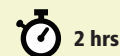


Assess Enduring Understandings


myWorld Chapter Activity
Step-by-Step Instruction


A Changing China: Who Benefits the Most?

OBJECTIVES

Students will demonstrate the following enduring understandings:

- The successes of a large country or empire might not benefit all citizens.
- A market economy leads to more economic development than a command economy due to competition, innovation, and free trade.
- Abrupt growth can have major effects on a country's economy, population distribution, culture, and environment.

Students will provide the following evidence of understanding:

- Chart the effects of growth on China's people.
- Report their findings to China's leaders.

LEARNING STYLES

- Logical
- Verbal

MATERIALS

- Activity Support: Student Instructions and Rubric, p. T6
- Activity Support: Issue Analysis Worksheet, p. T7
- Activity Cards: 121–126
 - 121. Wealth Gap
 - 122. Resource Gap
 - 123. Income Gap
 - 124. Education Gap
 - 125. Communication Gap
 - 126. Health Gap

Activity Steps

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 myWorld Geography Online, 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.

2. Field Research Jigsaw:

- Divide the class into six research teams. Give each student a copy of *Issue Analysis Worksheet* 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 their *Issue Analysis Worksheet*.

Then rearrange students using a jigsaw. 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.

3. Chart the data: Have students create a table with three columns and six rows. The first column should list the Activity Card issues. The second column should list who benefits from each issue. The third column should list who is harmed by each issue.

L2 ExtraSupport Complete **21st Century Skills Online Tutor** Take Notes.

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.

ELL Advanced Provide a word bank of transitional phrases with definitions for help writing their reports. Sample phrases are *in addition*, *furthermore*, *as a result*, *according to*, and *therefore*.

KEY


Time



Individual



Pairs



Small Group



Whole Class