Day 2: Mapping China (location, place, region)

**OACS**

**Standard**: 6th Grade Social Studies

**Strand**: Geography

**Topic**: Spatial Thinking and Skills

**Content** **Statement**: 4 – Latitude and longitude can be used to identify absolute location.

**Standard**: 6th Grade Social Studies

**Strand**: Geography

**Topic**: Places and Regions

**Content** **Statement**: 5 – Regions can be determined, classified, and compared using various criteria (e.g. landform, climate, population, cultural, or economic).

**Common Core**

**Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Integration of Knowledge and Ideas

**Content** **Statement**: 6-8.7 – Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Objectives**

Students will be able to identify the locations versus places versus regions.

Students can explain what makes China unique as an early civilization based on its geography.

**Intro**

Students will start by identifying locations, places, and regions in the United States to practice identifying them. Each student will have a map in front of them and will first find Ohio using longitude and latitude and talk about its location in terms of relative location. Talk about the differences between relative and absolute location. Then, have them talk about places (provide scaffolding if needed) and regions, finding examples in the United States. Have them do a partner discussion about the difference and regroup as a class.

**Lesson Activities**

Now, have each student glue in their map of China into their learning log and begin by using the reference maps to find the location of China. Compare this to Ohio for students to have a brief discussion about how this makes the climate of China a lot different or similar to Ohio.

Then, bring out an artifact – the small jar of water (“from” the Yellow River). Introduce this as an important part of Chinese culture and have them find the river on their reference maps and add it to their map. Open up a table discussion about why this river might be so important to China. Give students a chance to talk about it and then regroup and discuss the need for water for life and for agriculture. Have students find some places on their reference maps (Pacific Ocean, Gobi Desert, Himalaya Mountains, steppes, etc.) and discuss how they think these places can fall into regions in China (the North, the South, the East, the West, for example). Have them include them on their maps. Open up another table discussion about what these regions did to affect the ancient Chinese civilization, then discuss as a class.

Tell them that this information will be very helpful in understanding how ancient China formed and that they can connect its geography to a lot of its culture. They will be doing this exact thing with a project. They will be doing a group project where they will be working for a time-travel travel agency. In this time-travel travel agency, they will be hosting trips to ancient China so they need to do some research to be able to create an advertisement or itinerary of some sort. They can create a poster, a commercial, a website, a travel brochure, or something else approved by the teacher to teach visitors about what they’ll see and experience across several aspects of the culture: economics, religion, agriculture, social structure, government, and technology. They will also try to make connections to the geography as a part of these categories, as well. They will be working to find the most important concepts within these categories to show a good picture of what life was like back then and how the geography helped the civilization succeed.

Give them a copy of the rubric to help guide them. Go over it together and ask for suggestions on how to elaborate more on categories, examples to improve clarity, etc.

**Closure**

Assessment: Ask students on an exit ticket to either give an example or definition of a location, place, and region in Ohio.

**Annotated Bibliography**

**China. (n.d.). *d-maps.com*. Retrieved on July 31, 2013 from:** [**http://d-maps.com/carte.php?num\_car=158&lang=en**](http://d-maps.com/carte.php?num_car=158&lang=en)

This is a blank map of China that can be downloaded and printed for students to use.

**China large color map. (n.d.). *worldatlas.com*. Retrieved on July 31, 2013 from:** [**http://www.worldatlas.com/webimage/countrys/asia/lgcolor/cncolor.htm**](http://www.worldatlas.com/webimage/countrys/asia/lgcolor/cncolor.htm)

This map shows cities, rivers, mountain ranges, deserts, and oceans in China. It also shows current countries in relation to China to help demonstrate its proximity to other places.

**China latitude and longitude map. (n.d.). *mapsoftheworld.com*. Retireved on July 31, 2013 from:** [**http://www.mapsofworld.com/lat\_long/china-lat-long.html**](http://www.mapsofworld.com/lat_long/china-lat-long.html)

This map shows current Chinese cities as well as longitude and latitude lines.

**USA (contiguous) latitude and longitude activity. (n.d.). *enchantedlearning.com*. Retrieved on July 31, 2013 from:** [**http://www.enchantedlearning.com/usa/activity/latlong/**](http://www.enchantedlearning.com/usa/activity/latlong/)

This map of the United States has latitude and longitude lines, which can be used to find absolute location, as well as comparing the location of places using relative location.