

2012

Who's Developed?

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Who's Developed?

Created by: Brittany Lassen

Mount Pleasant Community High School, Mount Pleasant Community School District

Grade Level (Req.): 10	Content Area (Req.): Human Geography	Unit (Opt.): Globalization & Standard of Living
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> • Mathematics (students use scales, numbers, and graphs to find and examine level of development) • • 		
Time Frame (Req.): 1 block period (85 minutes, but may also be split into two separate class periods)	Goal (Req.): Students will be able to determine the level of development of a country based on its economic, social, and health characteristics.	
	Objective (Req.): Students will understand what makes a country developed or not developed and may have some of their misperceptions addressed regarding how developed/undeveloped certain countries are.	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> • Country flag cards • Handout to determine health scale rating • Cards with country names to place on white board (optional) • Computers to look up facts on CIA World Factbook and Gapminder • Projector for video: "200 Countries, 200 Years, 4 Minutes" • • 	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> • More Developed Country • Less Developed Country • Infant Mortality Rate • Life Expectancy • Literacy Rate 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Bell Ringer: If you had to live in any country other than the U.S., where would you live? Why?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Go around the room and have each student answer the bell ringer question. List the continents on the board and make tallies for each response under the appropriate continent. Students should see a pattern of mostly Europe, North America, or East Asia and fewer in Africa or poorer countries, etc. Discuss why this is...why would they pick those places to live and not in Africa? 2. Explain that today we will be discussing what makes a country more developed or less developed. Then put students into partner groups, and hand out a set of country flag cards. 3. Explain to students that they need to categorize the countries into groups of development. They can make 2 groups (developed and undeveloped), 3 groups, or more. It is up to them to determine how they will categorize the countries. When students are done, go around the room and have them share how many groups they made and what factors went into determining how they categorized their countries. Explain to the students that there are actually several specific measurements that go into determining how developed a country is, and they will better understand some of them today. 		

4. Assign each group 2 of the countries (for larger classes, it may be a good idea to assign 2 countries to groups containing more advanced students and to assign 1 country to students who need more time on such tasks). For each country, each student needs a handout entitled "World health Rating Scale" (see attached; created by Kimn Hassenfritz, Mount Pleasant Community School District).
5. Have the students use computers and go to the CIA World Factbook. (<https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html>). On the right hand side of the screen is a drop down menu on which students should find their assigned country/countries. Using the statistics provided on the site have the students fill in the required information (life expectancy, infant mortality rate, etc.) Depending on grade level, some students may need more teacher guidance on where to look on the site.
6. Once the students have filled in the required information, they need to fill out the chart. This takes some explanation. For each category listed, students need to look at the number for their country, find the closest number on the SPECIFIC CATEGORY's row, and circle it. (If a number is exactly between the two on either side of it, take the higher number). Do this for all seven categories.
7. Once students have completed the above task, have them look at the scale at the very top of the chart (1-10). For each of the seven categories, there is space at the bottom of the page to write the number (1-10) that corresponds to the number circled for each category. Add up the numbers from the bottom, and divide by 7 (since there are seven categories). (!!This is not a perfect number or exact measurement of development, but it provides a rough average of the life lived in a specific country. !!)
8. On the board should already be a large scale of the numbers 1-10 that you have drawn before class. Once students know the "average" number for their country, they should go write their country on its appropriate place on the scale. Also consider giving students country cards beforehand that they can just tape on the board. Also consider color coding these cards or markers used to correlate with continents. An extension could be a discussion about what continents appear to be more or less developed, although this would work better with a larger number of countries.
9. Discuss with students if any of these countries' placements surprised them. Which did they get right at the beginning of class? Which, if any, did they have in the wrong place?
10. Have the students get back onto computers and go to gapminder.com, and have the students click on the "Gapminder World" tab at the top of the page. This will compare the "Wealth and health" of nations (GDP and life expectancy). Allow students some time to see how this chart compares to their original guesses and to the health rating scale on the board. This is a nice visual for students to see what countries are more developed in these two categories, and it also shows how far ahead some countries are. The countries are colored-coded by continent, and it does a nice job of showing what continents are ahead and which are not.
11. If time allows, provide students with a few minutes to explore the tab entitled "DATA." This allows students to use any two categories to compare countries. There are many pages of categories to use. Again, if time allows, provide students with a writing opportunity as an extension of their exploration...Perhaps something along the lines of "Countries with a high GDP also have a (high/low)...(other category)", etc. You can have students write any number of these comparisons.
12. After allowing students some time to explore, show the video clip entitled "200 Countries, 200 Years, 4 Minutes." (<http://www.youtube.com/watch?v=i9JP777fdH0>) This provides students with a visual of how countries have developed, and again, which countries are lagging behind.
13. To debrief and summarize at the end of class, have the students take out a piece of looseleaf paper. On the paper, first have them write down what countries/where in the world there tends to be less developed countries. Secondly, have them write down what countries/where in the world there tend to be more developed countries. Finally, students need to write down one thing they learned about development during class today.
14. As a final assessment, have students work with a group of four people around them, and have

<p>them list off what determines a country's level of development. In the final minutes, have the students share their ideas.</p> <p>15. 16. 17. 18. 19. 20.</p>	
<p>Formative Evaluation (Req.): As mentioned above, students will answer three review questions at the end of class on a looseleaf piece of paper.</p>	<p>Assessment (Req.): At the end of class, students will review and share what determines a country's level of development.</p>
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> • Geography 1., Grades 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • <i>Geography 3., Grades 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</i> • <i>Geography 7., Grades 9-12: Understand how cultural factors influence the design of human communities.</i> • <i>Economics 2., Grades 9-12: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.</i> • • • • • • 	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> • 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. • 3. How to analyze the spatial organization of people, places, and environments on Earth's surface. • 6. How culture and experience influence people's perceptions of places and regions. • 10. The characteristics, distribution, and complexity of Earth's cultural mosaics. • • • • • • 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> •

<ul style="list-style-type: none">• Place• Region••	<ul style="list-style-type: none">••
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">••••	



Bangladesh



Albania



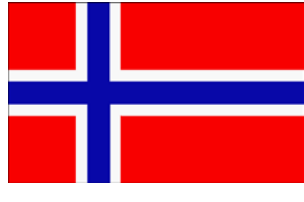
China



Brazil



Chile



Norway



India



Japan



Mali



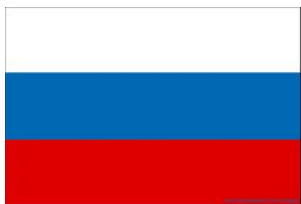
Mexico



Nigeria



North Korea



Russia



Sierra Leone



Singapore



South Africa



South Korea



United States



Vietnam



Mongolia

