



Hands-on Activity Kit

Introduction

This guide discusses how students experience their world through activity-based learning in myWorld Geography. It explores the use of activity-based lesson plans, Essential Questions posters, and Wall Maps that help students gain enduring understandings and transfer their knowledge to the real world.

Background and Purpose

Activity-based learning inspires students to experience the content they are studying. One way that students achieve long-term or enduring understandings of the Essential Questions is through participation in the individual and small-group activities.

These activities not only help students master the content, but they also help them to develop confidence and self-direction. During the activities, students make decisions, role-play, evaluate information, compare and contrast, and solve problems. Practicing these skills aids in transferring their learning to real-life situations. Each myWorld Activity also gives students the opportunity to practice 21st century skills, such as communication and collaboration.

The screenshot shows a digital activity page with the following content:

- Section:** CHINA AND ITS NEIGHBORS SECTION 2
- Activity Title:** Command Economy vs. Market Economy
- Objectives:**
 - evaluate a command economy and a market economy
 - compare and contrast a command economy and market economy
- Learning Style:**
 - Interpersonal
 - Kinesthetic
- Materials:**
 - Activity Support Resource Summaries, p. T13
 - Compare Viewpoints
- Activity Steps:**
 - Tell students that they will be asked to participate in an activity that demonstrates a command economy. During this activity, students will think about the challenge of making a plan for the whole economy.
 - Divide the class into four groups. Assign a region in China to each group. The regions are north, east, south, and west. You will represent the Chinese government. Have the members of each regional group cut out the resource summary from the Activity Support Resource Summaries that applies to their region.
 - Extra Support:** Hold a class discussion about which resources produce certain products.
 - Early Intermediate:** Ask students to define the word *command*. Ask them why they think it is used to describe a command economy.
 - Read the government's goal from the Resource Summary and decide which product the government wants to increase the production of. Then tell each region to produce a large amount of this product that is high in quality. Each region, based on its resource summary, should then determine if it can meet this quota. Each regional group should then tell the class whether or not it can meet the quota and why.
 - Then have each regional group use their summaries to decide what product they could best produce large amounts of at high quality. Have each region tell the class which product and why.
 - Ask the class to discuss the obstacles of having the government set goals for all provinces. What does the government have to know to make a good plan for everyone? Why might it be difficult for the government of a country as large as China to have the right information to make these decisions?
- More Activities from myWorld Teachers:**
 - Local Connection:** Have students research a Chinese invention that they have used in everyday life. Then have them write a brief history of the invention and draw a picture showing a modern-day use of the invention. (Verbal/Visual)
 - Person Place Thing:** Give each student a card associated with the name of a person, place, or thing that is important in Chinese history. Then have each student write three statements that apply to the person, place, or thing on their card without naming it. After this, have each student read out their statements and other students guess what their statements refer to. (Logical/Verbal)
 - Timeline:** Have pairs create a timeline of the important events in Chinese history. The timelines should include the date and brief description of each event. (Verbal/Logical)

Activities in myWorld Geography were written by two master teachers: George Sabato and Michael Yell. George Sabato is the past president of the California Council for the Social Studies and has over thirty-four years of middle grade social studies teaching experience.

Michael Yell is a past president of the National Council for the Social Studies and is an expert with activity-based learning.

Activity-Based Lesson Plans

The hands-on activities are embedded in all aspects of the program, including the student edition, the ProGuide, Activity Cards, Essential Questions posters, and myWorld Geography Wall Maps. These activities help students build understanding of the Essential Question and provide the opportunity to transfer learning to their world. Comprehensive support for each activity is provided in the detailed lesson plans in the ProGuide. A myWorld Activity icon identifies a myWorld Activity in the ProGuide as well as in all of the resources throughout the program.



There are different layers of myWorld activities. These activities are included at the chapter, section, and unit levels of the program. Activity Cards accompany each myWorld Chapter Activity, and there are additional activity ideas provided on myworldgeography.com.

Chapter

Each Unit ProGuide provides a myWorld Chapter Activity with step-by-step instructions. This specific activity is taught at the end of the chapter to assess enduring understandings and show transfer of learning.

Activity Steps	
<p>1. Set Expectations: Tell students that they will divide into small groups and that each group will be a research team. Each activity card addresses a major issue that affects China. Using the activity cards, information from Sections 1–3, and myworldgeography.com, teams will collect data on how China's growth is affecting various Chinese people in different ways. They will chart the data and then write a report to China's leaders. Review the activity instructions and rubric.</p> <p>2. Field Research Jigsaw:</p> <ul style="list-style-type: none">• Divide the class into six research teams. Give each student a copy of <i>Issue Analysis Worksheet</i> and each team one Activity Card.• Tell students to imagine that each group is gathering data about the issue on their activity card. Tell them that the Chinese government wants information about the impact of this issue on its people.• Have students read and discuss the card and record data on the Activity Support. Then	<p>rearrange students using a jigsaw strategy. Ask students to pool their data to examine how different issues affect different people. Students should take notes about the effects of the different issues.</p> <p>3. Chart the data: Have students create a table with three columns and six rows. The first column should list the six Activity Card issues. The second column should list who benefits from each issue. The third column should list who is harmed by each issue.</p> <p>L2 Extra Support Complete 21st Century Online Tutor Categorize.</p> <p>4. Report: Have students write a report that answers the questions on the following page. Make sure that students compare their issue and its effect to other issues and their effects.</p> <p>ELL Advanced Provide a word bank of transitional phrases with definitions for help writing their reports. Sample phrases are <i>in addition, furthermore, as a result, according to, and therefore.</i></p>

myWorld Chapter Activity

In a sample chapter on a changing China, the lesson plan recommends that students divide into small groups to address a major issue that affects China.

First, using the Activity Cards, students collect data on how China's growth is affecting the Chinese people in various ways. If teachers are using a blended approach in teaching, students can also use Sections 1–3 in the student edition and myworldgeography.com to assist them in gathering data for the activity. The myWorld Chapter Activity Support provides student instructions and a rubric for scoring the activity.

Next, the students chart the data and write a report to China's leaders using the Issue Analysis Worksheet. Each myWorld Chapter Activity provides this additional support to help conduct the activity and assess the enduring understandings.

Activity Cards Activity Cards accompany each myWorld Chapter Activity lesson plan. For example, six cards provide students with insight into the most influential factors on life in China. The cards feature facts, graphs, and trends on wealth, resources, income, education, communication, and health. All of these factors contribute to the region's successes and struggles. By using the Activity Cards and engaging in these activities, students have the opportunity to better understand and think critically about the Essential Question. Through participation in these activities, students are also engaging in 21st century skills.



21st Century Learning Activity At the end of each chapter, students engage in a 21st Century Learning Activity. This activity helps students further explore the Essential Question and build new skills such as evaluating Web sites or developing cultural awareness.

Section Each section in the chapter also provides a myWorld Activity. The ProGuide provides step-by-step instructions for the activity and additional myWorld Activity Support for students.

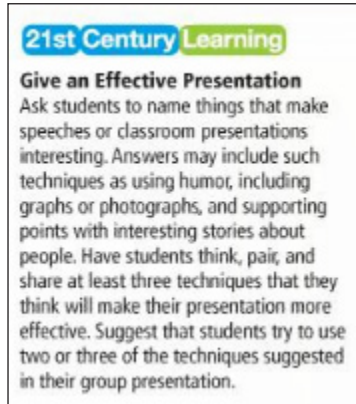
For example, students participate in an activity that demonstrates a command economy and a market economy. Students evaluate then compare and contrast both economies.

 **Practice: myWorld Activity** Students will participate in an activity that demonstrates a command economy and a market economy. Then they will evaluate both economies and compare and contrast them. **Step-by-Step Instructions** and **More Activities** follow on the next page.

Each section also provides a myWorld Activity and myWorld Activity Support for each Primary Source Lesson Plan and Case Study Lesson Plan.

Unit

Students have the opportunity to apply new skills they're learning in the 21st Century Learning Activity found at the end of every unit. In this example, students are asked to give an effective presentation. They can go to myworldgeography.com to find solutions and to get help with the learning activity. Students can also use the 21st Century Online Tutor to get more tips to help them with this specific activity.



Essential Questions Posters

The Essential Questions posters are designed to help students transfer world geography knowledge and skills by making them think about the Essential Question and apply the topics and examples to their world. The posters can be displayed in the classroom to highlight and reinforce the Essential Questions that are addressed in each chapter of the student edition.

The Essential Questions posters also provide responses to the Essential Questions using written and visual examples from the regions of the teen ambassadors.

Wall Maps

The Wall Maps are the same geographic maps used in the student editions and on myworldgeography.com. These Wall Maps, which can be hung up in the classroom, provide an enlarged physical representation of the geography of each region being studied. Direct students' attention to these visual images because the maps correspond directly to each unit in the program.

Review

This guide discussed how students experience their world through activity-based learning in myWorld Geography.

This guide explored the use of activity-based lesson plans, Essential Questions posters, and Wall Maps that help students gain enduring understanding and transfer their knowledge to the real world.

For more information, please watch the other myWorld Geography tutorials on this Web site.