Where Should Canada Help Out?

Students will study the geographic areas and sectors where Canada has contributed aid over the past few years. Then, using the statistics on the map *A Developing World*, they will decide where they think Canada’s aid should be focused in the future.

**Grade Level**

Grades 6–8

**Time Required**

120 minutes

**Curriculum Connection**

This lesson will contribute to the essential graduation learning of the Nova Scotia Grade 7 Social Studies curriculum listed below:

- Citizenship
- Communication

The public school program for the province of Nova Scotia is based on *The Principles of Learning*, which all teachers should use as the basis for the experiences they plan for their students. This lesson adheres to the following of these principles:

- Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.
- Learning is a process of actively constructing knowledge.
- Learning is enhanced when it takes place in a social and collaborative environment.
- Students need to continue to view learning as an integrated whole.
- Learners must see themselves as capable and successful.
- Learners have different ways of knowing and representing knowledge.
- Reflection is an integral part of learning.

The following specific curriculum outcomes for Grade 7 Social Studies will be met upon completion of this lesson. By the end of Grade 7, students will also be expected to:

- Be able to plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world;
- Have gained an understanding of map reading;
- Be able to identify and analyse trends that may shape the future;
- Have developed the ability to analyse statistics.
Link to Canadian National Geography Standards

Students will demonstrate an understanding in the following areas of the Canadian National Geography Scope and Sequence in Geographic Education:

Essential Element #1 (Grades 6–8) – The World in Spatial Terms
• Major countries of the world

Essential Element #2 (Grades 6–8) – Places and Regions
• Factors that influence people’s perception of places and regions
• World cultural regions

Essential Element #4 (Grades 6–8) – Human Systems
• Regional development in the world
• Global economic interdependence

Geographic Skills #2 (Grades 6–8) – Acquiring Geographic Information
• Use maps to collect and 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 diagrams to organize and display geographic information

Geographic Skills #4 (Grades 6–8) – Analysing Geographic Information
• Interpret and synthesize information obtained from a variety of sources—maps, charts, tables, photographs

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
• Copies of the Student Activity Sheet (attached)
• Overheads/acetates, from the masters (attached)
• Document projector/DVD player
• A poster, photos, or website showing pictures of a variety of sub-Saharan African people, and their land
• Access to the Internet
**Main Objective**
Students will identify specific African countries where physical, cultural, and economic conditions indicate a need for development assistance from Canada. They will demonstrate their understanding of the terms *development* and *development assistance*. They will propose actions that Grade 7 students might take to contribute to the effort.

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

- accurately describe what life is like in sub-Saharan Africa;
- accurately locate Africa, sub-Saharan Africa, 10 African countries, and various physical and geographic features of the continent;
- interpret information from the *A Developing World* map, charts, and photographs;
- incorporate new information into a map they have completed;
- use new information to revise their understanding of Africa;
- work cooperatively within a small group to gather and convey information;
- synthesize information from ten different countries, evaluate the relative state of development of each, and choose the least developed; and
- record and reflect on their acquisition of information with reference to their initial understanding.

**Lesson**

| **Introduction** | • Deliver a brief introductory explanation of the issue of levels of development, and development assistance.  
|                 | • Explain to students that they will be studying a part of Africa that Canada has helped in the past. Tell them that, after doing some research, they will be asked to decide which areas of Africa that Canada should be helping today.  
|                 | • Ask students to create a journal page in their notes and write a few words that come to mind when they hear the name *Africa*.  
|                 | • Put the quiz questions from Teacher Worksheet #1 on the board or the overhead projector, and have students complete them. |

| **Lesson Development** | • Share the answers to the quiz with the students and have them add information to their journals.  
|                         | • Show photos of modern life in parts of Africa to give students an accurate picture of life in Africa today.  
|                         | • Ask students to compare their initial descriptions of Africa with the visual material, and to record their impressions in their journals. (15 minutes)  
|                         | • Introduce the map *A Developing World* by either posting multiple copies around the classroom, or by accessing the online version. Focus the students’ attention on Africa, and point out sub-Saharan Africa. Include every country south of Morocco, Algeria, Libya, and Egypt.  
|                         | • Hand out copies of the map of sub-Saharan Africa on the Student |
Activity Sheet, and explain the basis on which students will be marked, as outlined in the Map Evaluation Rubric. Ask students to complete their maps with the help of an atlas or physical map. (30 minutes)

- Using the explanatory legend on the CG-CIDA map and Teacher Worksheet #2, explain how to interpret the data on the map.
  
  *Note: The definition of gross domestic product (GDP) per capita is the value of all the goods and services produced in the country, divided by the number of people in the country.*

- Explain what the HDI measures, and which colours represent low, medium, and high levels of development.

- Point out the graphs at the bottom of the map and explain terms such as literacy, mortality, undernourished, access to safe water, HIV/AIDS. Point out the relative status of sub-Saharan Africa on each chart. Allow a few minutes for students to add to their journals. (15 minutes)

- Divide the class into groups of three or four students, assign each a sub-Saharan country on Teacher Worksheet #3 among the groups.

- Instruct the groups to gather information about their countries and add it to their maps. (20 minutes)

**Conclusion**

- After the groups have had a few minutes to examine the data on their countries, ask them to recommend in which countries Canada should focus the bulk of its development aid.

- Show “Bilateral Aid” (Teacher Worksheet #4) to the class, and invite representatives from each group to put forward their suggestions as to those countries that most need Canadian development assistance.

- Record the class choices on the overhead transparency. Be sure to have students express the criteria they used to make their recommendations. (20 minutes)

    As a final reflection task, have each student complete one last entry in their journal. They should include any new information they have learned, and comment on the choices made by the class, the factors that influenced those choices, and possibilities for student contributions. (5 minutes)

**Assessment of Student Learning**

- Teachers can collect the students’ journals on “What I know about Africa” to assess the learning, using the Journal Evaluation Rubric provided.

- Student maps can be collected and marked using the Map Evaluation Rubric.
Teacher Worksheet #1: Quiz on Africa

1. Africa is which of the following?
   a) a country
   b) a continent
   c) a capital city
   d) an ocean

2. The climate in Africa is
   a) hot and dry
   b) hot and wet
   c) similar to Western Canada
   d) all of the above

3. Which of the following physical features is in Africa?
   a) the Sahara Desert
   b) the Himalayan mountain range
   c) the Amazon River
   d) all of the above

4. Which of the following is a major export of most of Africa?
   a) circus animals
   b) automobiles
   c) agricultural products
   d) computers

5. Where do most African people live?
   a) in densely populated cities
   b) in rural areas
   c) in highrise buildings
   d) in the jungle
Quiz Answer Key to Teacher Worksheet #1

1. b) A continent: there are more than 50 countries in Africa.

2. d) All of the above: from the desert in the north, to the central jungle, to the highlands of Ethiopia, the climate varies greatly.

3. a) The Sahara Desert: the largest desert in the world.

4. c) Agricultural products: Africans export a variety of foods like peanuts, cooking oils, pineapples, apples, and many more.

5. b) In rural areas: there are large cities in Africa, but most people live in the countryside.