

Wait and See What Develops!

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Franklin County High School, Rocky Mount, VA

Grade Level: 10

Time Allotment: Two 90-minute class periods

Overview:

Students will gather information concerning the economics, politics, infrastructure, health, and communications of several countries. Students will gather data and create graphs to analyze this information in order to learn to distinguish between developed and developing countries. Students will gain perspective into how cultural, economic, and social conditions differ in the developing world.

Subject Matter: Social Studies

Learning Objectives:

The student will be able to:

- demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by assessing the impact of economic development and global population growth on the environment and society, including the understanding of the links between political and economic freedom.
- locate and analyze physical, economic, and cultural characteristics of world regions.
- analyze and explain how different cultures develop different perspectives on the world and its problems.

Standards:

Virginia Standards for History/Social Studies courses

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

WG.1d

The student will use maps, globes, photographs, and pictures in order to

d. analyze and explain how different cultures develop different perspectives on the world and its problems
WHII.15 b and c

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by

b. assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;

c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

Media Components:

Video

United Streaming <http://www.unitedstreaming.com> videos:

- United Learning “How to Study Cultures: How Beliefs and Values Define a Culture”
- United Learning “South America Today: Bolivia”
- United Learning “Africa in Focus: The Horn of Africa”

Internet

- CIA World Fact Book
Central Intelligence Agency’s extensive site of information on over 200 nations
<http://www.cia.gov/cia/publications/factbook/>
- World Almanac for Kids
This site lists statistics on countries in an easy-to-use format.

- <http://www.worldalmanacforkids.com/explore/nations.html>
- Travel pictures from Bolivia
These photos show recent scenes from daily life in Bolivia.
<http://www.kirikou.com/bolivia/haciamisiones/bolivia.htm>
- Virtual Developing Country
This site allows students to take an in-depth tour of Zambia, a very good example of a developing country.
<http://www.bized.ac.uk/virtual/dc/index.htm>
- United States Census Bureau-IBD Population Pyramids
<http://www.census.gov/ipc/www/idbpyr.html>

Materials:

- A world map to point out locations of the developed and developing nations in the lesson
- A computer with Internet, word processing software (preferably Microsoft Word), and Excel for each student/group
- One disk for each student to save pictures or text to add to their posters from the Internet or scanned materials from books
- A scanner or copier in case students want to include pictures from library books in presentations
- Paper copy of CIA World Fact Book, almanacs, and a set of encyclopedias in case of Internet problems, or in addition to Internet resources
- Posters for each group
- Scissors, tape, glue, markers, and colored pencils for students to create posters
- Desktop computer or laptop computer with Windows 98 or better and Windows Media Player connected to an LCD projector or television equipped with a presentation device in order to show the United Streaming video
- Poster activity instructions handout, found at the end of the lesson

Prep for Teachers:

- Go to <http://www.kirikou.com/bolivia/haciamisiones/bolivia.htm> on the computer that will be connected to the presentation device and minimize.
- Download the United Streaming <http://www.unitedstreaming.com> videos “How to Study Cultures: How Beliefs and Values Define a Culture,” “South America Today: Bolivia,” and “Africa in Focus: The Horn of Africa.”
- Cue “How to Study Cultures: How Beliefs and Values Define a Culture” to 21:18.
- Connect the computer showing the video to a presentation device (LCD projector).
- Schedule library time to use computers and books or schedule time in a computer lab and have the library send appropriate books to that location.
- When using media, provide students with a Focus for Media Interaction, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.
- Make a copy of the poster activity instructions handout for each student or group.

Introductory Activity:

1. Tell students that they are going to look at a slide presentation of scenes of daily life in another country, Bolivia. Point out Bolivia on the world map. Be sure to point out the location of each country as it is introduced or discussed throughout the lesson; it is essential to do so. **Provide a focus for media interaction** by telling student to make a list of the differences and similarities that they see between how we live and the pictures. Students should use a sheet of paper and write “Bolivia and the United States” across the top. Instruct students to draw a line down the middle to make two columns, and label one column “differences” and the other “similarities.”
2. After viewing all the slides, create a list on the board like their paper, and have students share their answers and record them on the board. Show the slides a second time if necessary to help elicit more responses. Students should note in their responses as differences that there are many unpaved roads, even in towns, buildings are made differently with different materials, fewer motor vehicles are used, foot travel and animals are used more than here, and there seem to be more people of native American

descent than what we are used to in our part of North America. As similarities, they should notice that business is taking place, there is farming, and people seem to be going about their daily business.

3. **Ask** students, “Do these scenes of life in Bolivia depict an area that is as modern as the United States, more modern than the U.S., or less modern?” Students should respond that the scenes show an area much less modern than what we’re used to seeing around us.
4. Explain to students that this lesson is going to be about studying other countries that are still struggling to keep up with the modern, developed world in terms of:
 - a. Economics: what people do for a living and how successful they are at supporting themselves, and the fitness of the country’s economy as a whole
 - b. Social equality: developing a culture in which people of all races and both sexes are respected and given the same rights
 - c. Government stability: the ability to sustain a government that represents all the people and does not completely break down when power is transferred from one group to another
5. Show the first clip from the video, “How to Study Cultures: How Beliefs and Values Define a Culture.” **Provide students with a focus for media interaction** by saying, “In this first video clip, listen for which nations the developing countries look toward as examples of government systems that should be modeled.”

Play (21:18) Audio: “The United States Constitution states that all people...”
Visual: close-up of Lincoln Memorial

Stop (21:59) Audio: “...governmental systems they hope to model.”
Visual: boy stepping over rocks

Ask students, “Which nations did you hear listed as ones that developing nations look to?” Correct responses should include India, Canada, France, United States, and Britain. **Say**, “Stable government is only one part of classifying a nation as developed. For example, though India is a good example of stable government, there still exists a wide gap between the middle class and the extremely poor, as well as work that still needs to be done in India toward social equality.”

6. Explain to students that in the next part of the lesson, we will look at the characteristics of other developing and developed countries.

Learning Activities

1. **Say** to students, “When we talk about the ‘developing’ countries, sometimes the term ‘third world’ is used. Let me explain what that means. After World War II, which ended in 1945, the term ‘first world’ was used to describe all of the countries on the side of the United States. Those countries would have included, the United States, of course, but others such as Great Britain, Australia, France, West Germany (our friend after the war), and so on. The term ‘second world’ was applied to countries aligned with the Soviet Union. Though we were friends during the War, relations quickly broke down into a ‘Cold War’ over disputes concerning the areas acquired by the Soviets during the War. The debate centered on whether they should be made communist, and the Soviet Union’s control over them in the future. Such nations included East Germany, Poland, and so on. The term ‘third world’ referred to those ‘non-aligned’ countries, or rather the ones that were not on the side of the U.S. or U.S.S.R. Those countries mostly consisted of the less-developed, or developing countries in Central America, South America, Africa, and Asia. Since 1945, some African and Asian countries have gotten their independence from their European colonizers and have been added to that category.”
2. Cue the United Streaming video “South America Today: Bolivia” to 09:00. **Say** to students, “Earlier we looked at some slides of daily life in Bolivia. Those were pictures taken out in the country. Now let’s compare those images with some scenes from a Bolivian city, La Paz.” **Provide students with a focus for media interaction** by saying, “Look for differences between rural and urban Bolivia and try to figure out if part of Bolivia is developed and part of it is developing.”

Play (09:00) Audio: “Nestled into a steep-sided canyon...”
Visual: overlooking the city of La Paz

Stop (10:04) Audio: “...even though it’s not the official capital.”

Visual: scenes of people in the park

Ask students, “Does the city of La Paz look as though it is a developed part of Bolivia? How does it appear to be more modern than the slides we saw earlier?” Students should respond that it does look more modern because of the paved streets, more cars, and modern buildings.

3. **Provide students with a focus for media interaction** by saying, “In the next clip, let’s listen for what major problem Bolivia has.”

Play (10:06) Audio: “While Bolivia is a republic and officially a democracy...”
Visual: scenes of people in the park

Stop (10:46) Audio: “...are quite common on the streets of La Paz.”
Visual: people marching through the plaza

Students should be able to answer that Bolivia’s governments last about two years, usually ending in violent military coups. Explain to students that the protesting by the people is a good sign, as long as it does not become violent; that every protest does not result in a complete upheaval of the government. People taking part in their government is necessary for a nation’s development. Point out to students that the clip shows that even though La Paz looks like it has conveniences with which we’re familiar, that does not make it developed. The appearance of modernity and wealth is not all that makes a nation developed, for political stability, despite protest, is a requirement that Bolivia has not yet achieved.

4. **Say** to students, “The next two clips have to do with another part of what we need to examine in order to determine the level of a country’s development: its economy. What a country imports and exports, and what its people do for a living are important.” **Provide students with a focus for media interaction** by saying, “In the next clip, listen for three things: what makes up most of Bolivia’s economy, what do over half the people do for a living, and can the country produce enough food to feed all of its people?”

Play (12:39) Audio: “The economy of Bolivia...”
Visual: movement down the market aisles

Stop (12:51) Audio: “...to meet domestic needs.”
Visual: bags of grains

Students should be able to tell that Bolivia’s economy is made up mostly of subsistence agriculture. Explain to students that subsistence agriculture is when farmers produce enough of several crops to feed their families and then sell the excess. This is the opposite of what most American farmers, or farmers in other developed countries do, in which they grow enormous amounts of two or three crops with the intention of selling all of it. Students should be able to tell that Bolivia still cannot produce enough food to feed everyone even though over 50% of the population farms. Explain to students that one indication of a developed country is when 70% or more of the population does something *other* than farm for a living. Therefore, Bolivia is not a developed country.

5. Cue the United Streaming video, “Africa in Focus: The Horn of Africa” to (04:51). **Say** to students, “The physical environment or geography can have an impact on a nation’s development. In some developing countries, the culture of the people has developed due to a need to adapt to the environment without the aid of western technology. Therefore, their priorities, or what they feel is important in life, are much different than ours.” **Provide students for a focus for media interaction** by saying, “In this next clip, let’s try to make a mental list of what is important to the people who live in the eastern Africa nations that make up the Horn of Africa, and how those items are different from what’s important to us. How long life has been much this way?”

Play (04:51) Audio: “In the countryside...”
Visual: overlook view of a village

Stop (06:13) Audio: "...but without water he could not exist."
Visual: woman with yellow and black head scarf

Students should be able to answer that much has been the same for 3,000 years. There the presence of water, the ability to bear children and feed them, having a means of transportation (camel), and the ownership of animals are measures of wealth. **Say** to students, "We're also concerned with having a source for water and having transportation, but these are things that we take for granted, not things that we spend a great portion of the day worrying about like these people."

6. For the last clip, provide students with a focus for media interaction by saying, "In the next clip, due to high yearly temperatures, low rainfall amounts, and arid conditions, what lifestyle do most people in the area live?"

Play (06:21) Audio: "Life in the Horn is among the most primitive on Earth."
Visual: people with their animals

Stop (06:58) Audio: "...leads a nomadic lifestyle."
Visual: desert-like background scene

Students should be able to tell that most live a nomadic lifestyle so that they can find grazing areas for their livestock. **Say**, "Nomads are people who move from place to place to find areas for their animals to graze. They may do some farming if they are in one area long enough, but that's rare. Given that lifestyle, development of western-style industrialization is not likely."

Culminating Activity

1. In this part of the lesson, students will gather data about a country and create a poster from the findings. When all groups have completed their work, they will share their posters with the rest of the class. Each group will introduce their country, share the data, and declare whether they think it is a developed or developing country. Then, lead a class discussion about whether the rest of the class agrees with that determination, and talk about why or why not. When all groups have completed their presentations, the posters can be displayed in or outside the classroom. It may be helpful to begin the discussions with a group that researched a country that is obviously developed, like the United States or Japan, so that students have something to compare with the less developed countries.
2. Divide the class into groups of no more than three students, but preferably there will be no students working alone. Assign each group a country. Make sure that there are plenty of developed and developing countries to choose from. An option could be to write the names of the countries on squares of paper and let each group choose from a basket or bowl. Some suggestions for developed countries include, but are not limited to: United States, Australia, Great Britain, Canada, France, Germany, Netherlands, Japan, South Korea, etc. Some developing countries could include, but are not limited to: Somalia, Vietnam, Cuba, Honduras, etc. It may even be interesting to put in some countries that even scholars would debate, such as Argentina or Malaysia. Part of the lesson is that some countries will be very obvious, but the status of others will be a little harder to pinpoint. This is due to situations such as political instability despite a high literacy rate, or when a country has very marked differences between the lifestyles and educational levels of the rural and urban residents.
3. Give each student or group a copy of the poster activity instructions handout. Each group will create a poster of his/her country. Posters should consist of charts, graphs, statements, and pictures that display the data of their country. Students should use encyclopedias to find their data in addition to the three following Web sties: The CIA World Fact Book (<http://www.cia.gov/cia/publications/factbook>), the World Almanac for Kids (<http://www.worldalmanacforkids.com/explore/nations.html>), and United States Census Bureau-IBD Population Pyramids (<http://www.census.gov/ipc/www/idbpyr.html>). There is not one set way of doing this. Students are encouraged to be creative when designing the posters. All groups should, however, create their graphs using Microsoft Excel. If students are not sure how to make charts and graphs with Excel, instructions are on the handout. Also, refer them to the handout to see the data that should be included on the poster. Give each group the end of the first class period to begin working on the posters. Spend the rest of the second class period finishing the posters and presenting. The time frame can of course be flexible depending on the needs of the class.

4. If any group finishes the poster ahead of the others, have them go to the Virtual Developing Country (<http://www.bized.ac.uk/virtual/dc/index.htm>) to take the tours.

Cross-Curricular Extensions

1. Cooperate with a math teacher to get help on teaching percentages, graphs, and the correct way to make charts and graphs.
2. Work with an art teacher to develop a lesson on the traditional art of the regions represented in the posters in order to get a better understanding of the cultures.

Community Connections

1. Invite professor of cultures from local college/university to speak about/show artifacts/displays from a developing country we have discussed.
2. Invite a guest speaker who is a native of a developing country. Before the speaker comes, have the students research the country of the visitor and develop a list of possible questions to ask.

Poster Activity Instructions: Developing Countries



The Task:

1. In this part of the lesson, your group will gather data about a country and create a poster from the findings. When all groups have completed their work, you will share your posters with the rest of the class. Each group will introduce their country, share the data, and declare whether they think it is a developed or developing country. Then, we will have a class discussion about whether the rest of the class agrees with that determination and talk about why or why not.
2. You will use pictures, charts, and graphs to display your data. You will use Microsoft Excel to create the charts for your posters. (If you do not know how to do that, refer to the instructions at the end of this sheet.)
3. You may use encyclopedias and references from the library as well as the following Web sites:
 - a. **CIA World Fact Book**
Central Intelligence Agency's extensive site of information on over 200 nations
<http://www.cia.gov/cia/publications/factbook/>
 - b. **World Almanac for Kids**
This site lists statistics on countries in an easy-to-use format.
<http://www.worldalmanacforkids.com/explore/nations.html>
 - c. **United States Census Bureau-IBD Population Pyramids**
This site will help you find your population pyramids. Select your country. Choose "select years" for the type of output, and choose the large graph size. After submitting the query, choose the current year and submit query again. You may copy and past the resulting graph to Word.
<http://www.census.gov/ipc/www/idbpyr.html>
4. List the following data on the poster (consider using a Word table):
 - Name of country and continent location
 - Population
 - Government type
 - Legal system (what the law is based on)
 - Suffrage (who has the right to vote)
 - List of natural resources (what can country provide for itself or trade for other resources it lacks)
 - Birth rate and its rank in the world (Find 'rank in the world' by clicking on the bar graph by the data description on the CIA World Fact Book site.)
 - Infant Mortality rate
 - HIV/AIDS - adult prevalence rate and its rank in the world
 - Population below poverty line
 - Electricity consumption and rate in the world
 - Oil consumption and rate in the world
 - Exports

Imports

Telephones - main lines in use

Telephones - mobile cellular

Internet users

Languages

International disputes (briefly list)

5. Make graphs showing the following data and attach to your poster.

Graphs-Circle Graphs are recommended for all except the literacy rate and population pyramids.

Land use: arable land, permanent crops, other

Age structure: 0-14 years, 15-64 years, 65 years and over

Literacy: male, female (try a bar graph)

GDP (Gross Domestic Product) - composition by sector: agriculture, industry, services

Population Pyramid for your country and the United States (for comparison)

How to make charts and graph with Excel, using circle graphs as the example:

1. Let's use the example of Bolivia's land use. You must click on a cell in order to have access to it. A cursor will not appear in the cell; just start typing.
2. In cell 1A type "arable land." In cell 2A type "permanent crops." In cell 3A type "other." In cell 1B type in the percentage of land that is used for arable land, which in this case is "2.67." In cell 1B type in the percent of land used for permanent crops, ".19." In cell 2C, put in the amount of land used for other purposes, "97.54."
3. Now click one corner of the cells you entered and drag to the other corner so that all six cells are highlighted together. On the toolbar, click the symbol that looks like a bar graph. On the menu for chart type, click "pie." Choose the chart you like; I prefer the first or second. There is a button that you can press and hold to preview the result. When satisfied with the resulting chart, click "finish."
4. A graph should show up on the screen. Right click on the graph for more options. Choose "chart options" from the menu.
5. Click the "titles" tab and name the chart "Land Use" and click "ok."
6. Click the "legends" tab and choose a location for your key. Click "ok."
7. Click the "data labels" tab. Click the boxes for category name, values, and percentage. You may choose whether or not to show leader lines. Click "ok."
8. You may then copy and paste your chart to Word, manipulate the size, and print. You may want to turn your paper to landscape mode to suit your chart better. Do this by clicking "file" and then "page setup." (On older versions of Word you may have to choose "paper" or "paper setup" to get to the landscape choice.) Choose "landscape" and click "ok."