The Developing World — Struggling African Nations

Students explore information about developing countries; more specifically, they conduct a comparative study of some African nations with a low Human Development Index (HDI).

Grade Level
Grade 9

Time Required
90 minutes

Curriculum Connection
Nunavut – Inuuqatigiit/Piniaqtavut Integrated Program, Grade 9
• Community: The Third World Unit
• Land: Emerging Nations and Nunavut Unit

Link to Canadian National Geography Standards
Essential Elements #1 (Grades 9-12) – The World in Spatial Terms
• Map, globe and atlas use

Essential Element #2 (Grades 9-12) – Places and Regions
• Critical issues and problems of places and regions

Essential Element #4 (Grades 9-12) – Human Systems
• Population characteristics by world regions, country and regions within countries
• Economic development by world regions, country and regions within countries

Geographic Skills #2 (Grades 9-12) – Acquiring Geographic Information
• Systematically assess the value and use of geographic information

Geographic Skills #3 (Grades 9-12) – Organizing Geographic Information
• Select and design appropriate forms of graphs, diagrams, tables and charts to organize geographic information

Geographic Skills #4 (Grades 9-12) – Analyzing Geographic Information
• Use quantitative methods of analysis to interpret geographic information

Geographic Skills #5 (Grades 9-12) – Answering Geographic Questions
• Formulate valid generalizations from the results of various kinds of geographic inquiry
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
- Globe or print map of the world
- Student Activity Sheet #1 (attached)
- Student Activity Sheet #2 (attached)
- document projector
- access to Internet

Main Objective
Students familiarize themselves with a part of the developing world and recognize that there are substantial differences in the quality of life even between countries within the same HDI category.

Learning Outcomes
By the end of the lesson, students will be able to:
- interpret the data lines provided for any country on the map;
- list and locate the 10 African countries studied on the map and provide specific information regarding each of those 10 countries; and
- understand that even within a specific HDI category, many differences exist between countries.
Lesson

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Lesson Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review the names and locations of the world continents, using a wall map of the world and a globe for orientation.</td>
<td>• Introduce the terms “industrialized” and “Third World” countries.</td>
</tr>
<tr>
<td>• Guided discussion: <em>What do you think the main differences are between the North American and African continents?</em> <em>What do you think the climate is like? the land? the culture? the standard of living?</em></td>
<td>• Review the terms “developing world,” “developed countries,” and “developing countries.”</td>
</tr>
<tr>
<td>• Explore student impressions and knowledge of African countries in general.</td>
<td>• Ask students to guess where Canada belongs, within those categories, then ask the same of African countries. Have students justify their answers.</td>
</tr>
<tr>
<td>• Record student ideas as a list on the board.</td>
<td>• Introduce the CG–CIDA map to the class. This may be new to some. Explain that each of the three colours corresponds to a high, medium or low HDI, and that these categories depend on several factors (a country’s achievements in longevity, knowledge and standard of living). More detail is found in the legend of the map itself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Development</th>
<th>Lesson Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allow students time to look at the map in general and to ask questions.</td>
<td>• Allow students to look closely at the map, or at a globe, or at other maps of Africa so they can see the names of the individual countries.</td>
</tr>
<tr>
<td>• Ask students to determine which categories are represented within the African countries.</td>
<td>• Have students pronounce some of the country names.</td>
</tr>
<tr>
<td>• Allow students to look closely at the map, or at a globe, or at other maps of Africa so they can see the names of the individual countries.</td>
<td>• For practice and later comparison, go through each of the data lines for Canada, discussing the meaning of each. Show students how to calculate population density, given both population and land area values.</td>
</tr>
<tr>
<td>• Have students pronounce some of the country names.</td>
<td>• Explain that if all Canadians were spread out evenly over the land, there would only be 3.1 persons per square kilometre!</td>
</tr>
<tr>
<td>• For practice and later comparison, go through each of the data lines for Canada, discussing the meaning of each. Show students how to calculate population density, given both population and land area values.</td>
<td>• Pay particular attention to the Gross Domestic Product (GDP) line, carefully explaining how it is determined and what it represents. A description is given in the map legend.</td>
</tr>
<tr>
<td>• Explain that if all Canadians were spread out evenly over the land, there would only be 3.1 persons per square kilometre!</td>
<td>• Encourage student questions.</td>
</tr>
<tr>
<td>• Explain to students that they will look at 10 African countries, all with a low HDI, and compare each to one another.</td>
<td>• Explain to students that they will look at 10 African countries, all with a low HDI, and compare each to one another.</td>
</tr>
<tr>
<td>• Hand out Student Activity Sheet #1 to each student and allow as much time as required for students to complete the table.</td>
<td>• Hand out Student Activity Sheet #1 to each student and allow as much time as required for students to complete the table.</td>
</tr>
<tr>
<td>• As students work on completing the table, copy down the Canadian data lines from the map on the board.</td>
<td>• As students work on completing the table, copy down the Canadian data lines from the map on the board.</td>
</tr>
<tr>
<td>• After students finish their work show a coptake up the Student Activity Sheet, allowing for discussion along the way. For comparison, refer back to the Canadian statistics frequently.</td>
<td>• After students finish their work show a coptake up the Student Activity Sheet, allowing for discussion along the way. For comparison, refer back to the Canadian statistics frequently.</td>
</tr>
</tbody>
</table>
Hand out Student Activity Sheet #2 to each student and ask that they complete all the questions in Part A only.

Take up the answers orally.

Assign Part B for homework.

**Conclusion**

Guided discussion: How different are the African nations compared to Canada, with respect to the data studied? Are there any differences between the African countries studied even though all have a low HDI? How close were we at the start of the lesson when we talked about the differences between North America and Africa?

If time permits, allow students to start on the homework assignment.

**Lesson Extension**

- Have students present their ideas explaining the differences between the countries chosen in Part B of the second worksheet to their classmates. Students may want to conduct a deeper study of the politics of the countries concerned.

- Students could continue with an exploration of the sections near the bottom of the map (Population, Education, Poverty and Hunger, Environment, Health, and HIV/AIDS), comparing Sub-Saharan Africa with other parts of the world.

- Have students research how Canada as a nation is trying to help African countries develop a better quality of living. Students can be directed to the Canadians Making a Difference in the World section of the map to begin their research.

**Assessment of Student Learning**

- Monitor student participation in class discussions and oral questioning.

- Monitor participation in student worksheets activities.

- Do a “homework check” the next day, and then evaluate the quality of the students’ work in Part B of the second worksheet.

- For testing, students could be asked to locate and name the world continents and the 10 African countries studied; they could also be quizzed on information they learned through the worksheet activities.