Country Factbooks

In groups of two, students will research the location, climate, government type, life expectancy, and Human Development Index (HDI) level of a developing country, and then compare the numbers with those of Canada. They develop a personal argument to support or not to support Canada’s involvement with developing countries. All information will go into a country information booklet.

Grade Level
Grades 6–8

Time Required
150 minutes

Curriculum Connection
New Brunswick Grade 6 Social Studies: Analyse the effects of the distribution of wealth around the world (6.5.1)
• Use statistical data to represent the distribution of wealth around the world
• Examine the effects of the uneven distribution of wealth on quality of life
• Define poverty and give examples of its effects

Link to Canadian National Geography Standards
Essential Element #2 (Grades 6–8) – Places and Regions
• Physical and human characteristics of places and regions in Canada and the world
• World political regions
• World cultural regions

Essential Element #6 (Grades 6–8) – Uses of Geography
• Role of multiple points of view in contemporary geographic policies and issues

Geographic Skills #1 (Grades 6–8) – Asking Geographic Questions
• Plan how to answer geographic questions

Geographic Skills #2 (Grades 6–8) – Acquiring Geographic Information
• Use a variety of research skills to locate and collect geographic data
• Use maps to collect and/or compile geographic information

Geographic Skills #3 (Grades 6–8) – Organizing Geographic Information
• Prepare various forms of maps as a means of organizing geographic information
• Prepare various forms of graphs to organize and display geographic information
• Prepare various forms of diagrams, tables, and charts to organize and display geographic information
• Integrate various types of materials
Geographic Skills #5 (Grades 6–8) – Answering Geographic Questions
- Formulate valid generalizations from the results of various kinds of geographic inquiry
- Evaluate the answers to 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.

Additional Resources, Materials, and Equipment Required
- Paper, pencils, erasers, markers, pencil crayons
- The World Factbook, found at www.cia.gov/cia/publications/factbook/
- Student handouts, teacher information sheets, and rubric provided

Main Objective
By using map and research skills, students will become aware that there are less developed countries around the world, and start to gain knowledge of some consequences of the unequal distribution of wealth.

Learning Outcomes
By the end of the lesson, students will be able to:
- understand that there are developing countries on almost every continent;
- understand that people live in very different conditions and situations around the world;
- understand that there are different types of government;
- understand that different continents have differing geographic conditions;
- compare Canada with developing countries; and
- develop an argument based on their opinion.
**Lesson**

| Introduction | • Introduce the term "developing country" to your class. Using a paper copy of the map *A Developing World* to point out the location of a variety of developing countries around the world. Instruct students that they will be selecting one country to research.
• Introduce the notion of “Noblesse oblige” and the idea that those who have more are obligated to be generous to those who have less (social responsibility).
• Point out Canada’s existing role in supporting developing countries around the world. |
| --- | --- |
| Lesson Development | • Introduce the online version of the *A Developing World* map show guide students through the different sections. Make sure that the theme is set on Human Development, and then introduce the Human Development Index (HDI) to students.
• Demonstrate to students how basic information shows up when you click on a country.
• Distribute the Student Activity Sheet and go over the expectations. Make sure students understand the following terms: location, climate, government type, life expectancy, and HDI.
• Have students use the on-line map on Human Development and pick countries that are either red or orange to research. Make sure that students are choosing from a range of developing countries. Students can choose a region by clicking on the drop-down menu where it says “Select a region.”
• Instruct students that the HDI level can be determined by the colour of the country on the map. Information about life expectancy can be obtained by clicking on the country and looking on the right side of the window. Comparison charts can be found along the bottom of the window.
• Students using the paper map can find this information by looking at the colour of the countries and the box at the bottom of the map that describes the HDI.
• Explain that they will have to use supplementary information from *The World Factbook* or other encyclopedia’s to supplement their research. *Note: Some of the figures in The World Factbook may differ slightly from the CIDA information. This is because the two organisations used different sources in compiling their data.*
• Teacher circulates and provides assistance, as necessary. |
| Conclusion | Assess student presentations and booklets. See the assessment rubric provided. |

**Lesson Extension**

• Students can create their booklet using PowerPoint or as a webpage.
• Stage a debate on whether or not Canada should support international development.

**Assessment of Student Learning**

See assessment rubric provided.
Teacher Information Sheet: Developing Country Information Booklet Teacher Guide

• Students should illustrate their booklets based on the information they find. Students can do the comparison with Canada section by section or can summarize the comparison at the end of the booklet before the Argument on Support of Developing Countries section.

• Students can use Internet research to find information, but it is recommended that they begin with the CIDA map found at www.canadiangeographic.ca/worldmap and The World Factbook found at www.cia.gov/cia/publications/factbook.

• Make sure students properly cite their sources.

1. Location
2. Climate
3. Government Type
4. Life Expectancy
5. Human Development Index
6. Argument on Support of Developing Countries

After researching their country and comparing it with Canada, students should write 200 words to support either of the following statements:

We believe that, as Canadians, we have an obligation to support developing countries as they strive to improve their situation.

OR

We believe that, as Canadians we do not have an obligation to support developing countries in their efforts to improve conditions in their countries.

The argument should include three reasons to support or not to support international development, and should end with a concluding statement.
Student Activity Sheet: Exploring the World Booklet

You have been asked to design a presentation on a developing country. The publisher wants specific information in any form you choose, but must include the following information:

- Location
- Climate
- Government Type
- Life Expectancy
- Human Development Index
- Argument on Support of Developing Countries
  a. After researching your country and comparing it with Canada, write 200 words to support either of the following statements:
     
     We believe that, as Canadians, we have an obligation to support developing countries as they strive to improve their situation.
     
     OR
     
     We believe that, as Canadians, we do not have an obligation to support developing countries in their efforts to improve conditions in their countries.

Bibliography

- You are responsible for researching and writing the content of your presentation.
- Information for each section should come mainly from the A Developing World map, and information may be added from other sources.
- You can design the images and graphics for your presentation, but only after you have finished your research.
- Keep track of the websites you used and put them in your bibliography.
Assessment Rubric:
Developing Country Information Booklet

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>Presentation was clear at all times.</td>
<td>Presentation was clear most of the time. A few points were not explained well.</td>
<td>Presentation was clear some of the time. More than a few points were not explained clearly.</td>
<td>Presentation was unclear most of the time. Few points were clearly made.</td>
</tr>
<tr>
<td>Content–Accuracy</td>
<td>All facts in the booklet are accurate.</td>
<td>90–99% of the facts in the booklet are accurate.</td>
<td>80–89% of the facts in the booklet are accurate.</td>
<td>Fewer than 80% of the facts in the booklet are accurate.</td>
</tr>
<tr>
<td>Attractiveness and Organization</td>
<td>The booklet has exceptionally attractive formatting and well-organized information.</td>
<td>The booklet has attractive formatting and well-organized information.</td>
<td>The booklet has well-organized information.</td>
<td>The booklet’s formatting and organization of material are confusing to the reader.</td>
</tr>
<tr>
<td>Graphics/Pictures</td>
<td>Graphics go well with the text, and there is a good mix of text and graphics.</td>
<td>Graphics go well with the text, but there are so many that they distract from the text.</td>
<td>Graphics go well with the text, but there are too few and the brochure seems “text-heavy.”</td>
<td>Graphics do not go with the accompanying text or appear to be randomly chosen.</td>
</tr>
<tr>
<td>Writing–Organization</td>
<td>Each section in the booklet has a clear beginning, middle, and end.</td>
<td>Almost all sections of the booklet have a clear beginning, middle, and end.</td>
<td>Most sections of the booklet have a clear beginning, middle, and end.</td>
<td>Less than half of the sections of the booklet have a clear beginning, middle, and end.</td>
</tr>
<tr>
<td>Argument</td>
<td>Argument is well developed and gives at least three supporting points.</td>
<td>Argument is somewhat developed but has fewer than three supporting points.</td>
<td>There is an argument, but it does not have supporting points.</td>
<td>There is no argument to support.</td>
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