



**Social Studies Virtual Learning**

# **6th Grade: Lesson #19**

**Date: April 16, 2020**



6th Grade/Social Studies  
Lesson 19: April 16, 2020

**Objective/Learning Target:**

Explain how the geography of East Asia impacts life in the region.

# Warm Up

**First, look at this photograph.**

**Make three predictions about what it would be like to live in this place.**

Think about:

Where do people live?

What kind of jobs do people do?

How do people get around?

Jot down your predictions on a piece of paper.



# Warm Up

**Make three predictions about what it would be like to live in this place.**

Think about:

Where do people live?

What kind of jobs do people do?

How do people get around?

I am thinking people might live in small villages because I do not see any large buildings or cities. People might have jobs farming because I see a lot of green around the volcano. I also think this might a dangerous place to live because it looks like there is a volcano in the background, so it may be a sparsely populated place.



# Warm Up

Next, look at this photograph.

**Make three predictions about what it would be like to live in this place.**

Think about:

Where do people live?

What kind of jobs do people do?

How do people get around?

Jot down your predictions on a piece of paper.



# Warm Up

**Make three predictions about what it would be like to live in this place.**

Think about:

Where do people live?

What kind of jobs do people do?

How do people get around?

I am thinking that people live in high-rise apartments because I see a lot of tall buildings. Also, a lot of people are dressed in suits and there are a lot of visible logos on buildings, so I think they may work for large companies. There are a lot of people walking on a large sidewalk, so I think this place would be densely populated.



# Warm Up

Would you be surprised to find out that both of these photographs were taken in the same country?

Both were taken in the country of Japan, the focus of today's lesson.



# Lesson Activity

The Ring of Fire is a circle of volcanoes along the rim, or outer edge of the Pacific Ocean. The Ring of Fire contains more than 75% of the world's volcanoes.

On the right is a map of the Ring of Fire.

Based on the map, which countries in East Asia are part of the Ring of Fire?





# Lesson Activity

The Ring of Fire is a circle of volcanoes along the rim, or outer edge of the Pacific Ocean. The Ring of Fire contains more than 75% of the world's volcanoes.

On the right is a map of the Ring of Fire.

Based on the map, which countries in East Asia are part of the Ring of Fire?

Based on what I see on the map, Japan and Taiwan appear completely within the Ring of Fire. The eastern coast of North Korea, South Korea, and even a bit of China touch the Ring of Fire.



# Lesson Activity

Next, we are going to explore how the Ring of Fire was formed and how it impacts the countries found inside it.

Write down these three questions on your piece of paper:

1. How did the Ring of Fire form?
2. What are some of the dangers of living in the Ring of Fire?
3. How does Japan try to reduce the dangers of living in the Ring of Fire?

[Click here](#) to watch a video about the Ring of Fire. Pause the video as you go to jot down answers to the questions.

# Lesson Activity

**Check your answers here.**

1. How did the Ring of Fire form?

The Ring of Fire formed as a result of tectonic plate movement.

2. What are some of the dangers of living in the Ring of Fire?

Some of the dangers of living in the Ring of Fire are earthquakes, volcanic eruptions, and tsunamis.

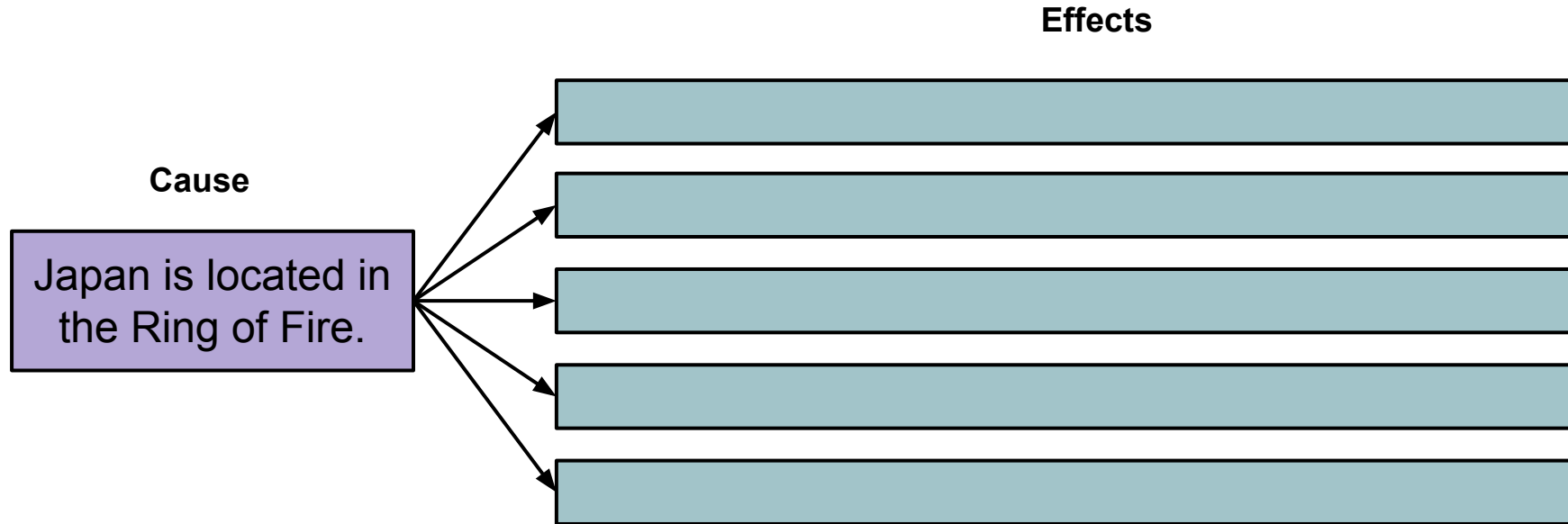
3. How does Japan try to reduce the dangers of living in the Ring of Fire?

Japan tries reducing the dangers of living in the Ring of Fire by requiring buildings be built with anti-earthquake designs. They also have an early warning system which stops high speed trains, shuts down factory lines and sends a country-wide text alert a full minute before a tremor hits.

# Lesson Activity

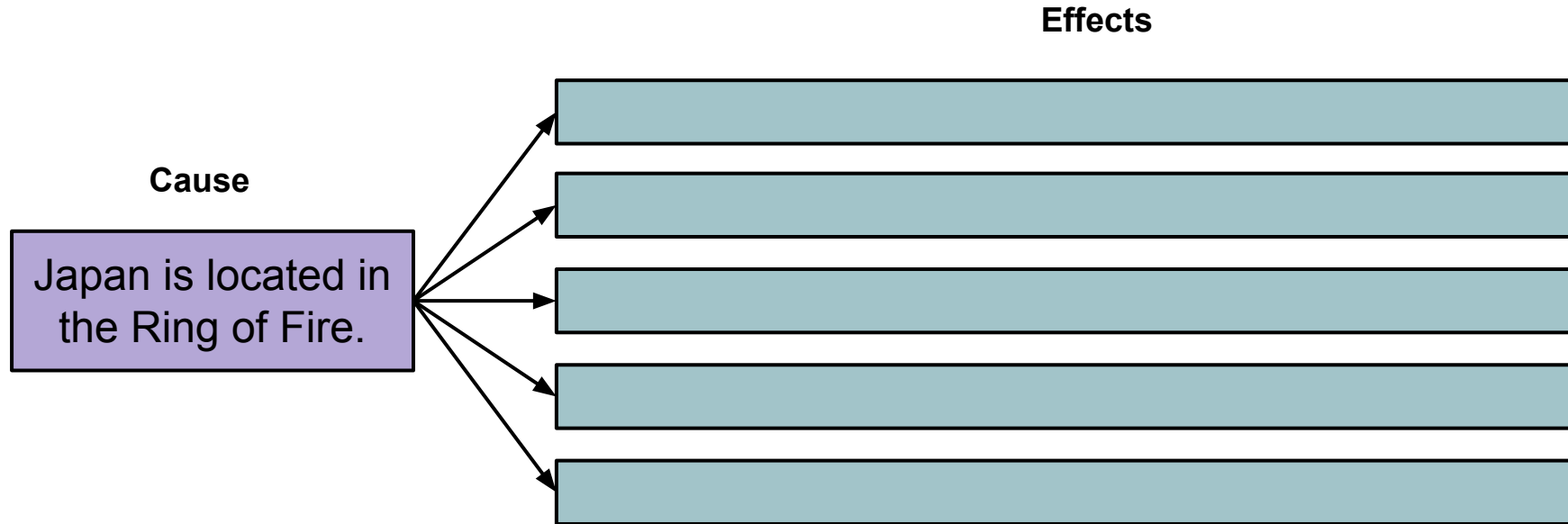
Today, our focus is on how the Ring of Fire impacts life in Japan. To keep track of our learning, we are going to create a graphic organizer.

Draw the following graphic organizer on the blank side of your paper. Leave space for yourself to add more effects as you learn.



# Lesson Activity

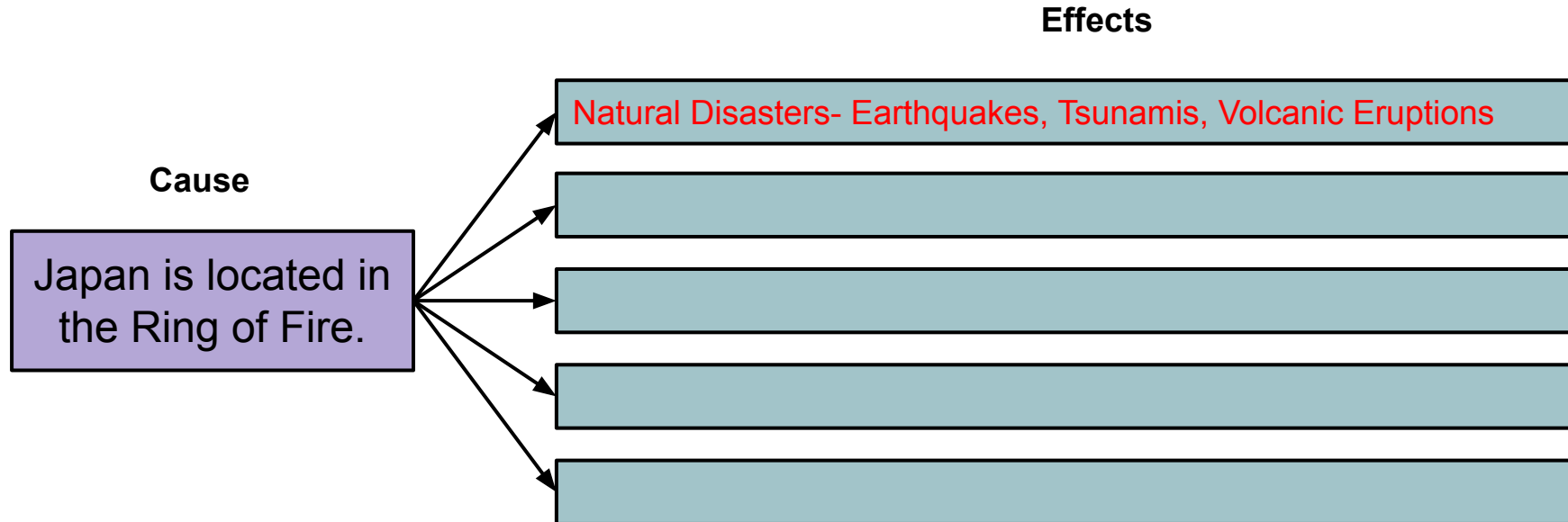
Go back to your answers from the last video you watched. Add any effects of living in the Ring of Fire that you know already.



# Lesson Activity

Go back to your answers from the last video you watched. Add any effects of living in the Ring of Fire that you know already.

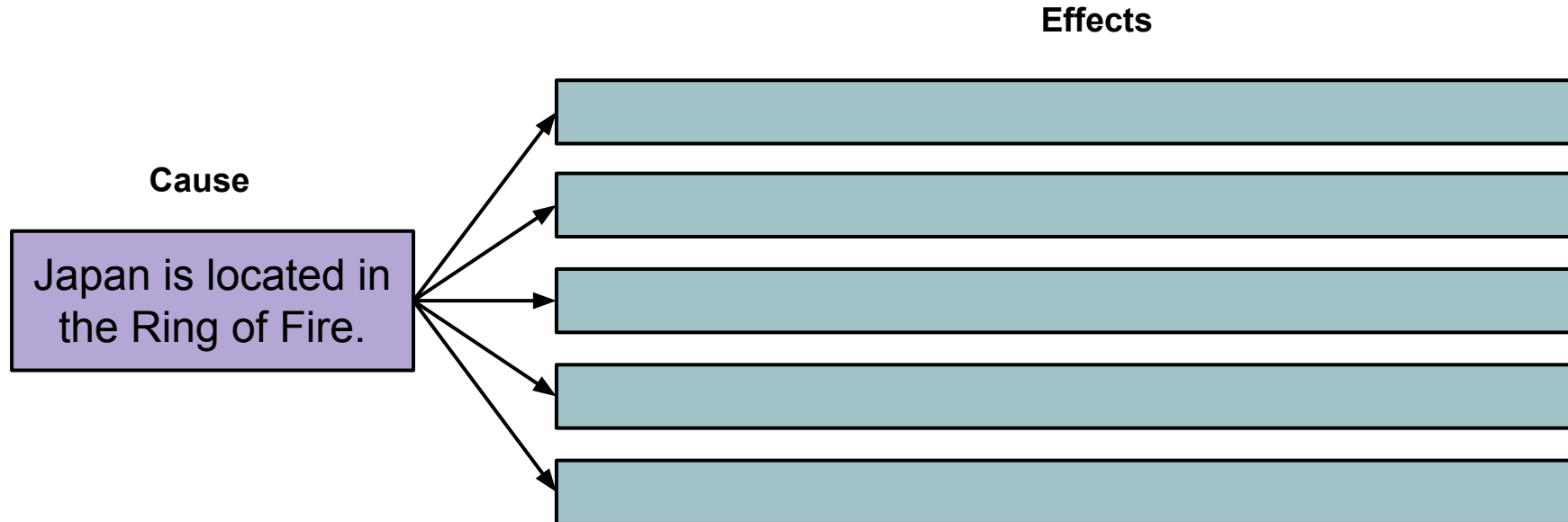
**Here is an example:**



# Lesson Activity

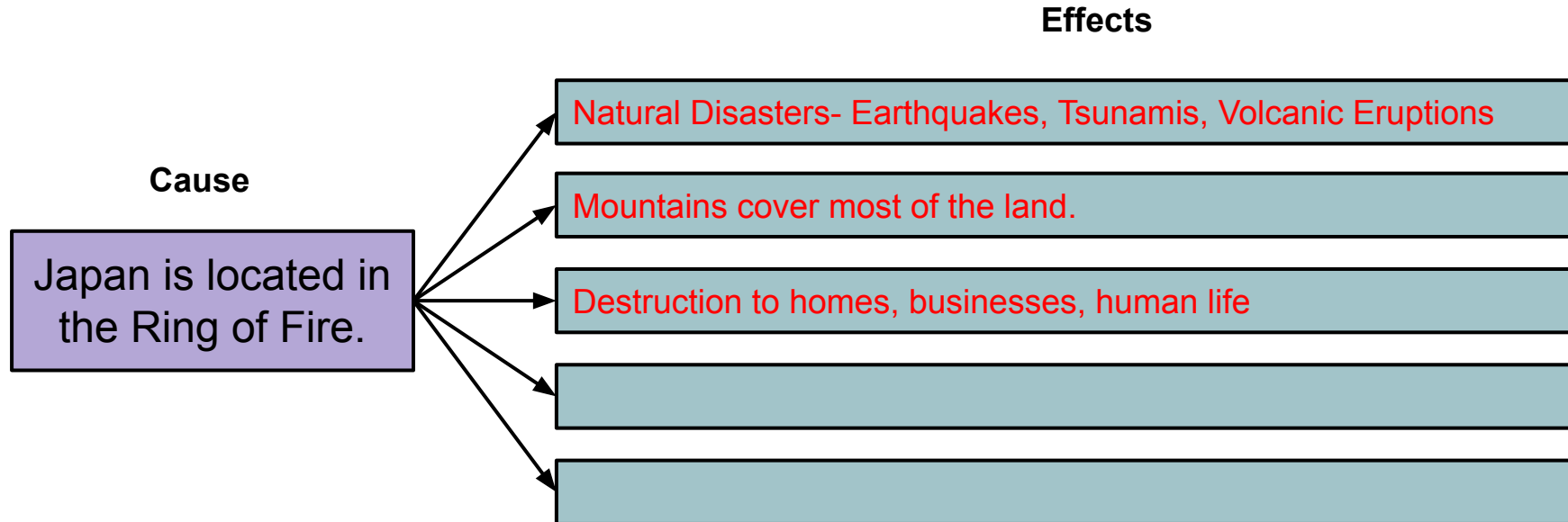
Next, [click here to read a text](#) about Japan's geography. Add details to your graphic organizer.

[Click here to listen](#) to the text read aloud.



# Lesson Activity

Here is an example:





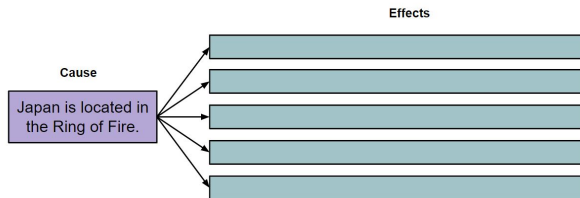
# Lesson Activity

This is a photograph of the 2011 Japanese tsunami wave washing over a street in the town of Miyako.

What details in the photograph help convey the size of the wave?

[Click here to watch](#) a video about the tsunami.

Add details to your graphic organizer.



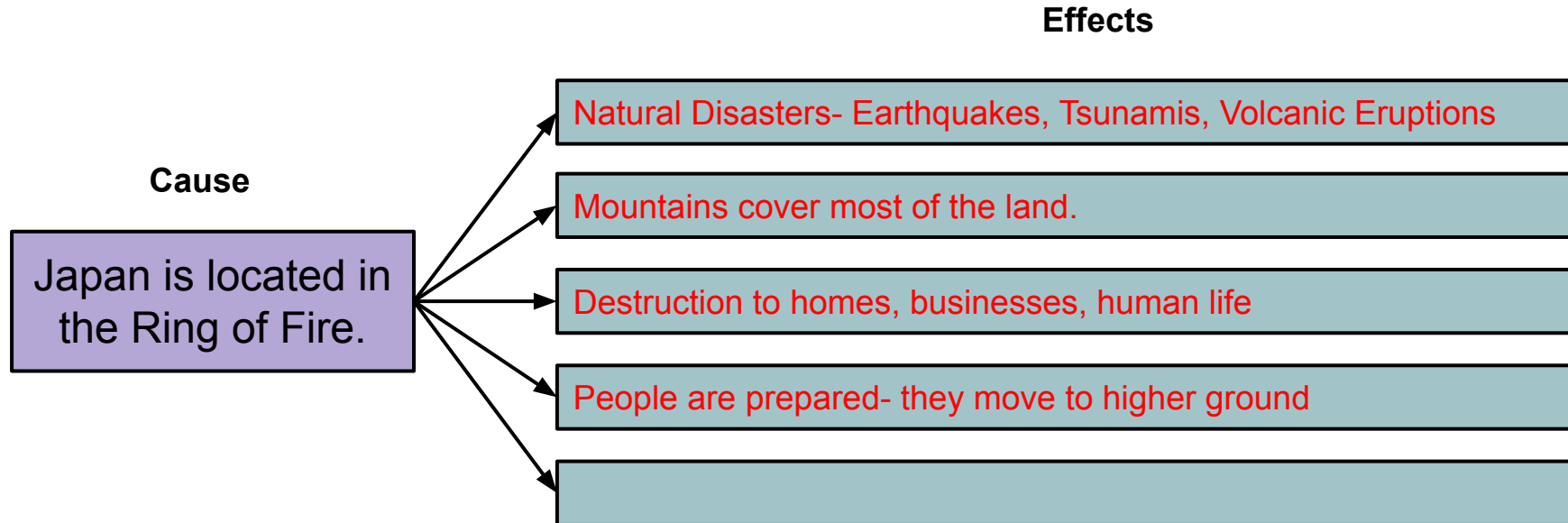
# Lesson Activity

What details in the photograph help convey the size of the wave?

The wave appears taller than the cars it is washing away.



Here is an example:



# Practice

## GEO THERMAL

Breaking new words into parts can help figure out what they mean.

GEO THERMAL

I am connecting this to my prior knowledge about the word geography. We learned *this root means earth*. I am also reminded of the Pokemon Geodude- who is a rock-type, like Earth.

I am connecting this to my prior knowledge about energy types from Science class. We learned about thermal energy relating to heat. I am also reminded of a thermometer which measures my temperature, or my heat.

Geo = Earth

Thermal = Heat

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**On your piece of paper, write down a definition of geothermal in your own words.**

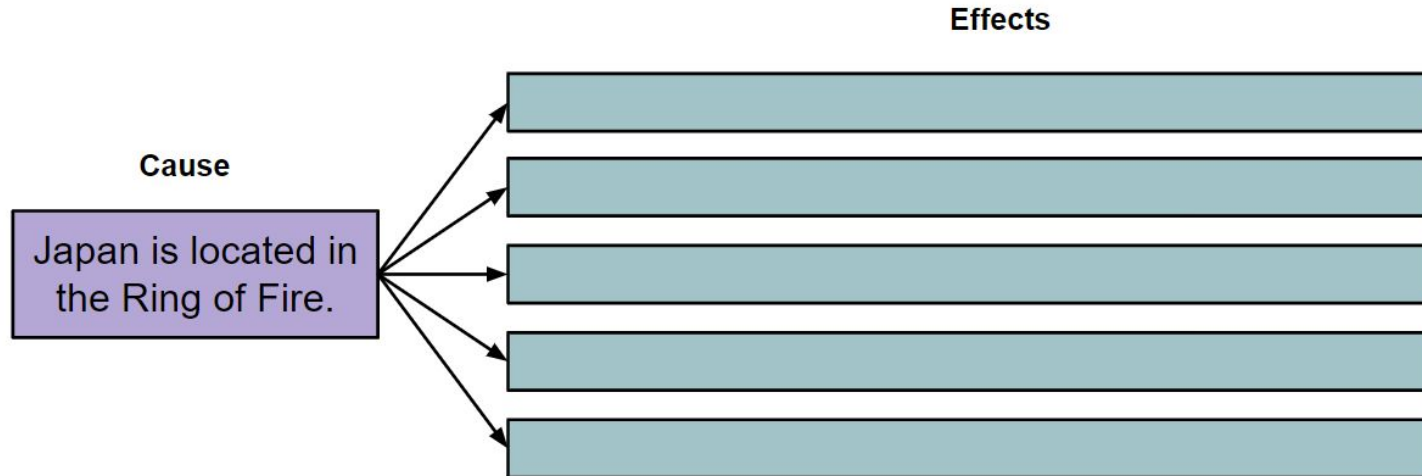
**How could the word “geothermal” relate to the Ring of Fire? Jot down your answer on your paper.**

# Practice

[Click here to read](#) a text about geothermal power.

[Click here to listen](#) to the text read aloud.

Add to the effects on your graphic organizer.



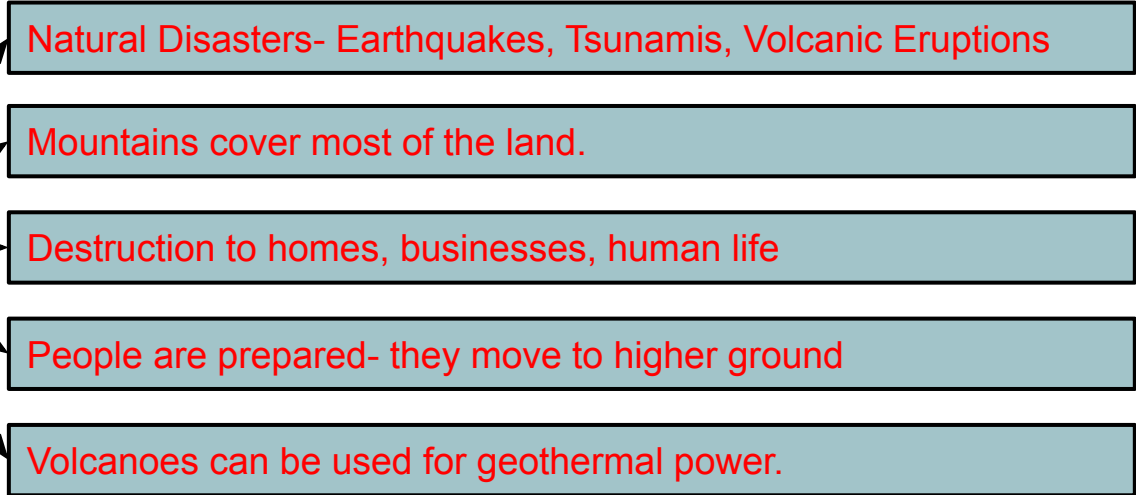
# Practice

Here is an example:

## Effects

## Cause

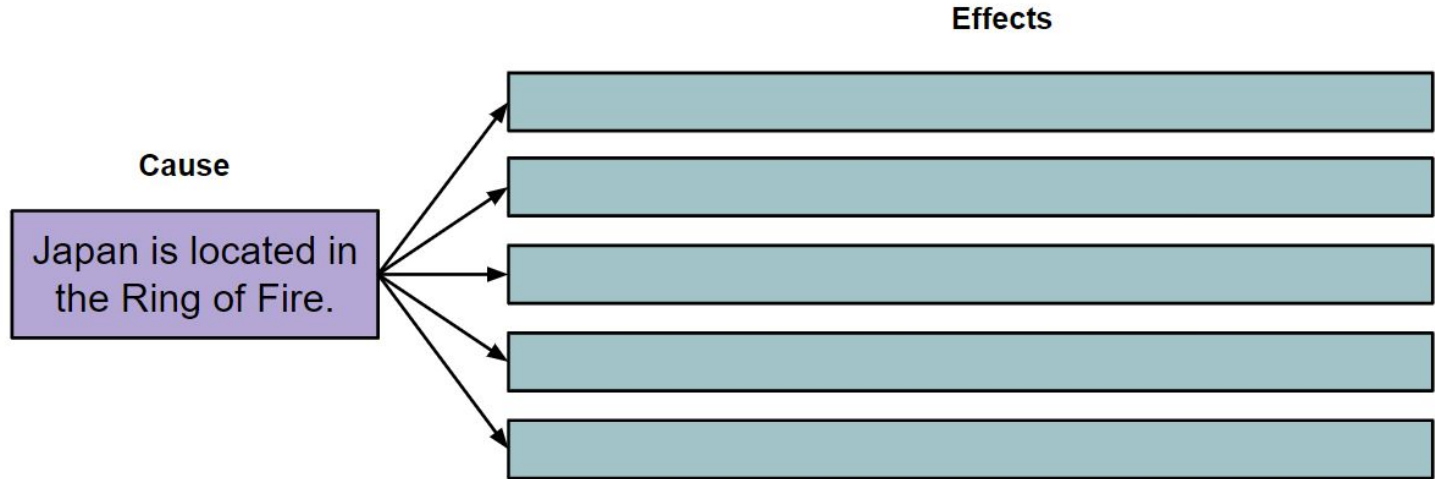
Japan is located in the Ring of Fire.



# Practice

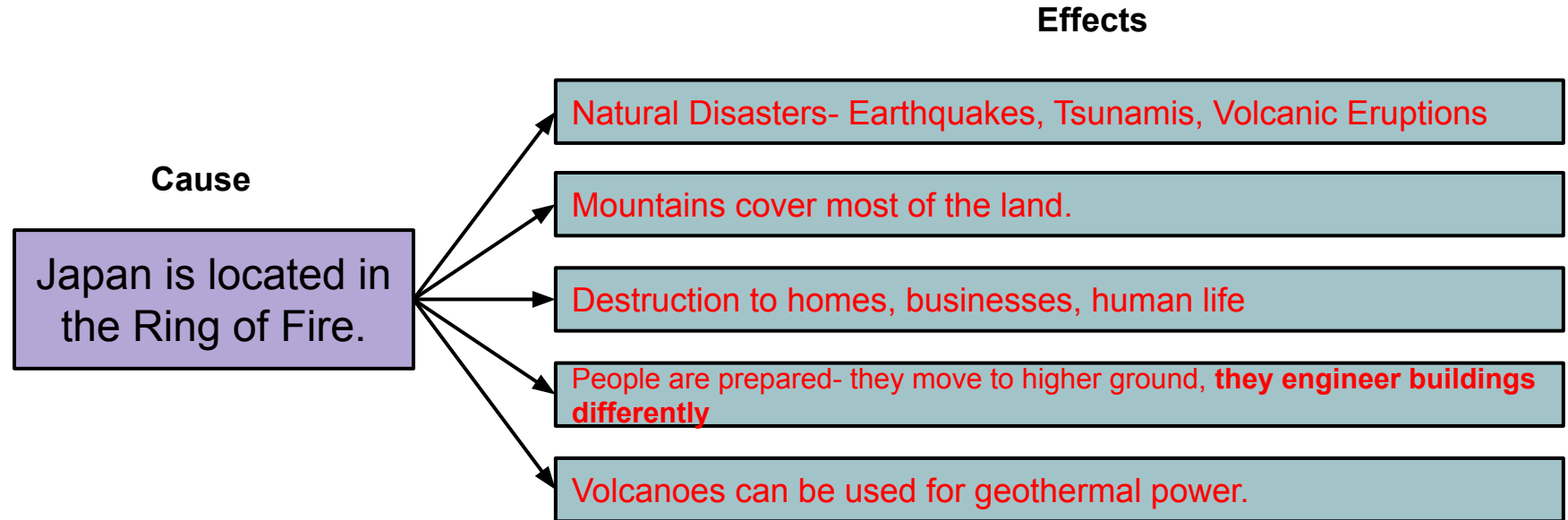
[Click here to watch](#) a video about engineering in Japan.

Add to the effects on your graphic organizer.

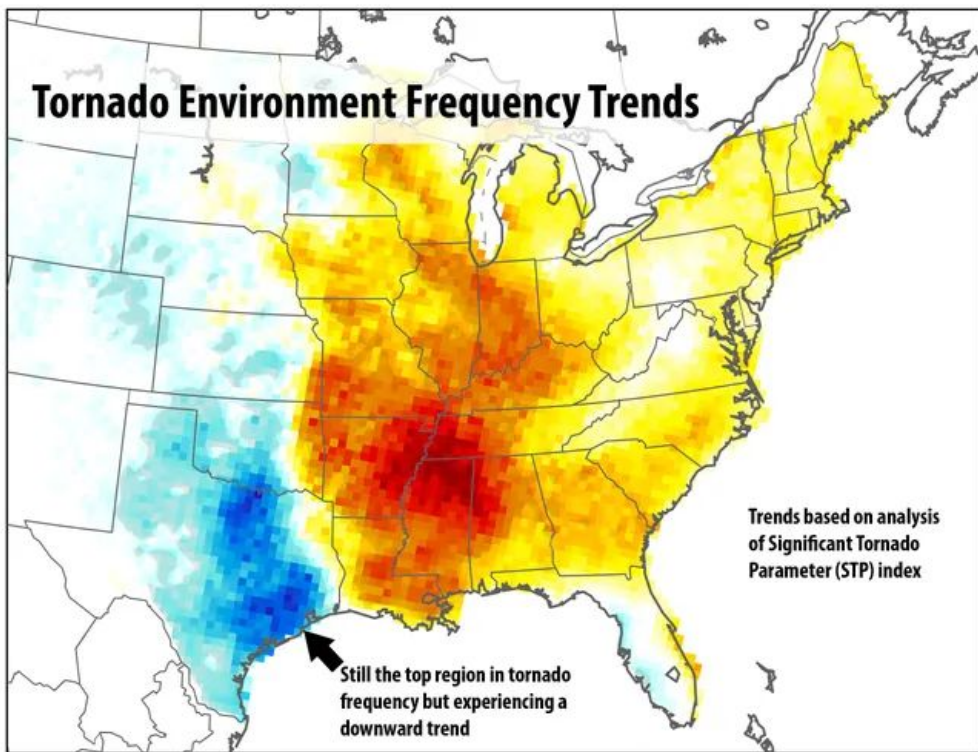


# Practice

Here is an example:



# Reflection



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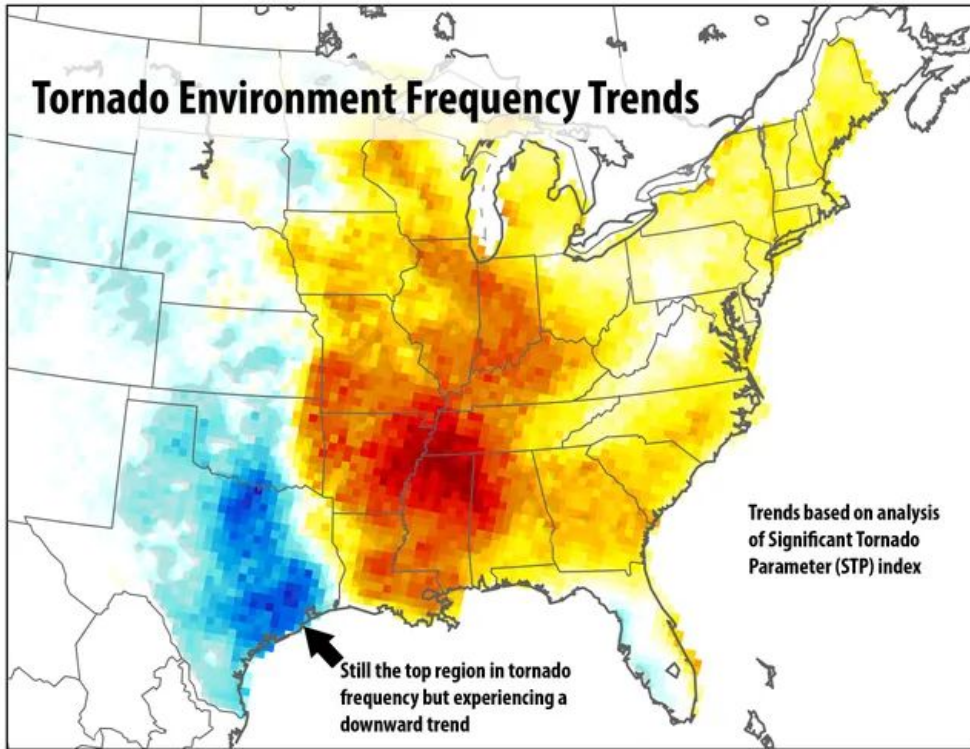
Today, we learned about how Japan prepares for natural disasters that occur as a result of the country's location in the Ring of Fire.

Independence, Missouri may be far from the Ring of Fire, but we are located in what is called Tornado Alley.

What do you already know about how people in our community prepare for natural disasters that are common in our location? Jot down your thinking on your piece of paper.



# Reflection

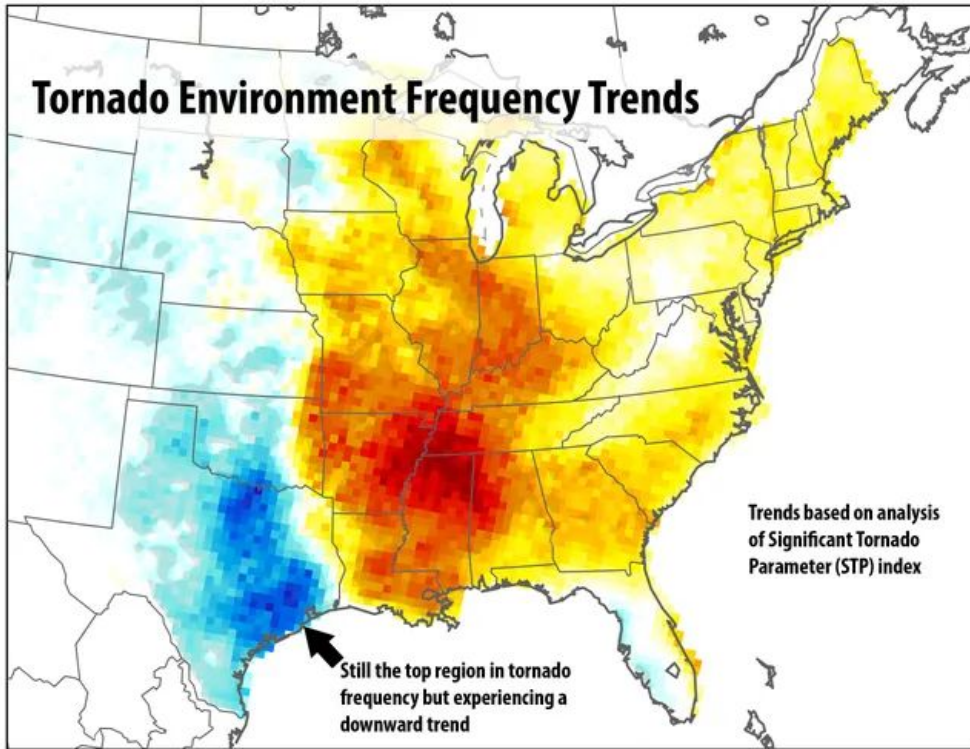


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What do you already know about how people in our community prepare for natural disasters that are common in our location? Jot down your thinking on your piece of paper.

When I think about preparing for a tornado, I think about the drills we do at school. We go to a room with no windows and get down on our knees. We bend over and cover the back of our necks with our hands.

# Reflection



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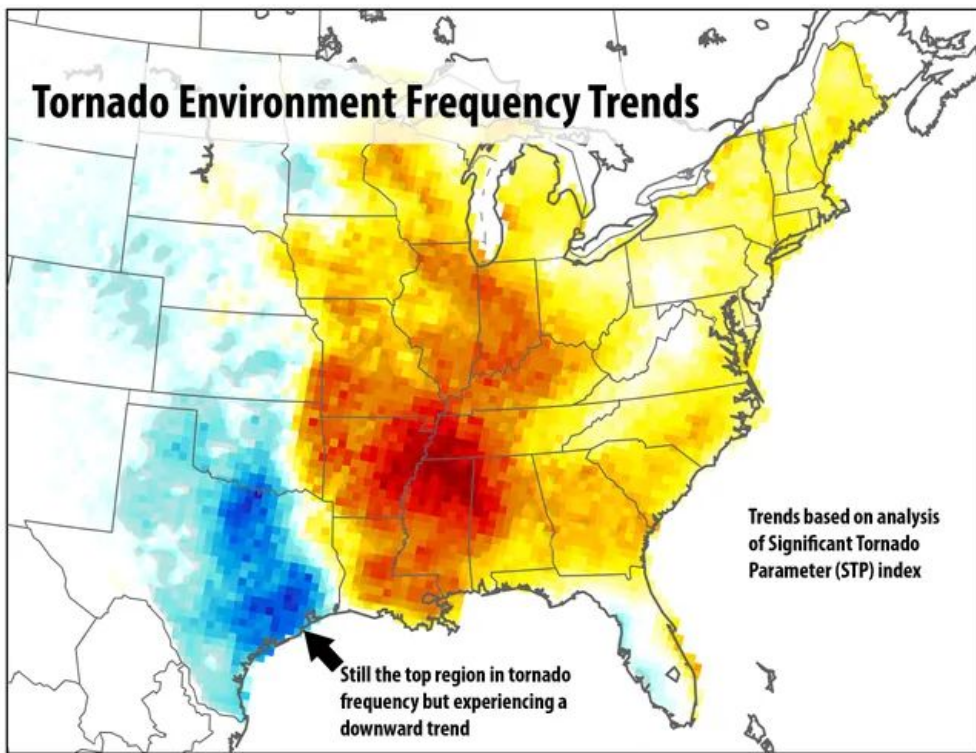


Today we learned that Japan engineers buildings differently to withstand earthquakes.

Listen to the podcast and read the article found at [this link](#).

What do you think our community and you personally could do to better prepare for natural disasters in our area?

# Reflection



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What do you think our community and you personally could do to better prepare for natural disasters in our area?

Some ideas might include:

- Having a natural disaster plan at home and in other places I frequently visit
- Engineering buildings in ways that withstand tornados
- Educating the public about what to do during a natural disaster
- Having a plan to rebuild the community if it is damaged during a natural disaster