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“THE HAVES AND HAVE NOTS”

Preview of Main ideas

This inquiry based lesson is a problem solving activity that incorporates an inductive teaching strategy. Demographic and economic data of developed, developing, and underdeveloped nations are analyzed by students to make inferences about disparity of human development on a global scale. Students are engaged in a cooperative learning instructional model requiring the use of critical thinking skills.

Rationale:

The purpose of this lesson is to engage students in an inductive thought process by analyzing demographic and economic data of selected developed and underdeveloped nations. Students need to learn how to think critically by identifying relationships, make inferences, formulate generalizations, and test hypotheses. The skills utilized in this lesson will enable students to expand their global perspective, make rational decisions, and become better problem solvers. This activity will require students to develop responses to the following essential questions: Why is there a large disparity in the level of human development between countries? Do developed nations have an obligation to provide assistance to less developed nations?

Connection to the Curriculum

This lesson can be used to teach about levels of human development in geography, history, economics, and sociology classes.

Teaching Level: Grades 9-12

National Geography Standards:

Standard #9---The characteristics, distribution, and migration of human population of Earth's surface.

Standard #10---The characteristics, distribution, and complexity of Earth's cultural mosaics.

Standard#18---How to apply geography to interpret the present and plan for the future.

Length of Lesson: Two-Three Class hours

Materials:

Copies of handouts 1-11 for each student
World outline map
Atlas

Objectives:

Students will be able to:

Engage in concept formation, i.e., developed nations, developing nations, and underdeveloped nations.

Group demographic and economic data according to some basis of similarity; develop categories, and labels for the groups.

Identify relationships, make inferences, formulate generalizations, and test hypotheses.

Analyze why disparity of human development exists between nations and world regions.

Analyze and evaluate the amount of assistance provided by developed nations to less developed nations.

Pedagogical Process:

1. Observe data and clarify terms
2. Individually group and label data.
3. Small groups reach consensus on data grouping and labeling.
4. Share data grouping and labels with all participants.
5. Identify relationships existing between the data.
6. Formulate individual hypotheses.
7. Test the hypotheses with additional data.
8. Match data to nations in small groups.
9. Analyze the amount of assistance provided to less developed nations by developed nations.

Suggestions for Teaching the Lesson

Lesson Opener

Distribute **Handout #1** showing the population data of selected unidentified nations.

Inform students that Handout #1 consists of selected population data that is reflective of the unidentified nations listed by the letters A-L in the left column of the handout.

Ask students to observe the data and clarify the terms at the top of Handout #1.

Ask students the following questions: “How could we attempt to group this data?” “Which nations seem to belong together?” Have students attempt the groupings individually. Let the students determine how many groups will be established. There is no correct number of groupings.

Developing the Lesson

Break the class into groups of three to four students and have them share their groupings.

Distribute Handout #2. This handout is designed to channel students toward categorizing three distinct groups. Inform students that they are not necessarily wrong if they establish more or less than three groupings. Each group of students should reach consensus on the grouping of their unidentified nations. The groups do not have to contain an equal number of nations.

Have a student in each group place their groupings on the board for observation and comparison purposes.

Ask students to **label** the three groups of nations. Ask the following question: “What can we call these groups?” A variety of responses are acceptable including the following: rich, average, poor, haves, have nots, first world, second world, and third world, developed, developing, and underdeveloped.

Probe students to identify **relationships** existing between the data. The following questions could be asked: “What is the relationship between infant mortality rates and life expectancy rates?” “Why does this relationship exist?” Ask student to explore additional relationships and establish **inferences**.

Ask each student to formulate a hypothesis based on the population data and the groupings. A student might say: “*Nations having high birth rates, high infant mortality rates and low life expectancy rates are less developed than nations having low birth rates, low infant mortality rates, and high life expectancy rates.*” Write the hypothesis on the board for class analysis.

Invite students to identify factors that might be used to determine a nation’s level of human development. Students might indicate the following: GNI per capita, literacy rates, health

care, energy consumption, and transportation systems. Inform students that many variables can be used to determine a nation's level of human development.

Probe students to explain and support their hypotheses. A student might say: "*Nations having low life expectancy rates would have a low GNI per capita.*" Write the hypothesis on the board to focus student attention.

Distribute Handout #3. Use this handout to **test** the previously established hypotheses. The teacher could ask: "Does this information support the established hypothesis?" "What additional information would help us make a better decision?"

Have students attempt to identify nations matching the population data contained in Handout #1. Instruct students to write down names of nations next to the letters of the unidentified nations under the country column. Students may need to use an atlas or a world outline map. The purpose is to have students **speculate** about which nations might match the data.

Distribute Handout #4 and ask students to match the nation to the appropriate letter. Ask students to predict the number of correct choices.

Distribute Handout #5 and have students score their responses placed on handout #4. A general class discussion can be conducted at this time focusing on the differences of levels of human development existing between nations and student reasoning for those differences.

Distribute a world outline map and have students locate the nations. Ask students to speculate which areas of the world seem to be more developed, developing, and underdeveloped. Additional information similar to Handout #1 can be obtained from almanacs, textbooks, online sources, and the Population Reference Bureau's *World Population Data Sheet*.

Distribute Handout #6. Ask students to speculate on the ranking of nations and foreign assistance. Provide students with **Handout #7** showing the amount of assistance distributed in U.S. dollars. Ask students if this is the best way to compare nations in their assistance distribution to less developed nations. This data (dollar amount) does not take into consideration the wealth of industrialized nations. It can be argued that nations having the most wealth should provide a greater percentage of its wealth in assistance to less developed nations. Ask students if their speculations from Handout #6 would be correct if Gross National Income (GNI) is used to measure the amount of assistance distributed. Provide students with **Handout #8** showing GNI as the measurement of foreign assistance distribution. Ask students if this is a more appropriate way to determine the amount of assistance provided to less developed nations. Inform students that the United Nations targets highly developed nations to provide 0.7 percentage of their Gross National Income (GNI) as aid to underdeveloped nations. As an extension students could calculate the foreign assistance per capita by utilizing a nation's population and their GNI.

Distribute Handout #9 and instruct students to develop responses to the questions. Conduct a class discussion by focusing on student responses and the following questions: Why is there a large disparity in the level of human development between countries? Do developed nations have an obligation to provide assistance to less developed nations?

Concluding the Lesson

Distribute Handout #10 (lifeboat cartoon) and pose the following questions to the class: What does the lifeboat represent? (nations of the world and their populations) What might the three people at one end of the boat represent? (developed nations) What might the people at the other end of the boat represent? (underdeveloped nations) Instruct students to write an appropriate caption and place it in the space provided. Have students share their responses. Distribute Handout # 11 revealing the cartoonists caption to the class. The cartoonists caption is: *“You people had better watch out, your end of the boat is sinking!”* Pose the following questions to the class: Do you agree with the cartoonist’s caption? Ask students if the caption reflects the general attitude of developed nations towards less developed nations? Does the cartoon accurately reflect the disparity of human development between nations? Conclude by having the class reach consensus on the caption for the cartoon.

Extending the Lesson

Instruct students to create their own cartoon reflecting their views on the disparity of human development and their perspective on foreign assistance distribution to underdeveloped nations.

Assessing Student Learning

Have students develop written responses to the following:

1. What criteria should be used to determine a nation’s level of human development? Select three criteria and demonstrate why these would be the most appropriate in determining a nation’s level of human development.
2. Why is there a major disparity in levels of human development between nations?
3. Should highly developed nations be obligated to provide assistance (0.7 percent of their GNI) to underdeveloped nations? Students may feel compelled to establish guidelines or specify circumstances for when developed nations might provide assistance to underdeveloped nations.

References

Neubert, Gloria, and J. Binko. 1992. Inductive Reasoning in the Secondary Classroom.
Taba, Hilda. 1996. Teaching Strategies and Cognitive Functioning in Elementary School Children: Cooperative Research Project #2404, San Francisco State College, California.
CIA World Fact Book, 2009
Population Reference Bureau, World Population Data Sheet, 2009.

Handout #1

<u>Country</u>	Birth	Death	Rate of	Infant	Life
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	<u>Rate</u>	<u>Rate</u>	<u>Natural Increase</u>	<u>Mortality</u>	<u>Expectancy</u>
A	32	18	1.4	60	41
B	20	5	1.5	19	75
C	29	9	2.0	48	64
D	17	6	1.1	24	73
E	39	12	2.7	77	53
F	14	8	0.6	6.6	78
G	25	6	1.9	19	72
H	9	9	0.0	2.6	83
I	29	8	2.1	50	65
J	14	7	0.7	4.1	81
K	13	9	0.4	2.7	81
L	12	7	0.5	21	73

Definitions:

Birth rate is the number of births per 1,000 population in a given year.

Death rate is the number of deaths per 1,000 population in a given year.

Rate of natural increase is the birth rate minus the death rate, implying the annual rate of population growth without regard for migration. Expressed as a percentage. $(\text{Crude birth rate} - \text{Crude death rate}) / 10$

Infant mortality rate is the number of deaths of infants under age one in a given year per 1,000 live births that year.

Life expectancy is defined as the average number of additional years a person would live if current mortality trends continue. Commonly called "life expectancy at birth."

Sources: World Population Data Sheet, Population Reference Bureau, 2009.
CIA World Fact Book, 2009

Handout #2

GROUPING OF NATIONS

PLACE THE LETTERS OF THE UNIDENTIFIED NATIONS IN ONE OF THREE GROUPINGS

1

2

3

Handout #3

Country	GNI PPP Per Capita U.S. \$	Percent Urban	Kilowatt Hours	Motor Vehicles	Metric Tons of CO2 Emissions Per Capita
A	N/A	37	885	0	114

B	14,270	77	1,858	209	244
C	1,120	17	71	9	5
D	10,070	77	2,117	133	200
E	870	16	40	1	10
F	46,970	79	12,924	765	754
G	5,460	43	1,276	30	103
H	35,220	86	7,702	543	680
I	4,140	65	558	46	104
J	34,040	83	10,721	619	514
K	58,500	80	24,011	494	518
L	6,020	46	2,179	17	310

Definitions:

GNI PPP Per Capita: Gross national income in purchasing power parity (PPP) divided by midyear population. GNI comprises the total value produced within a country (i.e. its gross domestic product), together with its income received from other countries (notably interest and dividends), less similar payments made to other countries.

Percent Urban: Percentage of the total population living in areas termed “urban” by that country.

Kilowatt Hours: Total electricity consumed annually per one person expressed in kilowatt hours.

Motor Vehicles: Number of motor vehicles per 1,000 population.

Metric Tons of CO2 Emissions per Capita: The amount of CO2 in metric tons produced or emitted per person.

Sources: <http://www.prb.org/Publications/Datasheets/2009/2009wpds.aspx> Population Reference Bureau, 2009
<https://www.cia.gov/library/publications/the-world-factbook/index.html> CIA World Fact Book, 2009
http://www.nationmaster.com/graph/ene_ele_con_percap-energy-electricity-consumption-per-capita
http://www.nationmaster.com/graph/tra_mot_veh-transportation-motor-vehicles

Handout #4

SPECULATE

WRITE THE NAME OF THE NATION IN THE SPACE NEXT TO THE LETTER

LETTTER

NATION

A. _____

MEXICO

B. _____

CHINA

C. _____

ETHIOPIA

D. _____

BOLIVIA

E. _____

ZIMBABWE

F. _____

JAPAN

G. _____

UNITED STATES

H. _____

NEPAL

I. _____

NORWAY

J. _____

BRAZIL

K. _____

EGYPT

L. _____

AUSTRALIA

Handout #5

ANSWER KEY

LETTER

NATION

A

ZIMBABWE

B.

MEXICO

- C. NEPAL
- D. BRAZIL
- E. ETHIOPIA
- F. UNITED STATES
- G. EGYPT
- H. JAPAN
- I. BOLIVIA
- J. AUSTRALIA
- K. NORWAY
- L. CHINA

Handout #6

FOREIGN ASSISTANCE

The following is a list of industrialized nations belonging to the Development of Assistance Committee (DAC.) All of these nations provide assistance to less developed nations. The information below does not include military spending and private contributions. The data shown below is the amount of Official Development Assistance (ODA) provided by each nation as a percentage of their Gross National Income (GNI.) Rank order the following nations in the amount of (ODA.) Place the nation providing the greatest amount of assistance at the top of the list and the nation providing the least amount assistance at the bottom of the list.

COUNTRY

YOUR RANKING

Denmark

1. _____

Finland

2. _____

- Germany 3. _____
- Japan 4. _____
- Austria 5. _____
- The Netherlands 6. _____
- Sweden 7. _____
- United States 8. _____
- Norway 9. _____
- Belgium 10. _____
- Ireland 11. _____
- United Kingdom 12. _____
- Switzerland 13. _____
- France 14. _____
- Canada 15. _____
- Australia 16. _____
- Italy 17. _____
- Luxembourg 18. _____

Handout #7

THE ACTUAL RANKINGS (U.S. dollars)

<u>COUNTRY</u>	Official Development Assistance United States Dollars (millions)
United States	21,787
Germany	12,291
France	9,884
United Kingdom	9,849
Japan	7,679

The Netherlands	6,224
Sweden	4,339
Canada	4,000
Italy	3,971
Norway	3,728
Australia	2,669
Denmark	2,562
Belgium	1,953
Austria	1,808
Switzerland	1,689
Ireland	1,192
Finland	981
Luxembourg	376

Source: Organization for Economic Cooperation and Development, 2007
<http://www.oecd.org/dataoecd/47/25/41724314.pdf>

Handout #8

THE ACTUAL RANKINGS (percentage of GNI)

<u>COUNTRY</u>	Official Development Assistance (Percentage of GNI)
Norway	0.95
Sweden	0.93
Luxembourg	0.91
Denmark	0.81
The Netherlands	0.81

3. Provide an explanation for why the amount of foreign assistance dispensed by the United States is less when compared to the other nations identified in the rankings.

4. Identify at least three reasons supporting why the U.S. should provide more foreign aid to less developed nations.

A.

B.

C.

5. Identify at least three reasons supporting why the U.S. should not provide more foreign assistance to less developed nations.

A.

B.

C.

6. Should the U.S. increase the amount of foreign assistance to less developed nations to 0.70% of its GNI? Provide your reasoning.

Map & Graph: Economy: Economic aid - donor (per capita) (Top 100 Countries)

View this stat: [Totals](#) [Per \\$ GDP](#) [Show map full screen](#)

<u>Country</u>	<u>Description</u>	<u>Amount</u>
1. Luxembourg		\$352.30 per person
2. Norway		\$307.95 per person
3. Denmark		\$302.72 per person
4. Netherlands		\$216.71 per person
5. Sweden		\$191.48 per person
6. Switzerland		\$150.30 per person
7. France		\$104.68 per person
8. United Kingdom		\$74.88 per person
9. Belgium		\$74.25 per person
10. Finland		\$73.01 per person
11. Ireland		\$72.11 per person
12. Japan		\$71.53 per person
13. Germany		\$67.96 per person
14. Austria		\$50.07 per person
15. Australia		\$45.30 per person
16. Canada		\$40.36 per person
17. Spain		\$33.07 per person
18. Portugal		\$26.82 per person
19. New Zealand		\$25.23 per person
20. United States		\$23.76 per person
21. Italy		\$17.24 per person
22. Lesotho		\$0 per person
23. Saudi Arabia		\$0 per person
24. Korea, South		\$0 per person
Weighted Average		\$52.32 per person

Definition: The net official development assistance (ODA) from Organization for Economic Cooperation and Development ([OECD](#)) nations to [developing countries](#) and multilateral organizations. ODA is defined as financial assistance that is concessional in character, has the main objective to promote economic development and welfare of the less developed countries (LDCs), and contains a grant element of at least 25%. The entry does not cover other official flows (OOF) or private flows. Per capita figures expressed per 1 [population](#).

<http://www.oecd.org/dataoecd/47/25/41724314.pdf>