Lesson Plan

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I & S –Ms. Greiman

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**Anticipatory Set-** The teacher will present to the students a $100,000 $200,000 and One Hundred Trillion Dollar bill (From Zimbabwe). Students will be asked what they think these bills are worth in U.S. dollars. The Teacher will explain to them that although these bills seem to be a very large and valuable that they are essentially worthless except as a novelty or souvenir due to extreme inflation.

**Transition-** The teacher will ask how students how they communicate with their friends and family on a daily basis, then explain that in many parts of Africa cell phone use, even land line use, as well as internet are non-existent. We will move to explaining that the students will be working in centers today and identify the EQ for the lesson.

Objectives: Essential Question to be examined: What barriers must underdeveloped countries overcome?-The objective of the lesson is to introduce students to some of the barriers to development in Africa. This is the first lesson in this unit. Students will be able to identify and explain what these barriers are and how they affect the daily lives of Africans

Description of the lesson/thinking skills- Students will be working in 5 distinct discovery centers for approximately 7-8 minutes in small groups within the classroom and will have an accompanying worksheet they will need to fill out as they move from center to center. The worksheet will be their ticket out the door. The 5 centers will consist of 1) watching a video and recalling facts or newly learned information, 2) The use of IPads to quickly research potential solutions to the problem of lack of clean water 3 & 4) Students will be presented two challenging situations that they must analyze and come up with a solution that deal with infrastructure obstacles to education and healthcare, 5) Students will read a short article and record at least 2 items they found interesting, did not know previously or ask a question they may have on the article.

Students will *analyze* the information presented to them (primary and secondary sources) and *apply* that knowledge to the provided worksheet.

Interaction/teaching strategies- This lesson will focus on student centered learning through discovery and research. The teacher will provide the students with a few important vocabulary words on their worksheet (i.e. Infrastructure, communications, Malaria, etc.) that they can refer back to throughout the lesson. The teacher will be able to move to each center to observe and ask guided, Socratic questions to help with scaffolding learning. This lesson will address Iowa Core Social Studies Standards 6-8 B.S. 1,2,4,5,6 as well as MYP Standards 3-7.

Questions-EQ: What barriers must underdeveloped countries overcome?

What challenges do young Africans have in gaining a good education?

What do you think are the biggest obstacles to overcome and why

**Material-** IPads, Worksheets, Printed out article, Zimbabwe dollar bills

(Option: Bring in a gallon of water and challenge the students to hold the water without changing hands or holding positions throughout the duration of center #5. An empty gallon of milk works nicely. Hint: Super glue the lid on!)

Practice/Checking for Understanding-The students will work on completing the worksheet and it can be used a pre-assessment tool to help determine which concepts they grasp and which need more exploration. Throughout the lesson the teacher will move from center to center to make sure students are on task and guide them with difficult or potentially challenging topics.

**Closure-**As a class, we will come back together and have a short discussion that identifies the barriers to development facing many in Africa. Using guided questions and what they have on their worksheets we will be able to establish a solid base level of understanding for the new unit. The students will be required to hand in their worksheet as their ticket out the door.

Time frame: 0-3 Minutes Anticipatory Set

 4-45 Minutes Discovery Centers

 46-55 Minutes Closure, Class discussion

**Barriers to Female Education**

By [mriggen](http://blog.vittana.org/author/mriggen) on March 14, 2012

Not having access to education can be an enormous barrier for girls in developing countries. Rustom Masalawala, development consultant, and CEO of Kaizen Craft, is an advisor to [CouldYou?](http://www.couldyou.org/) an organization working to partner African leaders with other influencers to think about creative solutions to current needs. Their current project focuses on education in Mozambique. The Ministry of Education is working with Gov 2.0 analyst Alan Silberberg in a new initiative called [Educate Mozambique](http://www.silberberginnovations.com/services/educate-mozambique/), to rebuild its education system starting from the ground up.  ”The biggest challenge in higher education lies in the fact that the funnel from primary to secondary education is significant,” says Masalawala, “Girls suffer disproportionately because they seldom get a chance to attend these secondary schools. At the 7th or 8th grade, their education grinds to a halt. Most are then left with few options but to work at home or in the  fields, and teen pregnancies reach very high levels.”

Especially in rural areas, the education of girls can be a complex issue. Students sometimes have to walk miles to the closest school, which is a deterrent for their attendance. The majority of housework and chores is performed by women and girls, meaning they have less time for studies. And even something as basic as a lack of sanitary napkins can prevent a girl from coming to school. The goal of the project is to work alongside Mozambican leaders in education to pilot a program at a local village that incorporates innovative solutions, including ways to encourages girls to stay in school, which could then be replicated in partnership with African leaders. Advisor Masalawala adds, “Great thought needs to be given to enhancing the teaching curriculum and to bringing in more vocational training. This would benefit young girls and women who do not attend secondary school, giving them a chance for economic independence and weaning some of them away from the problems associated with early marriage.”

Programs teaching women about reproductive health issues also have enormous positive impact on the lives of girls. Often girls in developing countries are forced into early marriage and motherhood, which limits their ability to attend school. In Ethiopia, [Girl Up](http://www.girlup.org/), sponsored by the United Nations Foundation, is helping to promote education for young girls by offering basic literacy classes, family planning information and agricultural training. The organization encourages girls to delay motherhood, keeping them in school and giving them a better chance at learning about successful agricultural practices, family planning and other life skills critical to their long-term success.

**The benefits of education**
Other benefits of an education include increased career opportunities. Russian-born polyglot Susanna Zaraysky (she speaks seven languages and has been to 50 countries) [promotes multilingualism through her teachings and writing](http://createyourworldbook.com/). “I want more women to be multilingual because speaking more than one language increases one’s chances of finding a job and gives women more opportunities to work and travel abroad,” says Zaraysky. She adds “If a woman has children and she speaks more than one language, her children have a high likelihood of being exposed to their mother’s many languages because of the amount of time that women spend raising children. There’s a multiplier effect when women are educated in various languages that doesn’t exist to the same degree with polyglot men.”

Getting an education can also help women acquire crucial managerial and leadership skills that many developing countries need to improve their economy. Even in developed countries, women often need to navigate careers traditionally held by men. Entrepreneur and California-based architect Osia Wilson says “When I went back to school to get my MBA, I learned amazing things about economics, innovative business models, and efficient operations.  But I also learned to hold my own in a world where it’s normal for people to start businesses or become CEO’s.” With her advanced degree, Wilson says “My whole world changed.” Wilson is now hosting a [conference](http://womenentrepreneurshipretreat.com/)  that will bring other female entrepreneurs together to connect with and learn from each other.

**Educating women helps children**
No matter where they live or what their income level, parents universally share the dream of a happy, productive life for their children and want them to succeed. Education helps families reach that goal in many ways. A child born to an educated mother is more than two times as likely to survive to age five. And as a global average, education accounts for 51% of the decline in mortality as educated women make wiser choices about their health and the health of their children.

Educating around specific topics such as AIDS testing and prevention results in the reduced transmission of infection from mothers to babies. Properly trained midwives mean fewer childbirths end in the deaths of mothers or their babies. And learning about their own changing bodies around puberty means less stigma, confusion and shame, and better physical and emotional health for teenage girls at a time when they are most vulnerable.

**Educated women means a better world**
Education clearly changes the lives of girls and young women for the better. It breaks the cycle of poverty, helps creates role models within communities, and provides better employment opportunities and cultivating leaders. In developing countries, education gives girls a reason to think beyond the next day, and in all cases, the chance to help and invest in others. Education levels the playing field between men and women. And universally, education unleashes the power of future generations of women, giving us all the privilege of living in a better world.

Sources: [USAID Learning out of poverty](http://50.usaid.gov/learning-out-of-poverty/4n8b-usaid-final2-2/?size=infographicMedium); The Interdependent [“The New Girl Power: Why Girls are Key to Ending Poverty”](http://www.theinterdependent.com/120305/the-new-girl-power-why-women-are-key-to-ending-poverty-%E2%80%94-photo-essay); [GirlEffect.org;](http://girleffect.org/) Scientific American [“Baby’s Life, Mother’s Schooling: Child Mortality Rates Decline as Women Become Better Educated”](http://www.scientificamerican.com/article.cfm?id=babys-life-mothers-schooling)

http://blog.vittana.org/barriers-to-female-education

Centers for Barriers to Developing Countries

Here are a couple of short youtube videos about the water crisis in Africa. One is a tad cheesy ("We are the World" back ground music) the other is a little more professional but more dry.

<https://www.youtube.com/watch?v=VhKnIx7vjZc>

<https://www.youtube.com/watch?v=cRTk7aSbyd0>

What barriers must underdeveloped countries overcome?

Discovery Centers

**Key Terms:**

***Infrastructure:*** the basic physical and organizational structures and facilities (e.g., buildings, roads, and power supplies like electricity) needed for the operation of a society or enterprise.

***Malaria:*** An infectious disease characterized by cycles of chills, fever, and sweating, caused by the parasitic infection of red blood cells and transmitted by mosquitos.

***Modern Communications:*** Using technology such as mobile phones, social media (Twitter, Snapchat, Skype) internet to quickly communicate and socialize with others.

**Center 1**: You will watch a short youtube video about the water crisis in Africa. As you are watching please write down 2-3 facts, interesting pieces of information, potential solutions or questions about the water crisis.

**Center 2:** Using the IPads- 1) quickly research at least one way in which the water crisis in Africa can be solved and write your answer below.

**Center 3:** Read the article “Barriers to Female Education” and identify at least one (1) barrier to female education in Africa, at least one (1) way to help improve education and at least one (1) benefit of education based on evidence provided in the article

**Center 4:** Read the following scenario and as a group come up with a solution for the barriers below and explain why you chose your solution. Think about ***infrastructure and modern communications*** as you determine your solution.

Aliyah is a 12 year girl living in rural Africa. She has no internet access, no mobile phone and the closest pay phone is 5 miles away. Aliyah’s grandmother has fallen ill with ***malaria*** and Aliyah must get her grandmother medical assistance as quickly as possible. To get to the pay phone she can walk or try and find a ride to the pay phone in the next village. To get a ride to the pay phone she must pay $2 (equal to two days wages or nearly $100 US dollars). Walking is free but the roads are poorly maintained and can be extremely dangerous due to car and truck traffic, kidnappers and intense day time heat. What should Aliyah do get seek help for her sick grandmother and why? What are the barriers for Aliyah getting help for her grandmother?

**Center 5:** Read the following scenario and as a group come up with a solution for the barriers below and explain why you chose your solution.

Joseph is a 13 year old boy living in rural Africa. Joseph is in charge of bringing water to his family’s home to use for cooking and drinking. He must fill and carry two (2) one gallon jugs. Each jug weighs 8 pounds. There are two main water resources available to Joseph: 1.) The river that is .5 miles away and 2.) the village water well that is two miles away. The river water requires that the water be boiled and strained before it is usable and it still may have harmful bacteria in the water that can cause sickness. The well water is clean and ready to drink and cook with immediately. What is the best way for Joseph to get water for his family and why? What are the barriers for Joseph getting clean water for his family?

Barriers to Developing Countries Reflection

1. What was your favorite center? Why?
2. What was your least favorite center? Why?
3. Name some of the barriers to developing countries.
4. Which barrier do you believe is the most difficult to overcome? Explain.