

ECONOMIC SECURITY AND WOMEN'S RIGHTS

Lesson Title: Standard of Living Comparisons	Grade: 10	Subject: History, Geography,	Time: 60–90 minutes	Unit: Interactions and Interdependence of Nations; Dynamic Relationships; Resources and Wealth	Topic: Economic Security; Poverty
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URL: http://www.cgeducation.ca/resources/learning_centre/matrix.asp

Lesson Description:

This lesson will expose Grade 10 students to current economic and social data on various countries around the world. The students will use the data to make comparative statements regarding Canada's place in the world. A mapping activity will give the students a visual display of the distribution of wealth in the world.

Students will become familiar with the diverse range of standards of living around the world, and attempt to offer solutions to the problem of the unequal distribution of wealth worldwide.

Learning Outcomes

By the end of the lesson, students will be able to:

- use their technological skills to locate and obtain data available on the website;
- make comparative statements about the data they retrieve;
- complete a world map, locating and labelling 40 countries, as directed;
- define the criteria upon which the Human Development Index (HDI) is based;
- define gross domestic product (GDP) per capita and longevity;
- infer a relationship between GDP and literacy rates around the world;
- participate in a small group discussion;
- attempt to problem-solve, and offer creative and reasonable solutions.

Curriculum Outcomes:

History 10, Unit 2—Economic Decision-Making

Standard of Living

Essential Element #1 (Grades 9–12) – The World in Spatial Terms

- Map, globe, and atlas use

Essential Element #2 (Grades 9–12) – Places and Regions

- Critical issues and problems of places and regions

Essential Element #4 (Grades 9–12) – Human Systems

- Economic development by world regions, country, and regions within countries

Geographical Skills #3 (Grades 9–12) – Organizing Geographic Information

- Use a variety of media to develop and organize integrated summaries of geographic information

Geographical Skills #4 (Grades 9–12) – Analysing Geographic Information

- Make inferences and draw conclusions from maps and other geographic representations
- Use the processes of analysis, synthesis, evaluation, and explanation to interpret geographic information from a variety of sources

<p>Materials:</p> <ul style="list-style-type: none"> • Canadian Geographic–CIDA Map The Canadian Geographic–CIDA map <i>A Developing World</i> The large print map could be used as well. Classroom sets of the printed map are available. Request maps. • Access to a computer lab and the Internet • World atlas (one per student) • Student Activity Worksheet (one per student) • Blank world maps (one per student) • Two pens/pencils of different colours 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • The teacher should informally assess each student’s ability to navigate the website as he/she circulates among the computer stations. • The teacher will grade each student’s worksheet and world map. • The teacher will informally assess each student’s discussion points and solutions offered in the small group setting.
<p>Resources:</p> <ul style="list-style-type: none"> • CIDA map <i>A Developing World</i> (available on-line at www.canadiangeographic.ca/worldmap) will be used extensively. • Link for CIDA: www.cida.gc.ca • Link for the Millennium Development Goals: http://www.acdi-cida.gc.ca/mdgs 	
<p>Extension:</p> <p>The lesson could be extended by researching CIDA and divisions within the United Nations whose goal is to assist less developed countries. The lesson could also be extended by having students write a journal entry about how they could assist countries in need.</p>	

Procedure

	Teacher Activity	Student Activity
<i>Introduction</i>	<ul style="list-style-type: none"> • Review the information from the previous lesson on standard of living (definition and criteria). (2 minutes) • Hand out the Student Activity Worksheets entitled “Standard of Living Comparisons” and “World Map Highest 20 / Lowest 20,” along with the outline world map. • Give a brief overview of the United Nations and the HDI. (3 minutes) 	<ul style="list-style-type: none"> • Students participate in the review by offering definitions and criteria that they recall from the last lesson. • Students access the website and observe the areas/data available. • Students ask any clarifying questions needed to complete the activities.

	Teacher Activity	Student Activity
Introduction (cont'd)	<ul style="list-style-type: none"> Indicate the website for students to access: www.canadiangeographic.ca/worldmap Introduce students to the various areas/data available on the website and provide instructions for the activities. <p><i>(5 minutes)</i></p>	
Lesson Development	<ul style="list-style-type: none"> Circulate among the stations to assist and facilitate. <p><i>(25 minutes)</i></p> <ul style="list-style-type: none"> As students are finishing the Standard of Living Comparisons worksheet, remind them of the World Map Highest 20 / Lowest 20 activity, and the resources they should use to complete it. <i>(15 minutes)</i> When students are finished the world map activity, divide them into groups of four to analyse their world maps, offering reasons for the locations of the highest 20 and the lowest 20 countries. Ask students to offer solutions to the world's wealth distribution problem. <p><i>(10 minutes)</i></p>	<ul style="list-style-type: none"> Students search the website to obtain the information needed to complete the Standard of Living Comparisons worksheet. <p><i>(25 minutes)</i></p> <ul style="list-style-type: none"> Students use the website or an atlas to complete the World Map Highest 20 / Lowest 20 activity, indicating the 20 highest HDI-ranked countries in the world and the 20 lowest HDI-ranked countries in the world. <p><i>(15 minutes)</i></p> <ul style="list-style-type: none"> Students participate in small groups to analyse and offer solutions to the world's wealth distribution problem. <p><i>(10 minutes)</i></p>
Conclusion	<ul style="list-style-type: none"> Collect student worksheets and maps. Discuss with the students any surprising facts they discovered, and clarify any questions they may have about the data they were analysing. <p><i>(5 minutes)</i></p>	<ul style="list-style-type: none"> Students hand in their worksheets and maps for assessment. Students review the activities they participated in and ask any questions they have about the material covered. <p><i>(5 minutes)</i></p>