Grade 11  
Unit Plan: The Geography of Development

How does the global economic system work? Why? What are some solutions for the social and economic inequalities it causes?

Prescribed Learning Outcomes the Unit Addresses:
Human Geography:
- explain the significance of changes in world population with reference to
  - population pyramids
  - distribution
  - density
  - demographic transition models
- compare Canada's standard of living with those of developing countries, with reference to poverty and key indicators of human development
- assess environmental challenges facing Canadians, including
  - global warming
  - ozone layer depletion
  - fresh water quality and supply

Unit Rationale and Goals:
In this unit students will explore the reasons for, and the implications of, our modern global economic system in order to foster understanding of the topic geographically, socially, culturally, economically, and historically. We will consider the legacy of European colonialism and its ongoing economic and psychological effects on formerly colonized peoples. We want to disrupt the prevailing First World/Third World binary and the imagined geography of these regions, as well as the tendency to victimize people living in developing nations. Students will examine the spatial movement of goods and services across regions of the world and critically examine everyday consumer choices and their connection to the global economic system and global poverty. The unit will conclude by exploring solutions to global economic injustices and inequalities, on both a global and a local scale.
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<th>Lesson Topic</th>
<th>Specific Lesson Objectives</th>
<th>Suggested Methods/Activities/ Resources</th>
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| **Lesson 1**                               | • To introduce unit and get students thinking about: a) the current global economic system and its geographic patterns  
  b) the inequalities that exist between nations and classes of people  
  c) the terms “developed” and “undeveloped” and “1st” and “3rd” world. | • hook activity: students make predictions about global demographics related to issues like literacy, clean water, availability of electricity, etc.  
  • discussion of developed/undeveloped, global north/global south  
  • map activity to assess prior knowledge of geographical patterns of development |
| **Lesson 2**                               | • To review the history of European colonialism and the resource extraction economies established in colonized nations  
  • To identify the consequences of colonialism for colonized peoples and their economies  
  • To make connections with economic patterns today | • Map activity: students identify main European colonial nations and the countries they colonized  
  • Colonialism: The Building Blocks (from “Rethinking Globalization” resource)  
  • Foreshadow to modern economy: do you see any parallels? |
| **Lesson 3**                               | • To explore the personal, internalized effects of colonization on the colonized and its social implications | • Jamaica Kincaid, “A Small Place” (first-hand essay by an Antiguan writer on the effects of colonialism on the colonized)  
  • Discussion of colonial ideology written on to the body in terms of who is valued and devalued (light vs. dark), conquered feminine vs. superior masculine, thin vs. not-thin |
| **Lesson 4**                               | • To begin a discussion of the workings of the modern economy and its reliance on exploited labour in developing countries  
  • To demonstrate the humanity behind the manufactured objects we use every day | • Soccer ball activity (or any manufactured object): Put it in the front of the room and ask kids to describe it in writing  
  • Read poem “A Worker Reads History” by Bertolt Brecht  
  • Ask kids to “re-see” the object and think more deeply about it – what did they miss the first time?  
  (See “The Lives behind the Labels” in Rethinking Globalization for a more detailed description of the Soccer Ball activity)  
  • Introduce Unit Assessment: Product Analysis |
| **Lesson 5**                               | • To demonstrate how developing countries become trapped in cycles of poverty and low wages while | • Poker Chip Game: Students trade poker chips of varying value to show how a capitalist market creates class divisions within |
rich countries stay rich and get richer and between societies and how these divisions are perpetuated.

- Or, Transnational Capital Auction: groups compete as countries to gain points to make Capital more likely to locate in their countries. In multiple silent auction rounds, each group submits bids for minimum wage, child labour laws, environmental regulations, conditions for worker organizing and corporate tax rates. Teacher plays Capital and eggs groups on in the race to the bottom, acting as corporations would to get governments to make business in their countries as inexpensive as possible. (Also described in “The Lives Behind the Labels”)

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<th>Lesson 6</th>
<th>The Poverty Cycle</th>
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<td>To identify and discuss the stages of the poverty cycle</td>
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<td>To discuss the role of women in the perpetuation of the poverty cycle</td>
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<td>To compare Canada’s standard of living with those of developing countries, with reference to poverty and key indicators of human development.</td>
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<th>Lesson 7</th>
<th>Slums and De-victimization</th>
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<tr>
<td>To challenge the constant victimization of people living in poverty in the developing world and demonstrate the many ways in which they cope and flourish amidst adversity</td>
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<th>Lesson 8</th>
<th>Solutions: Microcredit &amp; NGOs</th>
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<td>To explore efforts to mitigate the negative effects of the global economic system on people in developing nations, with a focus on microcredit financing and Non-governmental organizations like Save the Children</td>
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<th>Lesson 9</th>
<th>Making a Difference on a Local Scale</th>
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<td>To highlight resistance movements, peaceful to violent</td>
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<tr>
<td>To explore local grassroots efforts towards making a difference</td>
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- Hook: How much money did you spend last week/weekend? Get students to answer, then compare their amount to the fact that some families in Nigeria live on as little as $180/YEAR!
- Activity 1: What does $180/year look like? In groups have students create a profile of a family that lives on $0.49/day.
- Activity 2: Poverty Cycle
- Conclusion: Can we stop the poverty cycle?

- Documentary: This is Lagos (about vibrant communities and supports that exists in slums)
- Excerpts from book Planet of Slums

- Review concept of microcredit
- Save the Children – Craig Keilburger

- Clip from The Corporation on the fight to de-privatize water in Bolivia
- Excerpts from Blessed Unrest, a book that discusses the many grassroots effort of people around the world as one huge, successful movement for achieving social justice.
- Find examples of local efforts to mitigate poverty and other
| effects of globalization |  |
SS 11: Geography of Development Unit
Lesson 1: What does “Development” Mean?

Objectives:
- Students will...
- define the term “development” in a local and global context
- identify how we currently categorize countries in terms of development on a map
- be introduced to notions of standard of living, in Canada, and in developing countries
- demonstrate skills and attitudes of active citizenship, including open-mindedness, respect for diversity, and collaboration

Rationale:
- Students will come away with an understanding of development, and this will be important as the unit progresses and the class discusses concepts of the Global North and the Global South, and why we categorize the two into different levels of development. Students will also recognize differences in development across Canada and the world, thus giving them a way to ground their own opinions in real issues.

Resources:
- Map of the world for each person

Timing | Body of Lesson
--- | ---
20 min | Introduction to Lesson/Hook
Students make predictions about the demographics and the composition of the world using the following chart. It is important for students to have an accurate and clear understanding of the world prior to engaging in global citizenship education curricula.

*If we reduced the world to a village of 10 people, with all existing human ratios remaining the same, the demographics of the world would approximately resemble the following:*

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount (out of 10)</th>
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<tbody>
<tr>
<td>Sex</td>
<td>Males=5 Females=5</td>
</tr>
<tr>
<td>Race</td>
<td>Caucasian=2 Non-Caucasian=8</td>
</tr>
<tr>
<td>Religion</td>
<td>Christian=3 Non-Christian=7</td>
</tr>
<tr>
<td>Reading Ability</td>
<td>Readers=7 Non-readers=3</td>
</tr>
<tr>
<td>Food</td>
<td>Nourished=5 Malnourished=5</td>
</tr>
<tr>
<td>Safe Water Supply</td>
<td>Safe water=7 No safe water=3</td>
</tr>
<tr>
<td>Electricity</td>
<td>Have electricity=7 Do not have electricity=3</td>
</tr>
<tr>
<td>Internet Access</td>
<td>Internet=1 No Internet=9</td>
</tr>
<tr>
<td>Adequate Housing</td>
<td>Adequate housing=2 Inadequate housing=8</td>
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Before giving students the ratio for each category, ask them to predict in partners and come up with a rationale to share with the class. Informal sharing and discussion with students as this activity progresses.
Teacher questions to ask: Why did you think of that ratio? What sources/prior knowledge led you to conclude that? Are we influenced in how we think about these categories by our limited worldviews? Were any of the ratios completely opposite to what you thought?

### Setting the groundwork for the unit & Map Activity

Teacher asks: What does it mean when we say “development” in terms of defining the developed and developing world? Ask students to generate some synonyms or short definitions, and then write them on the board around the word DEVELOPMENT, so that the class creates a mindmap/visual aid collaboratively.

Then, ask what “developed” means, and have students write this down on a notes page or the back of their world map. Then, in groups, direct students to shade in countries they think are “developed” in one colour. Teacher can display a world map with country names on a projector or wall to aid students in decision making. Students should be sitting in groups and conversation is encouraged.

After ten minutes, ask what “developing” or “underdeveloped” means, and again, ask students to write this down. (It may be helpful to prompt them to think of what physical things are present/missing, or what social/political issues we expect.) Again, ask students to shade in “developing” countries in a different colour.

### Debriefing the Activity

Ask a few groups to volunteer to show their map, and explain their rationale. Again, teacher can ask: why did you label blank country as blank?

Then, ask students to come up with some reasons as to WHY they labeled certain countries as either developed or developing. (This is both a critical thinking and a metacognition exercise: we are asking students to question the process of their own thinking and why they thought what they did.) Prompting questions: Was it because of what you see in the media? (ie. African peoples depicted as forever victims of drought/AIDS/poverty/tribal wars vs. European countries depicted as progressive, modern, technology savvy and democratic?)

How do these depictions create a hierarchy of countries, in which developed is seen as superior and developing as inferior? We call this the Global North and the Global South. Students should use this to create a key on their maps of the different colours they used.

Bring it back to Canada:

Ask: How many of the issues associated with “underdeveloped” countries exist in Canada today? Students should come to the conclusion that many of them exist in Canada too! This shows us that ‘simple’ categories of Global North and Global South are not as simple or easily defined as they seem.
5 min

In the rest of the unit, we will be talking about development, the global economy, social issues around poverty, and the idea that we can't just accept a world hierarchy of countries. We must realize that inequity exists for historical geographical reasons, and that the same social issues of poverty and uneven development don't just exist in the Global South, but in our own country and city as well.

**Extension:**
- Either as an extension in class or as homework, students will write a one-paragraph reflection that details their rationale for labeling certain countries as developed and developing, and why these labels are problematic.

**Assessment:**
- Formative assessment based on a reflection that students complete on the back of their maps.
### SS 11: Geography Unit
#### Lesson 6: Poverty in the Global South

**Objectives:**
- SWBAT: identify and discuss the stages of the poverty cycle
- SWBAT: discuss the role of women in the perpetuation of the poverty cycle
- SWBAT: compare Canada’s standard of living with those of developing countries, with reference to poverty and key indicators of human development

**Rationale:**
- In this lesson students will be introduced to the concept of the poverty cycle. Students will come to understand the relationship between the poverty cycle and standards of living in the Global South. Through this, students will also be able to understand the important role that women play in both perpetuating (child birth, domestic work etc.) and alleviating (education for women and their children) the cycle in the Global South.

**Resources:**
- Power point presentation
- Paper and markers (Activity #1)
- Poverty cycle cut out (Activity #2)

### Timing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Hook</strong> (5 min):</td>
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<tr>
<td>➤ Ask class question that relates to money (how much do you spend on clothing in a year? How much did you spend this weekend? How do you get money/ How much do you make in a PT job? Etc.)</td>
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<tr>
<td>➤ Fact: Some families in Nigeria live off less than $180/YEAR!</td>
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<tr>
<td>➤ Show slide one and discuss briefly as intro to lesson</td>
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<tr>
<td><strong>Activity #1: What does $180/year look like? (20 min):</strong></td>
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<tr>
<td>➤ (15 min) Have students work in small groups (3 or 4) to create a profile of a family in Nigeria that lives off of $0.49/day.</td>
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<td>➤ Students must discuss: Family composition (how many people and their role in the family), distribution/type of domestic work, housing (where do they live), Food and Water (what do they eat/how do they cook and how do they get water?), Clothing (where do they get clothing from?), Education (do they go to school?)</td>
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<td>➤ (5 min) Call on one or two groups to share their profiles ➔ debrief activity in such a way</td>
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that students begin to think about how much time is devoted to domestic chores and subsistence living in places like Africa (the Global South)

➤ Use this as a segue into slide #2 and discuss the average day of a woman in Africa

Looking at the poverty cycle (10 min):

➤ (5 min) Ask students to discuss in small groups the following questions:
➤ Why do some people in parts of the world live like this?
➤ Why do we not live like this?
➤ How do you/your parents afford your life and what kinds of things do you do with your time? Why is this possible?

➤ Debrief answers and pull out of discussion the following points:
➤ The governments of countries like those in Africa can afford to buy the resources/provide the services that are needed to increase people’s standard of living (poverty stricken governments = poverty stricken people)

➤ this inability affects people on individual levels and is often described in terms of the poverty cycle

Poverty Cycle Activity #2 (10 min):

➤ Ask students to get into groups. Hand out envelopes with the poverty cycle cut outs and ask them to assemble the events of the cycle in the order in which they think they go.

➤ Debrief activity by showing the slide of the poverty cycle and discussing the events in the cycle.

The role of women in the poverty cycle (10 min):

➤ Ask students to think about who/what the poverty cycle both starts and ends with. WOMEN (and children)!
➤ the poverty of women and girls is arguably the leading factor perpetuating this poverty cycle

➤ why is this the case?
➤ have students consider the diagram and figure out why women play such an important role in the perpetuation of poverty (i.e. what is it that women have and don’t have that result poverty?)

➤ BABIES AND EDUCATION
➤ Class Discussion: What is the connection between lack of education and babies?
➤ Students can briefly discuss with their neighbor and brain storm some ideas.
➤ women often lack knowledge of contraception
➤ women who are not educated, i.e. do not spend time in school are more likely to marry younger and start a family earlier
Show slides 6, 7, 8 and discuss the division of labour between men and women.
Slide 8 discusses this disparity in a Western context. Use this to show students that this happens all over the world.
Quick discussion question to check for understanding: Why, are the effects of the unequal distribution of labour not as obvious in Canada? (rich country, more gov. services, more money in general etc.) Make sure students understand that the poverty cycle is a **global phenomenon** experienced in different ways in different countries.
Poverty exists in Canada, but can often be harder to identify because it is less obvious. Some women in Canada are equally trapped in the poverty cycle as well!!

**Can we stop the Poverty cycle? (15 min)**
- Have students TPS strategies that can be used to end the poverty cycle
- Debrief and talk about what is being done:
  - Micro Credit
  - Activism
  - Global Communities

**Exit Slip:**
- Have students write an exit slip in answer to one of the following questions:
- From the options discussed in class today, what would be the most successful strategy to end the poverty cycle/global impoverishment and why?
- Think about the poverty cycle in a North American context and compare it to the African examples discussed today. Identify two major similarities and differences regarding the experience of women trapped in the cycle in both regions of the globe.

**Extension:**
10 min → Debrief some exit slips if time is remaining

**Assessment:**


**Moving Forward:**
Unit Assessment

Unit Project Overview:

This is a Product Analysis project that will build on the activity in lesson four where students describe a random object manufactured outside of North America, a soccer ball for example. Students will be asked to bring a personal item from home that is not made in North America. This project will have the students research the production of the object and assess the local and global impact. Students will have the opportunity to choose a format of their preference. Some suggestions include: photo essay/montage, descriptive poster, diagrams, flow charts, comic strips, power points, blog entries, Glogster, maps, a newspaper article, a poem, an essay, or other formats. Students may consider a combination of the above to ensure that all criteria (outlined below) are met.

Assessment:

The following standards are derived from the Canadian Council for Geographic Education

(http://www.ccge.org/programs/geoliteracy/docs/WallChart_english.pdf)

1-The World in Spatial Terms

Geography studies the spatial relationships among people, places and environments. Maps reveal the complex spatial interactions that touch the lives of all citizens.

Why did the manufacturer choose this location? Why would they not produce this product, designed for a North American market, in North America?

2-Places and Regions

The identities and lives of individuals and peoples are rooted in particular places and regions, each of which has distinctive human and physical characteristics.

What impact is the manufacturing of this product having on the local environment? What impact does manufacturing of this product have on the global environment? Does the manufacturing of this product affect the local culture/identity? Are the people of this region somehow dependent on the corporation that produces this product? Which groups in society are most affected positively/negatively?

3-Physical Systems

Physical processes shape Earth's surface and interact with plant and animal life to create, sustain and modify the cultural and natural environment. Physical systems include such things as wind and ocean currents, plate tectonics, erosion, deposition and water.

Is the product produced in a sustainable fashion? What impact is the manufacturing of this product having on the local environment? What impact is the manufacturing of this product having on the global environment? Do these impacts have the potential to affect quality of life?
4-Human systems

Earth’s surface is shaped by human activities. The spatial organization of society is a mosaic of population movements, settlement patterns, economic activity, transportation, communication and political organizations.

Is manufacturing this product a boon or bane to the local economy? Is this form of economy equally beneficial? Under what circumstances could you see the manufacturer moving its operations out of this region? Under what circumstances could you see the manufacturer been forced to move its operations? Can you demonstrate an understanding of the interdependence and interconnectedness of social, political, environmental, and economic issues?

5-Environment and Society

The physical environment has been modified by human activities. In a traditional sense, early settlers cleared the land to plant crops and graze livestock. Today, air and water pollution and the management of solid waste and hazardous materials are a serious problem. The physical environment affects human activity as well. Soil types and water availability help to determine which crops will prosper. More dramatically, natural hazards (e.g., earthquakes, hurricanes and floods) have resulted in substantial loss of life and property.

What do the issues surrounding this product tell us about the values of the manufacturer/producing country/consuming countries? Is the purchase of such a product a vote in favour of the conditions under which it was produced? Are the end consumers of such products complicit in the social and environmental impacts of its production and transport? Does your moral compass call for social action/protest/reform? By who? What form of protest is required? Why would it be most effective?

6-The Uses of Geography

Understanding geography content and how to use the tools and technology available for geographic study prepares citizens for life in our modern society. Individuals, businesses and government entities use geography and maps of all kinds on a daily basis. Geography students have a wide choice of interesting and rewarding career opportunities.

Have you used any geographic tools or technology to lend meaning or utility to your project?