A Developing World — The Circumpolar Nations

Lesson Overview
Students conduct a comparative study on the status of human development in each of the northern circumpolar nations of the world.

Grade Level
Grade 8

Time Required
90 minutes

Curriculum Connection
Nunavut – Inuuqatigiit/Piniaqtavut Integrated Program, Grade 8
• Community: Circumpolar Peoples Now Unit
• Land: Natural Resources of the World Unit

Link to Canadian National Geography Standards

Essential Element #2 (Grades 6-8) – Places and Regions
• World political regions
• World cultural regions

Essential Element #4 (Grades 6-8) – Human Systems
• Regional development in Canada and the world

Geographic Skill #2 (Grades 6-8) – Acquiring Geographic Information
• Use maps to collect and/or compile geographic information

Geographic Skill #3 (Grades 6-8) – Organizing Geographic Information
• Prepare various forms of diagrams, tables and charts to organize and display geographic information

Geographic Skill #4 (Grades 6-8) – Analyzing Geographic Information
• Use statistics and other quantitative techniques to evaluate geographic information

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

- Globe or print map of Canada
- map of the northern circumpolar world
- Student Activity Sheet #1 (attached)
- acetate of Student Activity Sheet #1
- Student Activity Sheet #2 (attached)
- Document projector
- access to Internet

Main Objective
To recognize Nunavut as part of a larger, northern circumpolar community within the context of the developing world.

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

- familiarize themselves with the developing world data as presented on the A Developing World map, that is, read and understand the data provided for each country on the map;
- list and locate the eight circumpolar countries on the map;
- give specific information regarding each of the eight circumpolar countries, as it relates to the developing world; and
- compare the status of each circumpolar nation with respect to human development.
## Lesson

### Introduction
- Review the location of Nunavut within Canada. Use any wall map available in the classroom. (Keep the *A Developing World* map for later in the lesson.)
- Review the location of Canada within the world. Use a globe for this.
- Focus on the northern circumpolar world, using any map available.
- Ask students to name the eight northern circumpolar countries specifically, and list the countries on the board.
- Guided discussion: *Has this community changed over the last 50 years? In what way? Has Nunavut changed over the last 100 years? How? Do countries change over time, with respect to the standard of living for the human inhabitants? What do we mean by a "developing world"?*

### Lesson Development
- Introduce the *A Developing World* map to the class (explain what CIDA stands for).
- Explain that all the countries are coloured either green, yellow, orange or red and that each colour corresponds to a very high, high, medium or low HDI.
- Ask students to identify countries with low, medium and high index ratings.
- Explain that these categories depend on several factors, including a country’s achievements in longevity, knowledge and standard of living. Allow students to ask questions.
- Choose any country on the map (not part of the circumpolar world) and go through each of the data lines, discussing the meaning of each.
- Go over as many examples as you can within the time frame, discussing and comparing each as you progress.
- Hand out Student Activity Sheet #1 to each student and allow as much time as is required for students to complete the table.
- Project a copy of the blank table, and take up the worksheet. Allow student discussion.
- *Hand out Student Activity Sheet #2 to each student and ask that they complete all the questions. Take up the answers orally, and allow individual students to share their answers to the "surprising" facts they have discovered.*

### Conclusion
- Guided discussion: *To summarize, what are the differences between the circumpolar nations with respect to human development?*
- *If time permits, allow students to look at other areas of the A Developing World map.*
Lesson Extension

• Compare the Robinson projection *A Developing World* map with other world maps, in other projections, and discuss how the image of the circumpolar world changes with each type of projection.

Assessment of Student Learning

• Monitor student participation in class discussions and oral questioning. Monitor participation in student worksheets activities.
• Collect and assess worksheets.
• For testing, a blank map could be given and students asked to locate circumpolar countries; they could also be quizzed on information they learned through the worksheet activities.

Further Reading

Student Activity Sheet 1:
A Developing World—The Circumpolar Nations

Use the CIDA map to complete the following table:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F M</td>
</tr>
<tr>
<td>Canada</td>
<td>☐ Low</td>
<td></td>
<td></td>
<td></td>
<td>F M</td>
</tr>
<tr>
<td>Iceland</td>
<td>☐ Low</td>
<td></td>
<td></td>
<td></td>
<td>F M</td>
</tr>
<tr>
<td>Norway</td>
<td>☐ Low</td>
<td></td>
<td></td>
<td></td>
<td>F M</td>
</tr>
<tr>
<td>Denmark (includes Greenland)</td>
<td>☐ Low</td>
<td></td>
<td></td>
<td></td>
<td>F M</td>
</tr>
<tr>
<td>Sweden</td>
<td>☐ Low</td>
<td></td>
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<td></td>
<td>F M</td>
</tr>
<tr>
<td>Finland</td>
<td>☐ Low</td>
<td></td>
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<td></td>
<td>F M</td>
</tr>
<tr>
<td>Russia</td>
<td>☐ Low</td>
<td></td>
<td></td>
<td></td>
<td>F M</td>
</tr>
<tr>
<td>United States (includes Alaska)</td>
<td>☐ Low</td>
<td></td>
<td></td>
<td></td>
<td>F M</td>
</tr>
</tbody>
</table>

Fill in the missing values based on the CIDA map.
Student Activity Sheet #2:  
A Developing World—The Circumpolar Nations

Using the data you collected from the CG-CIDA map, and then placed in your table, to answer the following questions.

1. Which of the circumpolar countries has the:

   a) greatest land area?
   ____________________________________________________________
   how many km²?
   ____________________________________________________________

   b) smallest land area?
   ____________________________________________________________
   how many km²?
   ____________________________________________________________

   c) largest population?
   ____________________________________________________________
   how many people?
   ____________________________________________________________

   d) smallest population?
   ____________________________________________________________
   how many people?
   ____________________________________________________________

   e) longest life expectancy for women?
   ____________________________________________________________
   how many years?
   ____________________________________________________________

   f) longest life expectancy for men?
   ____________________________________________________________
   how many years?
   ____________________________________________________________
g) highest primary school enrolment for women?
______________________________
what %?
______________________________

h) highest primary school enrolment for men?
______________________________
what %? ____________________________

2. Identify three answers from the above list that surprise you and explain why.

a) ________________________________
______________________________
______________________________

b) ________________________________
______________________________
______________________________

c) ________________________________
______________________________
______________________________