

Focused Learning Lesson
World Geography
Grade Level 9 – 12th
G-1C-H5

Overview:

The learner will research certain countries of the world and identify whether they are developed or developing countries.

Approximate Duration:

45 minutes

Benchmark and Grade Level Expectations:

G-1C-H5 – describing and evaluating spatial distribution of economic systems and how economic systems affect regions

GLEs:

33. Identify the geographical distribution of the different economic systems (market, command, traditional, mixed)
34. Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income

Objectives:

1. The learner will describe the geographical distribution of economic systems.
2. The learner will distinguish between developed and developing countries.
3. The learner will analyze the spatial aspects of economic systems.

Teacher Preparation:

- The teacher will have the students define the key terms. (see attachment 1) or give the students the phrases and definitions.
- The teacher will explain the differences in a developed country and a developing country. (See attachment 2).
- Using a world map teachers can have students identify specific countries and find out whether they are a developed or developing country. (See attachment 3).

Materials/Equipment/Resources:

Attachments, overhead projector, World Atlas

Lesson Procedure:

Set or Opener

The students need to brainstorm a list of services that the United States government provides for its citizens. (e.g., health care, education, postal service, police protection, military) Post this list and discuss how the government pays for these services.

Body of Lesson:

Define and discuss the differences in a traditional, command, market and mixed economies.

The teacher will explain the differences between a developed country and developing countries. Discuss why these countries fall into this category. Include the GDP and per capita income.

Closure:

The students will write a multi paragraph essay on if they could choose any other country besides the United States to live in what country would it be and give three reasons for that decision. (Attachment 3) Define key concepts and create a chart comparing developed and developing countries.

Assessment Items:

GEE21 question (Attachment 4)

Reference Links and Technology:

- Teacher's Guide to Statewide Assessment. Baton Rouge, LA: 1998.
- Boehm, Richard G. Glencoe World Geography. Westerville, OH: Glencoe/McGraw-Hill, 1997.
- Miller, Roger L. Economics Today and Tomorrow. 3rd ed. Mission Hills, CA: Glencoe Macmillan/McGraw-Hill, 1991.

**Key Concepts
Focus Lesson
G-1C-H5**

1. capitalism – economic system based on free enterprise, in which individuals own and use capital.
2. socialism – political philosophy that originally called for ownership of all land and factories by peasants and workers, now refers to government ownership of some or all means of production.
3. communism – social and political movement developed by Marx and Lenin who favored revolution to establish a classless society in which workers would control industrial production.
4. developing country – a country which is in the process of becoming industrialized.
5. developed country – a country which produce great quantities of goods and services and employ many of their workers in industry.
6. command economy – an economy in which some central authority makes economic decisions.
7. market economy – a free enterprise company in which businesses are privately owned and what people buy and not buy determines what and how much is produced.
8. mixed economy – system which contains characteristics of a command economy and a pure market economy; mix varies so that any economic system leans more toward one pure type than another.
9. traditional economy – system in which economic decisions are based on customs, beliefs, and ways of doing things that have been handed down from generation to generation.

Teacher Notes

There are basically two types of countries in the world today when dealing with economics, developed and developing countries. The factors that go into dividing these types of countries include the type of farming, the types of industries, government provided education and health care, population growth, the Gross National Product and the Gross Domestic Product.

In developing countries, most of people still rely on subsistence farming and lack the modern technology on the farms. Most of the population is uneducated and still live the way their ancestors lived. These types of countries lack technological advances, and the majority of the population lives in a rural area. The government does not have much money; therefore, it does not provide proper education and health care for its people. Another major problem in many of these countries is the rapidly growing population. The government is having problems providing for the needs of its people. The GNP and GDP are low and the death rate and literacy rate are also low in developing countries.

A developed country is the opposite of a developing country. In a developed country, the farmers practice commercial farming and have modern machinery on these farms. A majority of the population lives in or near the urban areas. This type of country produces goods and services and employs many of its workers; therefore, the government can provide education and health care for its people. The population growth rate is not increasing as fast as developing countries. The GNP and GDP are higher, and people enjoy a higher standard of living. Literacy rates are lower in developing countries than in developed countries.

Rubric
Focus Lesson
G-1C-H5

Score Points

- 4 – Respond to all 3 parts of the question. Demonstrate a clear and comprehensive understanding of the information and was able to draw conclusions.
- 3 – Respond to all 3 parts of the question. Demonstrate a general understanding of the information. Or provide accurate responses to 2 components of the question.
- 2 – Respond to 2 parts of the question. Demonstrate a general understanding of the content. Or provide accurate response to 1 component of the question.
- 1 – Respond to 1 part of the question and demonstrated limited understanding of the content.
- 0 – Provide answers that were inaccurate or irrelevant to the question or failed to respond.

Assessment Item

When two different economic systems occupy the same part of the world, as in North and South Korea, one of the likely effects is an increase in:

1. Political cooperation
2. Cultural exchange
3. Regional tensions *
4. Migration across national boundaries

