

PACIFIC RIM

A simulation of a race through the western Pacific Rim countries,
developing awareness of their lands, peoples, and customs

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PURPOSE

Over the course of the twentieth century, the nations along the western rim of the Pacific Ocean have rapidly developed in importance, not only to the United States, but globally as well. You have only to read the daily newspaper, listen to television news, or glance around your home, business, and highways to realize their increased importance.

The western rim countries selected to be included in PACIFIC RIM were chosen for their significance to the United States with regard to trade, immigration, history, and tourism. Those countries found along the eastern rim of the Pacific Ocean, other than the United States, are studied in INTERACT's simulations AMIGOS and CANADA.

PACIFIC RIM was written to help acquaint students with these countries of the Far East. It is a simulation of a race through the western Pacific Rim countries, developing awareness of the lands, peoples, and customs of Australia, Cambodia, China, Hong Kong, Indonesia, Japan, Korea, Laos, Malaysia, New Zealand, Papua New Guinea, Philippines, Singapore, Taiwan, Thailand, and Vietnam.

Knowledge

- Location
- Physical features
- History
- Government
- Economy
- Landmarks
- Culture
- Interrelation between the various countries

Attitudes

- Enjoying and feeling empathy for the beautiful lands and peoples of the diverse cultures of the Pacific Rim
- Appreciating the benefits of individual research and group participation
- Valuing the knowledge gained by learning from fellow students

Skills

- Using a variety of resource materials
- Using a variety of learning methods
- Organizing information gathered
- Presenting that information effectively
- Using written and oral language correctly
- Developing imagination while creating projects
- Developing the ability to understand different lifestyles
- Becoming productive, cooperative members of a group
- Gaining knowledge from classmates' presentations
- Making decisions
- Enjoying the process of learning

“
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the beautiful
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”

OVERVIEW - 1



Having small cooperative learning teams is beneficial in this simulation because students have a vested interest in making sure that other people do well.

PACIFIC RIM was developed to help students learn about the lands and customs of the people living in the countries found along the western rim of the Pacific Ocean.

The class is divided into eight teams. During Phase 1 and Phase 2 each team is responsible for learning about two countries in depth. They do this by completing FACTSHEETS and doing ACTIVITY SHEETS (projects, reports, and participation in appropriate experiences). The teams share what they have learned with their classmates. In Phase 3 students participate in a race through the western Pacific Rim area from Japan to New Zealand. Progress is determined by the number of points earned in Phase 1 and Phase 2, plus those points earned by answering STOP CARDS and responding to FATE CARDS in Phase 3. Finally, in Phase 4, there is a SUMMING UP and FESTIVAL.

Introduction Students complete PRE-TESTS to determine their present knowledge. Then the entire class discusses simulations in general and PACIFIC RIM in particular. They also study the map and read and discuss the instructions that are found in the Student Guide. The students are assigned to teams. The teams meet to choose a leader, read the summary of their countries in the Student Guide, and make plans for doing their research.

Phase 1—Research The teams meet in their assigned area of the classroom to gather the information needed to complete their FACTSHEETS. They can find this information from reliable sources online or from other available resource materials. Three days are given to complete this research. The next three days of Phase 1 are spent in presenting what they have learned to their fellow classmates who are responsible for taking notes. The teams earn points based on the quality of their presentations. They record these points on a PHASE 1: POINTS EARNED CARD (Research).

Phase 2—Activities Each team is responsible for completing a minimum of one report, one project, and one experience for each of its countries. Suggestions for these activities are listed on ACTIVITY SHEETS. Activities that have an asterisk should be completed first. Points are earned for each of the activities completed. These points, together with those earned in Phase 1, will be used in Phase 3. The teams should do as many activities as time allows. Five days are given in class to complete these activities, but even so, some work will likely need to be done at home. Four days are then given for the teams to present their completed activities to their classmates. Again, their fellow students are to take notes on what is presented. Record points earned on a PHASE 2: POINTS EARNED CARD (Activities).

Phase 3—Race The eight teams combine to create four teams. You can do this or let the class decide. Each of the original teams adds

OVERVIEW - 2

the number of points earned by its partner team to its COMBINED TEAM TALLY SHEET.

Each of the newly formed teams buys a ship to use in the race and subtracts the number of points necessary for its purchase on its COMBINED TEAM TALLY SHEET. Examples of types of ships are shown on pages 48–49. The teams may design their own ship if they wish. Each newly formed team makes a copy of the ship symbol to use to show progress on a large bulletin board map of the area.

All FATE CARDS and STOP CARDS (i.e., destination cards) are placed face down in a hat or box. FATE CARDS contain information that can help or hinder a team's progress. STOP CARDS contain questions whose answers should be in team research and/or notes. The team must answer these cards before it can progress.

One-half of each team draws cards on each day of the two-day race. Students are given five minutes to prepare their responses. Those students not responding directly to cards on this day are to help those who are.

Record the number of points earned for correctly responding to the STOP CARDS, or points lost because of FATE CARDS, on a PHASE 3: POINTS EARNED CARD (Race—Day 1 and Race—Day 2). These points are transferred to the COMBINED TEAM TALLY SHEETS.

In order to dock at each of the 16 locations, the teams must pay 20 points. Each student on a team docking at a country is to receive a visa for that country. This visa is to be affixed to the individual passports. The teams who complete the course on the second day of the race are declared winners.



Play may stop at this point, or it may continue until all teams reach the last stop. (See Options on page 7.)

Phase 4—Summing up and Festival The class discusses the similarities and differences between the countries studied and between these countries and the United States. They discuss problems that would occur for people such as immigrants, tourists, or business representatives entering or leaving these countries, and suggest possible solutions to the problems. The students take a POST-TEST. These tests are exchanged and corrected. PRE-TESTS are returned so the students can compare the two tests and become aware of how much they have learned.

Finally, everyone participates in a festival featuring an ethnic foods banquet. (The banquet is optional.) Presentations of special projects created in Phase 2, such as kite races or boomerang throwing contests, and tableaux and/or skits can be shown at this time. Visitors may be invited to share in the festival activities. (See SUMMING UP and FESTIVAL suggestions.)

LEARNING THEORIES - 1



These two pages are included to stimulate your thinking about other ways you might add or enhance the simulation activities to increase your students' learning in PACIFIC RIM.

The following theories of learning have been incorporated into the activities, questions, projects, and reports of PACIFIC RIM:

Bloom's Taxonomy

Benjamin Bloom developed a classification system for the elements of learning in 1948. His taxonomy demonstrated that thinking is a multi-layered process beginning with recall of information and developing into the higher levels of analysis, synthesis, and evaluation.

Level 1: Knowledge

During this lowest level of learning, students work with simple recall. They move from general knowledge to specific knowledge.

- Defining
- Describing
- Identifying
- Listing
- Locating
- Matching
- Reciting
- Telling
- Writing

Level 2: Comprehension

During this second level of learning, students work with the ability to understand the meaning of material.

- Demonstrating
- Explaining
- Extending
- Inferring
- Summarizing

Level 3: Application

During this third level of learning, students use material in new situations. This may include concepts and rules (as in grammar or spelling).

- Changing
- Computing
- Constructing
- Producing
- Relating
- Solving
- Using

Level 4: Analysis

During this fourth level of learning, students sort the information they have acquired into its basic structure and organize this material to show a basic understanding.

- Breaking down
- Diagramming
- Discriminating
- Selecting
- Separating
- Making inferences
- Simplifying
- Supporting ideas

BLOOM'S TAXONOMY

Level 5: Synthesis

During this fifth level of learning, students work with formation of new patterns, taking the parts and forming a different whole.

- Creating
- Designing
- Composing
- Predicting
- Reorganizing
- Revising

Level 6: Evaluation

During this highest learning level, students work with judgmental decisions regarding values. This highest level contains elements of all other categories plus value judgments based on clearly defined criteria.

- Comparing
- Contrasting
- Criticizing
- Interpreting
- Relating
- Justifying

GARDNER'S multiple intelligences

Gardner's theory of multiple intelligences

Howard Gardner listed the following forms of intelligence in his Theory of Multiple Intelligences in his book, *Frames of Mind*.

- **Linguistic** (language)—reading, talking, telling
- **Logical-mathematical**—finding categories, identifying patterns, abstractions and equivalencies, and math and logic problems
- **Musical**—making and listening to music
- **Spatial**—using visuals, recognizing relationships between objects and space, using different materials: art, models, diagrams, maps
- **Bodily kinesthetic**—excelling at physical activities: athlete, dancer
- **Interpersonal**—being aware of own and other persons' feelings: compassionate leadership and caring skills
- **Intrapersonal**—organizing, setting goals, and self-motivating

INFORMATION SOURCES - 1

Finding Resources

To find current and historical information for each of the lands covered in PACIFIC RIM, consult online resources, encyclopedias, and library books. Many social studies textbooks will have sections on the various countries involved. Additionally, National Geographic and Smithsonian magazines, as well as other periodicals, have articles that would be helpful. Tourist information can be found online and through travel agencies. If possible, you can use the assembled resource materials to create a classroom learning center for students.

SOURCES

UNIT TIME CHART

Note: This Unit Time Chart is intended as an example. Alter as desired.

Week 1

Review simulation PRE-TEST Select teams 1	Phase 1 Gather data for FACTSHEETS 2	Worktime 3	Worktime 4	Present data 5
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Week 2

Present data 6	Present data 7	Phase 2 Create projects, reports, exper- iences 8	Worktime 9	Worktime 10
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Week 3

Worktime 11	Worktime 12	Present projects, reports, exper- iences 13	Present projects, reports, exper- iences 14	Present projects, reports, exper- iences 15
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Week 4

Present projects, reports, exper- iences 16	Phase 3 Day 1 of the Race 17	Day 2 of the Race 18	Phase 4 Summation POST-TEST Finalize Festival plans 19	Festival 20
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SETUP DIRECTIONS - 1

- 1. Duplication** The following items need to be reproduced:
 - PRE/POST TEST (one copy of each per student)
 - FACTSHEET (one for each of the 16 locations; more if the students listening to the presentations are to use them for taking notes)
 - ACTIVITY SHEET (one copy for each of the 16 locations)
 - ADDITIONAL ACTIVITIES (eight copies, one copy per team)
 - PROJECT/REPORT/EXPERIENCE FORM (minimum of 48 copies; more may be needed later)
 - POINTS EARNED: PHASE 1—Research (eight copies of top half of page 45; might be copied on heavier paper; 16 copies if you plan to keep one)
 - POINTS EARNED: PHASE 2—Activities (eight copies of bottom half of page 47; might be copied on heavier paper; 16 copies if you plan to keep one)
 - POINTS EARNED: PHASE 3—Race Day 1 and POINTS EARNED: PHASE 3—Race Day 2 (four copies of page 46 cut in half; might be copied on heavier paper; eight copies if you plan to keep one)
 - COMBINED TEAM TALLY SHEET (four copies; one for each team; eight copies if you plan to keep one)
 - TYPES OF SHIPS (one copy for each of the four teams)
 - STOP CARDS—GENERAL (one set printed on heavier paper, laminated if possible, and cut into separate cards)
 - STOP CARDS—SPECIFIC (one set printed on heavier paper, laminated if possible, and cut into separate cards)
 - FATE CARDS (one set printed on heavier paper, laminated if possible, and cut into separate cards)
 - PASSPORTS (one per student printed on heavier paper, front and back, and folded)
 - VISAS (one set per student)
 - PARTICIPATION CERTIFICATE (one per student)
 - PACIFIC RIM RACE MAP (Make an overlay transparency for students to use in making a large bulletin board map.)
- 2. Room environment** Set aside one large bulletin board for a large map of the Pacific Rim which your students can make or which you can display from other sources. Leave room on the bulletin board for the flags that each team will supply for the countries it is studying. Place a table beneath the bulletin board to display pictures, models, and artifacts that might be available for each of the countries studied. If possible, provide a learning center for the resource materials.



Creating a colorful PACIFIC RIM LEARNING CENTER for your students will attract them to the interesting, useful materials you have gathered.