



Socially-based Curriculum Unit: Development or Delay?

Unit Title: Development or Delay?

Time Frame : 10-11 days but depending on the type of class it can be 14 days

Unit Developer(s): Vinita Maharaj

Developed for Course Name and Course Code: Canadian and World Issues, GWI4U

Strand(s) and Curriculum Learning Expectations Addressed:

Geographic Foundations: Space and Systems Strand

GF3.02 analyse appropriate statistical indicators (e.g., those relating to population, culture, resources, technology, military expenditure, literacy, medical care) to assess the quality of life in a variety of developed and developing countries in different parts of the world;- analyse the causes of economic disparity in the local or regional community;

Global Connections Strand

GC1.04 explain how economies and environments in some places can be affected by decisions made in other places (e.g., the southern Ontario automobile industry is affected by decisions made by parent companies in the United States; the delta region of Bangladesh experiences flooding that is partly due to the clearing of forested slopes in the Himalayas);

GC3.02 evaluate the performance of a selected transnational corporation with respect to the promotion of environmental sustainability and human rights;

Methods of Geographic Inquiry and Communication Strand

GI1.01 locate and gather geographic information (e.g., data and statistics, maps, images) a variety of sources (e.g., governments, private companies, the Internet);

GI3.01 communicate the results of geographic inquiries and investigations, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);

GI3.02 use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources



Socially-based Curriculum Unit: Development or Delay?

Desired Results

Unit Description:

This unit serves to educate students about a few of the many different ways development occurs in countries. It allows them to assess the effectiveness of certain tools on certain areas by examining different case studies and surveying the benefits of drawbacks of each. The prestigious wielding of megaprojects, its linked use of resource depletion; the different perspective posed by the concept of microprojects and the traditional engagement of transnationals by needy countries are explored. Foreign Aid is very briefly examined as it is touted by pop icons and politicians alike as a means to end poverty. Finally, sustainable development is introduced at the end of the unit as it leads into many other units of study.

Enduring Understandings / Learning:

It asks students to critically evaluate methods for development, to research, problem solve, debate, propose, present, analyze and to create creative but effective solutions as a conclusion.

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired

- Quality of life indicator assessment
- Megaproject article follow up review
- Critical response to 'NAURU – The Green and Grey of the situation'. Students listen to the story of 'Graynel' and 'Greenel' and discuss it within their groups. Students debate their ideas in class and write a personal response that states their opinion and whether it has changed after the debate or not.
- Create your own microproject powerpoint or promo video.
- Transnational presentation
- *Optional/ make-up* task on Honduras – marking scheme worked out in collaboration with student.

Assessment Criteria:

See above



Socially-based Curriculum Unit: Development or Delay?

Unit Planning Notes

Prior Learning Necessary (if any):

- Students should have a knowledge of disparity between the third and first worlds and should be familiar with countries that belong in each of those categories.
- Students should have gone through a 'how to' on powerpoints, videos and proposal writing and research skills

Preparation Notes (if any):

- This works best if students are working in project teams or groups of 4.
- A projector with a laptop or a computer lab where students can view the videos themselves are 'must haves' for this unit
- View videos on youtube and check link to computer ahead of time otherwise it may not work or you may not be able to translate what the Maasai are actually saying in English. Book out projector or labs.
- Students loved this unit because they had the opportunity to be problem solvers in groups. I had to stop myself from giving them too much information as they seemed interested in seeking it themselves.

Learning Plan

Lesson 1: Megaprojects (2-3 days)

Day1

- ∞ What is development? Define together: ie. Development is the gradual advancement of growth through progressive change (5 minutes)
- ∞ Students view the video clip 'Quench' via www.youtube.com [7:01] as a class. The video examines how the Masaai search for clean drinking water just to survive. They speak about how they have arrived at this difficult place in their lives.
- ∞ Teacher discusses quality of life indicators like access to clean water, or life expectancy and how they contribute to how developed a country is or is not. (10 minutes)
- ∞ Teacher hands out atlases and allows students to examine 5 quality of life indicators that make some countries like Canada developed while other countries like Brazil or India are considered to be Less Developed Countries (LDC)



Socially-based Curriculum Unit: Development or Delay?

- ∞ Teacher writes student prompts for discussion on the board:
Do you notice a pattern? Which countries seem more developed and which ones seem less developed?
Why are some countries more developed than others?
How can countries become more developed then?
(Allow for 30 minutes of work time)
- ∞ Teacher presents megaprojects note for students to review and record [Appendix A – 1.1]

Day 2

- ∞ Students view video 'Power Struggle at James Bay' [12:37] (CBC News In Review September 1991) or view the James Bay project at http://archives.cbc.ca/society/native_issues/topics/94/
- ∞ Teacher recaps using the note 'Closer to home – the James Bay project' [Appendix A - 1.5] (15 minutes). The teacher makes copies of articles for students to read using <http://news.bbc.co.uk/1/hi/business/2287841.stm> and <http://news.bbc.co.uk/go/pr/fr/-/2/hi/americas/6286804.stm>
- ∞ The teacher hands out assignments to students [Appendix A - 1.4]
- ∞ Students read through articles and work on review for the rest of the period
- ∞ HW: Finish review or give students additional time in class to type up review for a third day.

Day 3 (optional)

- ∞ Students should go to <http://www.cnn.com/SPECIALS/1999/china.50/asian.superpower/three.gorges/> to view 'Large Dams, False Promises' by David Phinney with International Rivers Network [36 minutes]. (Distributed by The Video Project in Oakland, CA – 1-800-PLANET)
- ∞ Students finish up reviews, incorporating information from today's video.

Lesson 2: Foreign Aid (1 day)

- ∞ Play the clip to introduce the controversy connected to foreign aid and the need for debt relief: 'ABC News: 2020: Myth: Foreign Aid' <http://ca.youtube.com/watch?v=KZHyspuEEKg> [6:41]
- ∞ Students read the article titled 'Bono hails Bush's funding' using <http://news.bbc.co.uk/2/hi/entertainment/2704889.stm> (5 minutes)
- ∞ Teacher introduces the idea of Foreign Aid (20 minutes)
- ∞ Students read the article on the World Bank using <http://www.time.com/time/printout/0,8816,981304,00.html>
- ∞ As a class, highlight the important points (15 minutes) Make connections to megaprojects as you go.



Socially-based Curriculum Unit: Development or Delay?

- ∞ Students view the blog that examines a popular figure in the fight for Aid relief Bono: Aid or Trade at <http://blog.acton.org/archives/196-Bono-Aid-or-Trade.html>. Leave a message online or jot down your ideas in your notes about whether you agree or disagree with the author.
- ∞ Compare the views of foreign aid provided using a T-chart. Discuss both sides of the issue and conclude whether or not you believe Bono's mission to provide more Foreign Aid is the answer or the problem.

Lesson 3: Microprojects (2 days)

Day 1

- ∞ Teacher recaps by putting T-chart on the board and collecting ideas about introduces the concept of microprojects with a note – [Appendix B - 2.1]
- ∞ Play the video 'Don't Wait for the Rain' by Mr. Ebbo [5:18] via <http://www.youtube.com> for students.
- ∞ The teacher collects student observations of the video.
- ∞ Go to <http://www.theatlantic.com/issues/95dec/grameen/grameen.htm> and read 'The Barefoot Bank with Cheek' and 'India's Low-Tech Energy Success' at <http://www.faculty.fairfield.edu/faculty/hodgson/Courses/so191/SouthAsReadings/IndiaEnergySuccess.html>
- ∞ Complete the article review using the seven questions outlined for the first article.[Appendix B - 2.2]
- ∞ Discuss both case studies
- ∞ Note on Case Study of India's Low-Tech Energy Success. [Appendix B - 2.3]
- ∞ Teacher introduces and hands out 'Your microproject' assignment [Appendix B - 2.4]

Day 2

- ∞ Students work all period to develop their microproject assignments and present at the end of the unit.

Lesson 4: Transnationals (2 days)

Day 1

- ∞ Students will list the top 10 most successful companies they can think of and share them with the class along with the rationale behind their choices
- ∞ Students examine the companies involved in making what they are wearing, what they eat and what they use everyday and make note of any patterns.



Socially-based Curriculum Unit: Development or Delay?

- ∞ Teacher collects information about patterns found in groups.
- ∞ Teacher defines 'transnational' and hands out research presentation on transnationals
- ∞ Students will use the website <http://www.endgame.org/dtc/directory.html> and www.corpwatch.org to find a transnational to research and collect information for and begin researching their transnational company. They will then search their company website to provide more details.
- ∞ Homework: Begin research

Day 2

- ∞ Students research their transnational company with their group for the first half of the period and present their findings to the class during the second half of class today

Lesson 5: Resource depletion (2-3 days)

Day 1- Collecting the facts

The teacher:

- ∞ The teacher reads the story of Greenel and Graynel using the link provided http://englischlehrer.de/texts/two_islands.php OR the teacher may use the picture book to read the illustrated story in its entirety to the class. Read it once, slowly to them. (See additional sources)
- ∞ Hands out the 'Two Islands' question sheet to students in their groups of four. [Appendix E - 5.1]
- ∞ The teacher puts the summary of the story up on overhead and allows students to discuss and record their answers within their groups. – Allow for 20 minutes of individual work.
- ∞ Using the online reference link <http://www.infoplease.com/ipa/A0107816.html> the teacher will provide information on the actual country Nauru
- ∞ Asks students to compare the real life island of Nauru to the imaginary Greenel and Graynel. Each group will choose a recorder who will record the comparisons and discussion made. – Allow for 20 minutes of individual work.
- ∞ Hands out and reads 'Nauru – The Green and Grey of the situation' task [Appendix E - 5.2]
- ∞ Assigns roles to judges, and debaters. Students will spend the rest of today's class preparing for their debate. They will continue to prepare for homework and will bring their ideas to class the next day where they will have fifteen minutes to prepare for the debate

Day 2 – Debate

- ∞ The teacher will check homework at the beginning of class the next day
- ∞ Students will work on their debate preparation for fifteen minutes
- ∞ Every group will have their own small group debate. The teacher will facilitate the process and take notes as they circulate through the debates.



Socially-based Curriculum Unit: Development or Delay?

- ∞ The judges will announce their verdicts and the reasoning behind them and share their findings with the class
- ∞ All students will complete a personal response on the debate either as a debater, a judge or as an audience member [Appendix E - 5.2] Students will word process their responses for homework and hand in at the beginning of class the next day.

Day 3 –Conclusion

- ∞ The teacher collects the responses from students
- ∞ The teacher recaps what has happened over the last two days.
- ∞ Students share their observations using their 'Two Islands' questions, their Nauru observations and the experience of the debate
- ∞ The teacher introduces the idea of developing sustainably by viewing the videoclip 'Sustainable development: the bigger picture' – 15 Global challenges' [8:31]via www.youtube.com
- ∞ Discussion: Countries like India and China are interested in developing quickly to ensure that they are not left behind. Currently there is a reliance on coal and other methods that developed nations are not encouraging. Do these countries not have the same right to develop their countries in the cheap manner Canada and the U.S.A. have? Propose solutions in your group that are SUSTAINABLE
- ∞ Make up assignment on Honduras (you can do the same thing for New Orleans) [Appendix E – 5.3]

Additional resources

Resource Depletion:

Gantshev, Ivan. Two Islands. Picture Books Studio USA. 1985. Transnationals

Sustainable development:

http://www.worldbank.com/depweb/english/beyond/beyondco/beg_01.pdf

Attachments

Appendix A

- 1.1 Megaprojects note
- 1.2 Megaprojects follow-up assignment

Appendix B

- 2.1 Microprojects note
- 2.2 'The Barefoot Bank with Cheek' questions
- 2.3 Case Study: 'India's Low-Tech Energy Success' note
- 2.4 Your microproject assignment



Socially-based Curriculum Unit: Development or Delay?

Appendix C

3.1 Foreign Aid note

Appendix D

4.1 Transnationals assignment

Appendix E

5.1 Two Islands handout

5.2 Nauru – The Green and Grey of the situation

5.3 Honduras makeup assignment (task and facts)

Other Possible Course Applications

Grade 12 International Business