|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| If more than 50% of people in your country live in poverty LOSE 2 points | If your country has access to an ocean or sea GAIN 3 points | If your country’s economy is mostly based on industry GAIN 2 points | If your country’s economy is mostly based on agriculture LOSE 3 points | If your country’s economy is mostly based on services GAIN 4 points |
| If your country spends more than 5% of its money on education GAIN 2 points | If your country’s life expectancy is 60 years or less  LOSE 2 points | If your country ranks in the top 50 in the world in providing health care GAIN 2 points | If your country ranks below 50th in the world in providing health care LOSE 2 points | If your country’s citizens are at a high risk for disease LOSE 2 points |
| If more than 1% of the population has HIV/AIDS LOSE 1 point | If less than 90% of your country’s population can read and write LOSE 2 points | If more than 5% of children in your country have a job LOSE 1 point | If your country ranks in the bottom 100 in Gross Domestic Product (GDP) LOSE 2 points | If your country ranks in the top 100 in Gross Domestic Product (GDP) GAIN 2 points |
| If your country has very limited access to TV and radio LOSE 1 point | If your country’s life expectancy is over 70 years GAIN 2 points | If more than 90% of the population has access to clean water GAIN 3 points | If more than 90% of your country’s population can read and write GAIN 2 points | If more than 40% of your country’s citizens have internet access GAIN 1 point |
| If your country has a large number of TV and radio stations GAIN 1 point | If your country has many natural resources GAIN 2 points | If your country’s citizens have a low risk of getting a disease GAIN 1 point | If less than 1% of your country’s population has HIV/AIDS GAIN 1 point | If children in your country attend school for more than 11 years GAIN 2 points |

CI 480 Developed Countries Lesson Plan

**Objectives**: Students will gain a basic understanding of what it means for a country to be developed, developing, or underdeveloped. Students will determine if an African country they have been assigned is developed, developing, or underdeveloped.

**Materials**:

* Handout with the instructions for the activity
* Handouts needed to complete the activity which includes: a paper with facts about each individual country and a sheet of questions with which they will determine if their country is developed, developing, or underdeveloped.

**Anticipatory Set**: I will ask students a general question about their knowledge of developed countries. They have previously learned about this concept so this will serve to activate prior knowledge.

**Introduction**: One or two students will participate in the anticipatory set, telling me what they know about developed countries. I will then indicate that we will be doing an activity today concerning developed, developing, and underdeveloped countries. I will then go over vocabulary terms that will likely be new to the students, and ask if they have any further questions.

**Procedure**:

* Students will be given the materials needed to complete the assignment and will pair up with the student sitting next to them.
* Students will be assigned one of four countries, each at a different level of development.
* They will then work with their tablemate, going through the game board I have developed, which asks the students questions about their country. The answers to these questions are on a separate handout which they will use to determine the status of their country.
* When the students have determined the status of their country, they will fill out a worksheet with questions about their country and make inferences to determine why some countries are more developed than others.
* When the worksheet has been filled out, I will give directions for the students to do a quasi-jigsaw activity where partners with one country find partners of a different country and talk about their findings.
* When this has been accomplished, I will transition to a large group discussion and ask students questions designed to expose the larger group to facts about, and the status of, the four individual countries.

**Conclusion**: I will conclude the lesson by comparing the countries the students have studied in Africa with the same facts about the United States. I will also ask the general class to tell me one new thing they have learned about developed, developing, or underdeveloped countries.

**Developed Countries Activity Instructions**

You and your partner have been assigned a country in Africa and will determine whether it is a developed, developing, or an underdeveloped country. You will do this by going through a series of questions that ask you to think about the facts political scientists use to determine whether a country is developed or not. Each question has a point value attached to it. The more points your country gets, the more developed it is. For some questions, your country will not gain or lose any points!

Step 1: Pick someone to keep track of the points, which will be used to determine the status of your country.

Step 2: Go through each question. You can find the answers on the handout with facts about your country. Make sure that for each question you record the points your country gets.

Step 3: When you have completed step 2, fill out the worksheet with questions about your country.

Step 4: Find a group that has a different country than you do and talk with them about your answers. Whose country is more developed? Why?

Name:

What is the name of your group’s country?

Do you think your country is developed, developing, or underdeveloped?

Why? Be specific.

What are three factors that make a country developed?

What are three factors that make a country underdeveloped?

Why do you think that so many countries in Africa are underdeveloped?

Why do you think some facts were worth more points than others?

**Chad**

Economy

* Chad has a Gross Domestic Product of $29.53 billion. This ranks 126th in the world.
* Agriculture accounts for 54% of economic output
* Industry accounts for 13% of economic output
* Services accounts for 32% of economic output
* 47% of the population lives in poverty
* 48% of children age 5-14 have a job
* Unemployment rate is unknown but likely very high
* Relatively few natural resources including: oil, gold, salt

Education

* Chad spends 2.3% of its money on education
* Children go to school for an average of only 7 years

Living Conditions

* 51% of the population has access to clean water
* 40% of the population can read and write
* Life expectancy is 49.8 years. This ranks 224th in the world.
* There is 1 TV station and 11 radio stations in use
* 2% of the population has access to the internet

Health Care

* 2.5% of the population is afflicted with HIV/AIDS
* Chad spends 4% of its money on health care services. This ranks 174th in the world.
* The risk of contracting an infectious disease like is very high.

**South Africa**

Economy

* South Africa’s Gross Domestic Product is $704.5 billion. This ranks 31st in the world.
* 36% of the population lives in poverty
* Agriculture accounts for 2% economic output
* Industry accounts for 29% of economic output
* Services accounts for 69% of economic output
* South Africa has many natural resources including: gold, natural gas, coal, iron ore, rare earth metals, platinum, copper, tin

Education

* South Africa spends 6% of its money on education
* Children attend school for an average of 14 years

Living Conditions

* Life expectancy is 62 years. This ranks 191st in the world.
* 94% of the population can read and write
* There are 556 TV stations and 362 radio stations
* 93% of the population has access to clean water
* 47% of the population has internet access

Health Care

* South Africa spends around 9% of its money on health care. This ranks 42nd in the world.
* 19% of the population is afflicted with HIV/AIDS
* There is an relatively low risk of contracting an infectious disease

**Burundi**

Economy

* Burundi’s Gross Domestic Product is $8.3 billion. This ranks 162nd in the world.
* 68% of the population lives in poverty
* 19% of children between age 5-14 have a job
* Services account for 42.5% of economic output
* Industry accounts for 17% of economic output
* Agriculture accounts for 40% of economic output

Education

* Burundi spends 5.8% of its money on education
* Children attend school for an average of 10 years

Living Conditions

* Average life expectancy is 60 years
* Only 76% of the population has access to clean water
* 1% of the population has internet access. This ranks 165th in the world.
* 86% of the population can read and write.
* There is only 1 TV station and 4 radio stations

Health Care

* Burundi spends 8% of its money on health care services. This ranks 56th in the world.
* 1.1% of the citizens in Burundi have HIV/AIDS.
* There is a very high risk of contracting an infectious disease such as malaria, rabies, or dengue fever

**Tunisia**

Economy

* Tunisia’s Gross Domestic Product (GDP) is $124.3 billion. This ranks 77th in the world.
* Services accounts for 62% of the economic output
* Agriculture accounts for 9% of the economic output
* Industry accounts for 29% of the economic output
* Only 4% of people live in poverty
* Tunisia has many natures resources including: olives, grain, tomatoes, fruit, almonds, beef, and dairy products

Living Conditions

* Life expectancy is 76 years
* 98% of the population has access to clean drinking water
* 82% of the population can read and write
* 45% of the population has internet access. This ranks 65th in the world.
* There are many TV and radio stations in use throughout Tunisia

Health Care

* Tunisia spends 7.1% of its money on health care services. This ranks 80th in the world.
* Only 0.04% of the population has HIV/AIDS
* There is a relatively low risk of contracting an infectious disease

Education

* Tunisia spends 6.2% of its money on education
* Children attend school for an average of 15 years