews (live or virtual) should be structured by the teacher to bring out factors such as education and jobs that are related to human capital.

Source C: presentation by member of local Chamber of Commerce

The teacher should prompt the presenter to talk about things that make the local community a good place for business. Post-presentation discussion should be supported by student-driven development of a list of development aids.

Supporting Question 2: Featured Sources

Source A: Geoinquiries maps

<https://education.maps.arcgis.com/home/item.html?id=ed1cceda46f4411da97feac018eddc60>

This interactive map supports students learning about various economic sectors. It is highly structured in leading students through the inquiry model. Teachers may substitute any interactive maps –from appropriate sources (U.N., for example)- that provide the same information.

Source B: op-ed pieces regarding one nation’s economic woes

This menu of samples focuses on South Korea, one of the standards-based countries. It includes a generally-conservative source, a generally-liberal source, and a less-academic source. Structuring the menu in this way provides students practice at considering opposing viewpoints, which is a necessary skill for their summative performance task. The teacher may wish to “jigsaw” this menu, particularly in the face of time constraints or in support of emerging readers.

- Sample 1: <https://www.eastasiaforum.org/2022/02/04/south-koreas-strong-economic-performance-faces-post-pandemic-challenges/>
- Sample 2: <https://www.forbes.com/sites/rainermichaelpreiss/2022/04/20/koreas-wealth-creation-seoul-tries-to-balance-social-concerns-with-economic-issues/?sh=db5e42e2a35b>
- Sample 3: <https://www.dw.com/en/is-south-korea-in-danger-of-repeating-japans-economic-bubble-collapse/a-59064681>

Source C: articles on economic challenges

<https://www.millennium-project.org/about-us/>

Use of this source will give students some choice about which developmental factors to investigate and will also introduce them to some factors not previously uncovered. It will also make them aware of the United Nations' Millennium Goals. Teachers may also want to jigsaw this source.

Supporting Question 3: Featured Sources

Source A: informational text defining human capital

The teacher can use any basic text or multi-media source that teaches about human capital.

Source B: excerpt from *Red Scarf Girl* (Jiang, 1997)

Discussion should follow. See the notations above about prior reading of this novel and partnering with the ELA teacher.

Supporting Question 4: Featured Sources

Source A: CIA World Factbook site

<https://www.cia.gov/the-world-factbook/countries/>

This is an important student-friendly resource for economic information. Introducing students to this site will provide them with an important evidential tool for the rest of the inquiry and various other economic inquiries in the future. The teacher will need to become familiar with the navigation of this site before introducing students to it and will need to spend some instructional time practicing such navigation with them. Guided discussion that references the previous parts of the inquiry should accompany this introduction.

Source B: maps of mineral deposits, industrialization, population density

Teachers can use the provided samples, preselect other maps, or guide students in finding their own sites.

- Sample 1:
<https://education.maps.arcgis.com/home/webmap/viewer.html?webmap=ed1cceda46f4411da97feac018eddc60>
- Sample 2: <https://www.mapsofworld.com/world-mineral-map.htm>
- Sample 3: <https://ourworldindata.org/grapher/population-density>

Teachers should aim to include U.N. entities as well as other national (ex., NASA) and international data-collection and map-generating sites. This is a good place to insert (or review) a mini-lesson about validity of sources.

The maps needed for each student will vary based on his/her "assigned" country.