

## The Millennium Development Goals and Development Indicators

In this lesson, students examine Canada's role in international development. They work in groups to explore development progress and data for a selected region and country using the map *A Developing World* in the context of the Millennium Development Goals.

### Grade Level

Grades 9–12

### Time Required

150 minutes

### Curriculum Connection

*Social Studies 11* (British Columbia)

- The Canadian Identity
- Canada in the World Community

### Link to Canadian National Geography Standards

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

- Map use

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

- Regional analysis of geographic issues and questions

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

- Economic development by world regions and country

*Geographic Skills #2 (Grades 9–12)* – Acquiring Geographic Information

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

*Geographic Skills #5 (Grades 9–12)* – Answering Geographic Questions

### Canadian Geographic–CIDA Map

This lesson uses the Canadian Geographic–CIDA map *A Developing World*. Copies of the map have been distributed to schools across Canada. To view an on-line version of the map, please go to [www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap).

### Additional Resources, Materials, and Equipment Required

- Document projector
- Music player

## Main Objective

Students will gain an awareness of international efforts being made to improve the quality of life in the developing world.

## Learning Outcomes

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

- recognize how Canadian identity and influence are experienced worldwide;
- interpret and synthesize data from the maps, graphs, and text;
- demonstrate the value of the Human Development Index (HDI) for directing attention to deficiencies in development, both regionally and in a specific country;
- describe and assess the progress of the Millennium Development Goals;

## Lesson

<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Play music from a Canadian pop star as students enter the room. When the class has settled, acknowledge this personality or band as a “cultural ambassador” because they reflect our identity as Canadians at home and abroad.</li> <li>• List several other well-known Canadians on the board</li> </ul>
<b>Lesson Development</b>	<ul style="list-style-type: none"> <li>• Establish groups of three and ensure all groups have access to a print or online version of the map. Distribute one Student Activity Worksheet to each student.</li> <li>• Assign to each group one of the following cultural regions: North America, Latin America and the Caribbean, North Africa and the Middle East, Sub-Saharan Africa, Western Europe, Central and Eastern Europe, Central Asia, East Asia and the Pacific, and South Asia.</li> <li>• Discuss how Canadian influence in the countries surveyed ranges in nature from more serious examples to examples of entertainment, and that they are mere “snapshots” of Canadian influence.</li> <li>• Explain that the Canadian identity worldwide is also defined by our country’s role in international aid, diplomacy, scientific research, and peacekeeping.</li> <li>• Circulate and facilitate during the lesson. Students may work independently or cooperatively, depending on computer lab facilities.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Show the on-line slideshow, The Miniature Earth found at: <a href="http://www.miniature-earth.com">www.miniature-earth.com</a> and discuss the video with your class.</li> </ul>

### Lesson Extension

- Have the students research the terms “development assistance,” “humanitarian assistance,” and “emergency assistance,” compare the differences between them, and give examples. All of this information can be found on the Definitions Page of the map website at [www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap)
- Essay topics:
  - Why is gross domestic product (GDP) not used to measure development, instead of the Human Development Index (HDI)?
  - What are your predictions about meeting the Millennium Development Goals by the target date of 2015? Is international aid working? What are the biggest obstacles to the achievement of these goals? To what extent will the tsunami disaster in Asia have raised global consciousness to enable the achievement of these goals?
- Ask students to create a “How to get involved in international aid” brochure for the school. Note: have students visit CIDA’s Youth Zone website at <http://www.cida.gc.ca/youthzone>.
- As a class, develop a Millennium Development Goals exhibit for the school.

### Assessment of Student Learning

- Peer evaluation of each group’s presentation.
- Evaluate Student Activity Worksheets.

## Student Activity Worksheet

### Section A: Canadian Influence in the World

Using the map *A Developing World* and the map *Canada and the World* (on the reverse), survey the Canadian influence in the region you have been assigned.

Write brief notes in the boxes below to share with the other groups about your region. Classify the type of influence according to the following categories:

<b>Scientific</b>	My region is:
Canadian influence in my region...	
<b>Entertainment</b>	My region is:
Canadian influence in my region...	
<b>Humanitarian</b>	My region is:
Canadian influence in my region...	
<b>Environmental</b>	My region is:
Canadian influence in my region...	

**Section A: Canadian Influence in the World (cont'd)**

<b>Social/Cultural</b>	My region is:
Canadian influence in my region...	
<b>Educational</b>	My region is:
Canadian influence in my region...	
<b>Medical</b>	My region is:
Canadian influence in my region...	
<b>Sport</b>	My region is:
Canadian influence in my region...	
<b>Economic</b>	My region is:
Canadian influence in my region...	
<b>Political</b>	My Region is:
Canadian influence in my region...	

Select one report from your region for the spokesperson from your group to share with the whole class.

**Section B: A Developing World and the Millennium Development Goals**

Using the print version of the map *A Developing World* (or visit [www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap) for the on-line version), read the section entitled “Canadians making a difference in the world.”

Complete the following questions:

1. What percentage of the world’s population lives in extreme poverty on less than \$1 a day?

\_\_\_\_\_

2. List three ways in which developing countries have made progress in the past several decades.

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

c) \_\_\_\_\_

\_\_\_\_\_

3. List three ways in which the future has grown dimmer for some members of our global community.

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

c) \_\_\_\_\_

\_\_\_\_\_

4. According to this information section, “development begins with meeting the most basic human needs.” Explain briefly what this means.

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\_\_\_\_\_

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**Section B: A Developing World and the Millennium Development Goals (cont'd)**

5. Identify two main reasons why Canadians believe it is important to help people in need.

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

6. Canada is part of a global community whose leaders agreed to the Millennium Development Goals. Summarize these goals.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section C: Measuring Progress—A Regional View**

**Population**

With reference to the data on population on the map *A Developing World* (or the website), answer the following questions.

1. According to the pie graph, which region has the greatest percentage of the world's population? Explain this pattern.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. According to the pie graph, which region has the smallest percentage of world's population? Explain this pattern.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section C—Population** (cont'd)

3. Identify the regions where more than 20 percent of the population is under age 15. Why is this a concern?

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4. Identify the regions where less than 20 percent of their population is under age 15. Explain why you think this is the case.

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**Poverty and Hunger**

With reference to the data on poverty and hunger on the map *A Developing World*, answer the following questions.

1. Which regions experienced an increase in the percentage of people living on less than \$1 a day?

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2. Which regions experienced a decrease in the percentage of people living on less than \$1 a day?

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3. Identify the regions on the map, where more than 20 percent of the population is undernourished.

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**Section C—Poverty and Hunger** (cont'd)

4. Identify the regions on the map where less than 5 percent of the population is undernourished.

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5. Food production in developing countries has increased dramatically since the 1970s—enough to feed a hungry world. Why then do about 800 million people in the world go hungry every day?

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**Health**

With reference to the data on health on the map *A Developing World*, answer the following questions.

1. With reference to the graph, describe the trend concerning the mortality of children under 5 years of age from 1960 to 2012.

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2. What has been responsible for this trend?

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3. Identify four things that are still needed to prevent so many children from dying as a result of preventable causes. What will these four things combat?

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**Section C** (cont'd)**Education**

With reference to the data on education on the map *A Developing World*, answer the following questions.

1. According to the graph, in which regions are literacy rates for females in the 21st century lower than those for males?

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2. List four benefits of educating girls.

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**Environment**

With reference to the data on environment on the map *A Developing World*, answer the following questions.

1. Identify the two countries where less than 25 percent of the population has access to improved drinking water.

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2. Which continent has the least access to safe drinking water?

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3. In Africa, women and girls spend hours a day collecting water. What does this mean for girls especially?

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4. What is needed to prevent diarrhea?

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**Section C** (cont'd)**HIV/AIDS**

With reference to the data on HIV/AIDS on the map *A Developing World*, answer the following questions.

1. What percentage of adults (aged 15 to 49) are living with HIV/AIDS in Sub-Saharan Africa?

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2. What percentage of persons living with AIDS worldwide live in Sub-Saharan Africa? How many people does this represent?

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3. Identify four of the devastating effects AIDS has on both adults and children.

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## Section D: Measuring Development: A Country View

Go to the interactive map *A Developing World*, found at [www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap)

Choose one country in the region you were assigned. Use the interactive map to generate a development profile for your **selected country** within your region. Use the following organizer to record your information. (Select Human Development as the theme. Click on your chosen country. Move your cursor over the graphs below the map.) Choose another country in the same region and compare with your first country. How are they similar/different? Attempt to explain the similarities/differences.

Indicator	Country:		Country:	
Human Development Index (High, Medium, Low)				
Population (2003)				
Life Expectancy at Birth	W	M	W	M
Primary School Enrolment				
GDP Per Capita				

**Present your findings to the class.**