

Global Inequalities: Economic Development and Quality of Life

— Grade 8 —

Written by Bill Gowsell

BRIEF OVERVIEW: This book is intended to expose students to a variety of concepts and terms that are connected with the Global Inequalities curriculum expectations in Grade 8 Geography. The assignments connected with this book are planned to give students a maximum exposure to geography issues in Canada and the world.

MEETING YOUR STUDENT'S NEEDS: Depending on the needs of the students in your class, the teacher may want to scan any Reading Notes into Kurzweil on the computer. By doing this, no matter the reading abilities of your students, they will be able to access the information of the text. Teachers are also encouraged to allow their students to collaborate on as many activities possible, in order to allow all students to be successful without modifying the text significantly.



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Learning Intentions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Extras
Knowledge and Understanding Content							
Identify and describe the significance of indicators that identify quality of life on a global scale, and different types of economic systems.		●				●	●
Explain how four main economic sectors are related to global development.		●					●
Identify groups and organizations that work to improve quality of life.							●
Describe various factors that can contribute to economic development.			●				●
Thinking Skills							
Evaluate evidence and draw conclusions about issues related to global development.	●				●	●	●
Analyse and construct maps as part of investigations into issues related to global development and quality of life.					●	●	●
Communication							
Communicate the results of inquiries using appropriate vocabulary.	●	●	●	●	●	●	●
Application							
Examine connecting factors that contribute to quality of life and how these factors have effected economies of specific developed and developing countries around the world.	●			●			●
Examine the effectiveness of media in improving the quality of life in some countries and regions around the world.					●		●

Table of Contents

At A Glance	2
Teacher Assessment Rubric	4
Student Self-Assessment Rubric	5
Introduction	6
LESSON 1: FACTORS AFFECTING DEVELOPMENT	7
LESSON 2: WHAT IS THE ECONOMY AND THE DIFFERENT TYPES	16
LESSON 3: GLOBAL WEALTH	22
LESSON 4: QUALITY OF LIFE	30
LESSON 5: MAKING A DIFFERENCE	37
LESSON 6: THE GDP	46
EXTRA ASSIGNMENTS	
Extras 1 The Local Business.	54
Extras 2 The Farmers Market.	58
Extras 3 Class Survey.	60
UNIT TEST	62
ANSWER KEY	66

Teacher Assessment Rubric

Student's Name: _____

Date: _____

Success Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding Content				
Demonstrates an understanding of the concepts, ideas, terminology definitions used	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
Thinking Skills				
Gather and organize information on major challenges facing different groups and communities	Uses critical thinking skills with limited effectiveness	Uses critical thinking skills with some effectiveness	Uses critical thinking skills with considerable effectiveness	Uses critical thinking skills with a high degree of effectiveness
Analyse and construct print and digital media maps	Constructs and analyses maps with limited effectiveness	Constructs and analyses maps with some effectiveness	Constructs and analyses maps with considerable effectiveness	Constructs and analyses maps with a high degree of effectiveness
Communication				
Organize and communicate ideas and information in oral, visual, and/or written forms	Organizes and communicates ideas and information with limited effectiveness	Organizes and communicates ideas and information with some effectiveness	Organizes and communicates ideas and information with considerable effectiveness	Organizes and communicates ideas and information with a high degree of effectiveness
Application of Knowledge and Skills				
Apply knowledge and skills to makes connections between the past and present day situations	Makes connections with limited effectiveness	Makes connections with some effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness

Student Self-Assessment Rubric

Name: _____ Date: _____

Put a check mark ✓ in the box that best described you.

Expectations	Always	Almost Always	Sometimes	I Need Improvement
I am an active listener during class discussions and group activities.				
I always followed directions with minimal supervision.				
I contribute actively to class and small group discussions.				
I always stayed on task and used my resources to help explain my thinking.				
My writing was neat and comprehensive with multiple details explaining my thinking.				

1. I liked _____

2. I learned _____

3. I want to learn more about _____

Introduction

The activities in this book have two intentions: to teach concepts that relate to Global Inequalities and allow the students a chance to explore their ideas through active research and collaboration with their peers.

This book does not cover every single expectation of the curriculum. The activities that accompany this book are meant to complement the lessons that are given and allow students the chance to access wide ranges of skills and abilities in the learning process.

The book starts off with the first lesson *Factors Affecting Development*. The students have the chance to learn about the many factors that help propel development and might impede in the expansion of development of a community.

The second lesson *Different Economic Systems* provides the students with the opportunities to explore and learn about the different types of economies that are practiced around the world.

The third lesson *Global Wealth* has the students looking at excess and learning about who and where the majority of the wealth in the world is possessed.

The fourth lesson *Quality of Life* is focussed on the basic needs we all require in order to have a high quality of life. Students will examine what is a need and what is a luxury.

In the fifth lesson *Making a Difference* is focussed on how we can make a difference in the world. The students will learn about the affect Ryan Hreljac had when he was a young boy and how his idea grew into an organization that is helping to provide clean water to people in need around the world.

The sixth lesson *The GDP* is focussed on showing the students what the GDP is and how each country in the world has a different set of resources that combine to produce their own GDP.

The *Extras* contain bonus assignments that the teacher can use as additional assessment pieces to the main unit. This is also where you will find the Unit Test and Answer Key.

ASSESSMENT AND DIFFERENTIATION

Teachers may choose to start the unit with a student duotang in which the students can keep all of their work in. Depending on the needs of your students, the teacher can easily scan the worksheets into the Kurzweil reading program on a student laptop, if your school has it. If not, the reading portions of the tasks provided could be completed in group settings, or led as a teacher directed lesson. This should accommodate any student profile needs.

Lesson 1: Factors Affecting Development

LEARNING INTENTION:

Students will learn about the different factors that affect the economic development of countries.

SUCCESS CRITERIA:

Students will be able to identify at least three factors and how these factors contribute to the growth of a country's economy.

MATERIALS NEEDED:

- Reading Notes #1
- Student Worksheet #1, #2, #3

PROCEDURE:

(This lesson should be completed in two days about 30-60 minutes long periods)

Day 1

The teacher will call the class together and introduce the unit. The teacher will start the lesson off by asking the students to write down one thing they need in order to live on the sticky note they were given.

After each student has done this they will place the sticky note on the chart paper labelled, *What I Need* and the teacher will start a class discussion about the needs of the students.

The teacher will discuss the idea of needs and wants, and remove from the chart paper any sticky notes that connect to wants of the students.

The teacher will now introduce that for countries to be successful they have certain needs that help propel them along to economic success.

The teacher will then hand out Reading Notes #1 and Student Worksheet # 1, and explain to the students they will now read about the factors that affect the economic growth of a country

and they are to take notes of what is important and write it down on their Student Worksheet labelled *Study Notes*.

The students will use the remainder of the time to read and take notes from the text.

Day 2

The teacher will start the class off with a question to the students, *How would you survive if you lost your home, electricity, and there was no clean drinking water.*

This should start a conversation with the students about what they rely on to be healthy in their community. The teacher can allow the students some time to think about the question and discuss it with their peers.

The teacher can then lead an oral discussion about what life might be like if this happened. The teacher can conclude this discussion by handing out Reading Notes #2 and Student Worksheet #2 to the students which focuses on the earthquake in Haiti in 2010.

The students can have the remainder of this time to complete the work related to the Reading Notes.

(Depending on the needs of your students, you may wish to scan these activity cards onto the computer and have some students complete their work via a school issued laptop through the use of Microsoft Word or through Kurzweil.)

EXTENSION:

The teacher can extend this lesson by having the students complete Student Worksheet #3. The students can reflect on what they have at their disposal and what they really need in order to be successful.

The Top 5 Factors that Influence Economic Development

Human Resource

This is the quality and quantity of available human resource, or people in a country.

For a qualified and useful human resource, people have to be skilled and talented. If the people are not skilled and have no available training or education due to some shortage than this will prevent or delay economic growth.



Natural Resources

Natural resources are nature produced and are often found on or beneath the land. A country's natural resources are dependent on climate and environmental conditions. Any nation with a large selection of natural resources will enjoy growth compared to a country with few natural resources.



When a country possesses a large amount of natural resources and a skilled and capable work force then the country will have a steady path of economic growth.

Capital Formation

This involves land, building, machinery, power, transportation, and a form of communication. When a country produces or purchases all of these manmade products, it is referred to as capital formation. Capital formation increases the availability of



capital per worker, increases capital/labour ratio which results in labour productivity increasing.

Technological Development

Technological development can help in the growth of productivity while only using a limited amount of resources. Countries that work in the field of technology development grow faster than countries that have a minimal focus on technology development.



Social and Political Factors

Social factors are the customs, values and beliefs which contribute to the growth of an economy to a considerable extent. Countries that are less willing to adopt to modern ways based on traditions of the country are less likely to grow economically.

An active government that is investing in the welfare of the country will succeed. Countries that are democratically elected often prosper because the government leaders are focused on what is best for the nation. Countries that are plagued with corruption and dictatorships often fail because the good of the nation is not the primary focus of the government leaders.



The Earthquake in Haiti 2010

Here's what you need to know about the 2010 earthquake in Haiti, which struck January 12, 2010. The earthquake measured 7.0 magnitude.

The Toll:

220,000-316,000: estimates of the death toll vary

300,000: number of injured

1.5 million: people initially displaced

64,680: displaced people remain as of March 31, 2015



Read More

3,978: number of schools damaged or destroyed by earthquake



Response in Dollars:

\$13.34 billion: aid allocated by international agencies for 2010-2020, according to the United Nations Office of the Special Envoy for Haiti

\$4 billion: aid committed to Haiti by the U.S. Government. \$3.1 billion has been

disbursed as of September 30, 2014

Effect on Foreigners:

96: Death Toll of U.N. peacekeepers

122: Americans confirmed dead

(<http://www.cnn.com/2013/12/12/world/haiti-earthquake-fast-facts/>)