

Using Charts and Graphs to Study East Asia's Modern Economy **Grade 6**

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Purpose:

Students will practice using charts and graphs to compare economic activity in East Asia.

Ohio Academic Content Standards:

Social Studies

Geography

- Grade 6-8, Benchmark B: Define and identify regions using human and physical characteristics.
- Grade 6, Grade-Level 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.

Economics

- Grade 6-8, Benchmark A: Explain how the endowment and development of productive resources affect economic decisions and global interactions.
- Grade 6, Grade-Level Indicator 1: Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.

Social Studies Skills and Methods

- Grade 6-8, Benchmark B: Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- Grade 6, Grade-Level Indicator 4: Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

Essential Question:

- How can data in charts and graphs be used to understand economic similarities and differences?
- What are the strengths and weaknesses of East Asia's economy?

Rationale:

Students will understand how comparing data can elicit deeper understanding of economic and geographic patterns. Students will utilize online resources to gather and organize their data.

Post-Assessment:

Assign the post-assessment to be completed either individually or within small groups. Have students complete the Post-Assessment chart with the productive resources, economic advantages and economic disadvantages each country possesses. Students may be allowed to use their notes and charts. Student responses may vary because of the subjective nature of the assignment. For instance, China's large population may be

interpreted as an advantage or a disadvantage. Encourage students to explain their reasoning.

Scoring Guidelines:

Outstanding, 4 points:

Completed chart shows evidence of:

- Understanding of relevant vocabulary;
- Understanding of productive resources available in East Asia;
- Logical interpretation of data;
- Ability to utilize information from charts and graphs.

Very Good, 3 points:

Completed chart shows evidence of at least two of the following:

- Understanding of relevant vocabulary;
- Understanding of productive resources available in East Asia;
- Logical interpretation of data;
- Ability to utilize information from charts and graphs.

Fair, 2 points:

Completed chart shows evidence of at least two of the following:

- Partial understanding of relevant vocabulary;
- Partial understanding of productive resources available in East Asia;
- Some logical interpretation of data;
- Some ability to utilize information from charts and graphs.

Needs Improvement, 1 point:

Completed chart shows little evidence of the following:

- Understanding of relevant vocabulary;
- Understanding of productive resources available in East Asia;
- Logical interpretation of data;
- Ability to utilize information from charts and graphs.

Lesson Preparations:

- Group research on Day Two will require internet access for each group. Be sure to arrange for computer facilities and/or limit the number of groups to the availability of computer access.
- Using www.infohio.org, access the World Data Analyst. Infohio provides access to Encyclopedia Britannica's World Data Analyst (and other services) free to Ohio's schools and students; check with your media specialist for access. Print the "Country Snapshots" for each of the countries to be studied. This lesson will focus on the economies of China, Japan and South Korea, although other countries could be included. Prepare enough copies of each "Country Snapshot" for 1/3 of the class.

Activities:

Day One:

1. As a pre-assessment, review and define the following terms needed for this lesson:
 - geographic regions

- productive resources
 - goods and services
 - agriculture
 - manufacturing
 - imports and exports
2. Explain to students that one of the fastest growing economic regions is East Asia. Many American companies either already do business in East Asia or are seeking to. Ask students to imagine they are business people interested in conducting business with China, South Korea or Japan. How would you decide whom to work with? What kind of information would you need? How could you compare the economies of the three countries?
 3. Divide students into groups of three, with each student in a group representing one of the three countries. Distribute “Country Snapshots” to students representing the different South Korea, China or Japan. Distribute Group Research Organizers to each student.
 4. Have students work in groups to complete their research organizers. Encourage students to use highlighters to mark the information they find, this will make use of the “Country Snapshots” easier.
 5. As a whole class, discuss the information students have compiled. Discussion questions may include:
 - Which country has the largest population? Is this a positive or negative factor for an economy?
 - Which country has the highest literacy rate? Is this a positive or negative factor for an economy?
 - How do the unemployment rates of these countries compare?
 - Do these countries produce similar manufactured products? Agricultural products?
 - What productive resources does each country have?
 - Do these countries import or export oil/petroleum products? How might this affect a country’s economy?

Days Two and Three:

6. Working in the same small groups, assign each group to a computer with internet access. Lead students to the World Data Analyst site. Have students select “Current Comparisons” from the main page.
7. In the “Select Countries” box, students should select each of the countries being studied (South Korea is listed under “Korea, South”) for comparison.
8. Have students select 2 statistics to compare. Encourage students to select statistics that will show a relationship. For instance, students may compare:
 - petroleum production and consumption
 - percent of population engaged in agriculture, forestry and fishing and percent of population engaged in manufacturing, mining and utilities
 - literacy rates and unemployment rates
 - total population and population density
 - GNP and literacy rates

9. Allow students to experiment with selecting different statistics and formats, either “chart” or “table.” Encourage students to look for information that reveals an economic pattern. Which country has the most educated work force? How does this affect the unemployment rate? How does available farm-land affect agricultural production?
10. Instruct each group to pick 2 sets of statistics to compare and have them print their charts or tables.
11. Continuing to work in their small groups, have students use their “Country Snapshots,” completed research organizers and printed charts to identify patterns and relationships in East Asia’s economy.
12. Have students use chart paper to post their graphs/tables, with an explanation of the conclusions that can be drawn from each set of graphs/tables. Instruct students to write their conclusions large enough for their classmates to read.
13. Have each group of students present their findings to the class. Allow time for short discussion and clarification of information.

Day Four:

14. Assign the post-assessment to be completed either individually or within small groups. Have students complete the Post-Assessment chart with the economic advantages and disadvantages, and productive resources each country possesses.

Grade Adaptations:

This lesson can be adapted to meet student needs, either increasing or decreasing the complexity.

- Some students may need more guidance in selecting statistics to chart on the World Data Analyst web site. Groups can be assigned to look at sets of statistics, with each group looking at a different topic. Topics may include: manufacturing, agriculture, petroleum use, GNP, education.
- Difficulty can be increased by instructing students to add the United States as a country of comparison. For example, how does the US compare to Japan in terms of literacy rates and unemployment rates?
- High school classes can utilize this lesson as part of a study of international trade and globalization of the market place. Encourage students to look at statistics that show the development of the Asian economy over time. For example, students can look for information on the expansion of technology in China and Korea. The World Data Analyst allows students to select “Chronological Comparisons” that will help students see the growth in Asia’s economy and compare the data with that of the United States.

Extensions:

- The interdependence and international trade can be incorporated into this lesson through discussion of imports and exports. What items are most often exported from East Asia? What products do they need to import? How come? Have students create a thematic map showing trade between East Asian countries and their trading partners.
- Have students look for news items about economics and business issues in East Asia. Discuss events that may signal good economic news and bad economic news.

- Have students look for items in their classroom or homes that have been imported into the US from East Asia. Discuss which countries produce many of our imported products. Ask students to think about why so many products are created overseas and discuss the implications.

**Using Charts and Graphs to Study East Asia's Modern Economy
Group Research Organizer**

Directions: Using the information provided from the World Data Analyst, work with partners to complete the chart.

	Population Facts	Agricultural Production (top three products)	Manufacturing Production (top three products)	Major Imports	Major Exports
China	Total Population Literacy Rate Unemployment Rate				
Japan	Total Population Literacy Rate Unemployment Rate				
South Korea	Total Population Literacy Rate Unemployment Rate				

Using Charts and Graphs to Study East Asia's Modern Economy
Post-Assessment Chart

Directions: Using the information your group found and the information presented in class, complete the following chart showing the productive resources, economic advantages and economic disadvantages of the countries you studied.

	Productive Resources	Economic Advantages	Economic Disadvantages
China			
Japan			
South Korea			