



## NCTA Lesson Plan

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**Title:** Introduction to East Asia Geography and Contemporary Issues Investigation

**Theme/Topic:** East Asia Geography and Current Events

**Introduction (2-3 sentence summary of lesson):** Students will review East Asia geography with an online interactive map quiz. Students will then review newspaper headlines from selected countries in East Asia and identify current issues in an assigned country. Next, students will read a full article from an East Asia newspaper, complete a discussion starter writing prompt and participate in a small group discussion.

**Subject(s)/Grade level(s):** Global Issues (10-12 Grade)

**Duration of lesson:** 2-3 Days

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**Connection to standards/common core (2-3 standards):**

ODE Social Studies (2018) Standards: [Link](#)

Contemporary Global Issues→ #3 . Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.

World Geography→

#1. Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent

#14. Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).



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Note: Depending on the articles selected, there could be several other standards connected to the lesson.

### Essential Questions (2-3 questions):

1. What countries make up the region known as East Asia and where are they located?
2. What are some current issues being addressed in the newspapers of East Asia?

### Learning Objectives (2-3 objectives):

1. Students will be able to identify the locations of countries in East Asia with 80% accuracy or higher.
  2. Students will identify five contemporary issues being discussed in the newspapers of countries in East Asia.
  3. Students will prepare a discussion starter writing prompt and participate in a small group discussion about a current issue in an assigned East Asian country.
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**Materials Needed:** 1. Student Chromebooks, LCD projector, High-Speed Internet access

**Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic of this unit? What activities will be used?*

Students will utilize the online interactive map quiz games at Seterra (direct link below) to identify countries in East Asia. Teachers can create a custom list of the items they wish to include in their quiz on the website. Students are graded automatically by time and accuracy. The website offers hints if needed and students can retry the quizzes to work toward 80% accuracy.

### Lesson Activities/Instructional Strategies (5-7 steps):

1. Students will complete the pre-assessment activity on Seterra and should identify the countries in East Asia with 80% accuracy before moving forward with the lesson.
2. Students will be able to choose or will be assigned one of the “big three” countries of East Asia for the contemporary issues newspaper investigation.
3. Students will access the World Newspapers website (direct link below) and select their assigned country (China, Japan or South Korea).



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4. After accessing the site, students should browse newspapers from their country and make a list of five current issues that seem to be consistently covered in the country's newspapers.
5. Students will select one article from their country to read and analyze.
6. After reading the article, students will complete a discussion starter writing prompt to prepare for a class discussion.
  - a. MLA citation of article, ½ page summary of article, ½ page personal reaction to the article, and 3-5 questions for discussion raised by reading the article.
7. Students will be grouped according to their assigned or selected country to share and discuss their articles. Students will be encouraged to follow the pre-set class discussion norms.
  - a. Look at the speaker
  - b. Allow everyone in the group to speak once before speaking again
  - c. Demonstrate good listening and speaking skills
  - d. Other items related to the discussion evaluation are part of the discussion rubric linked below.

### Resources:

Seterra- Online interactive map game. (Teacher can select specific countries to create a custom quiz)

<https://online.seterra.com/en/vgp/3167>

World Newspapers- Online database of newspapers from around the world in English. (Students can browse by region and country)

<http://www.world-newspapers.com/>

Discussion Rubric Template from Edutopia (can adjust for mastery/standards based assessment)

<https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-assessment-9th-grade-humanities-discussion-rubric.pdf>

**Closing/Reflection Activity: *How are students engaging with ideas from another culture?***

***What does it mean for them?***

After completing the country specific small group discussions, the teacher will bring the whole class together to share out several issues and articles that were discussed in the groups. A list could be compiled with similarities and differences among the small groups. Students will be encouraged to ask each other questions about topics discussed.



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**Post-Assessment:** *How will students demonstrate what they have learned about the topic from this unit? What activities will be used?*

Students will use this lesson to deepen their understanding of Asia. As part of the course curriculum, students will study multiple regions of the world throughout the semester. Students will further their understanding of geography and current events in Asia in this lesson.

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### **Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):**

1. Students can utilize skills from a previous lesson related to media literacy to identify bias and potential bias in articles.
2. Students can extend the lesson by completing discussion starters for articles from all three countries (China, Japan and South Korea).
3. Students can compare and contrast contemporary issues raised in the newspaper articles to those raised in the USA in various newspapers.

Note: This lesson could be implemented remotely if needed.

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