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## GRADE 8: GEOGRAPHY: GLOBAL INEQUALITIES – ECONOMIC DEVELOPMENT AND QUALITY OF LIFE

### ABSTRACT:

In the Grade 8 Geography strand, teachers will use the informational book *Hot Topics, Global Economy* by Richard Spilsbury (see source information below) to introduce how economies in different parts of the world can have a direct impact on quality of life. The author provides sidebar case studies from Russia, Asia, the Caribbean, Maldives, Bhopal, Switzerland, Bangladesh, Ghana, and the United States to illustrate the effects of development, issues and changes in the global economy.

**Language Literacy Focus:** Reading, Writing, Oral Communication and Media Literacy

**Source:** Spilsbury, Richard. *Hot Topics, Global Economy*. Chicago: Heinemann, 2012. Print.

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### SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

- What factors influence quality of life in different countries?
- Why is it important to be aware and address global inequalities in wealth and in quality of life?
- How do we measure development of a country? Are there any biases in these measurements?

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### LEARNING GOALS

In Geography, Students will:

**LG1** analyze the importance of the distribution of people, plants, animals, resources (**Spatial Significance**)

**LG2** identify characteristics that are similar and repeat within and between places or regions (**Patterns and Trends**)

**LG3** consider the impact of development on the natural characteristics and peoples (**Interrelationships**)

**LG4** determine potential stakeholders and their points of view in the analysis of an issue, event or development (**Geographic Perspective**)

In Language, students will:

**LG5** use speaking skills and strategies to communicate to an audience for a purpose (**Oral**)

**LG6** recognize a variety of text forms, features and stylistic elements, and demonstrate understanding of how they communicate meaning (**Reading**)

**LG7** gather and organize ideas and information for writing (**Writing**)

**LG8** understand a variety of media texts (**Media Literacy**)



## Prior Knowledge and Concepts

- Students should understand what makes a 'good' quality of life and how it can be measured (i.e., education, health, living standards, environmental well-being) and further, students should understand the basics of how resources (e.g. raw materials, labour) are utilized to create goods and services to fuel the economy.
- Students should also understand the following academic terms; trade, government, business, loan and aid
- Students should understand how to select important information from a text and know how to create a thematic map

### A. Instructional Strategies

#### Shared reading

Ask students to determine how many countries have been involved in the making of all the products that they have come to class with today (i.e., labels on clothing, running shoes, cellphones, tablets, purses). Now focus on one product. Read aloud using the cell phone example on page 5 to help students understand how many different economies are impacted when countries work together to create one product. Ask students to think about how global economies fuel growth and affect quality of life as they read. Have them record any questions they may have as they read.

### B. Student Activities:

1. In groups of three, have each student choose one of the three parts of a global economy (i.e., production, trade, or money supply) to investigate. Students read their appropriate section of the text (see pages 10- 15), then together create an image to depict how the three main parts of the economy are interdependent. Ideas for products are; mind-map, Venn diagram, 'pic collage'. **(Gather and Organize; Interpret and Analyse; Communicate)**

**Assessment suggestions:** Assess the students' ability to apply the concepts of geographic thinking (Spatial Significance, Interrelationships etc.), in particular in how they planned their product to show connections between all three aspects of the economy (see the Achievement Chart pg 32 in the curriculum). **(LG4, LG6, LG7, LG8)**

2. In their triads, students analyze one of the case studies from the book for the purposes of a whole group oral mini- presentation. As a team they will need to explain how multiple factors have affected people, economies and policies. They need to consider multiple points of view and perspectives (e.g., "How will the addition of another perspective affect the impact or appeal of the text?"). **(Interpret and Analyze; Evaluate and Draw Conclusions; Communicate)**

**Assessment suggestions:** Use the students' written information to assess their ability to gather pertinent information about the topic. Provide descriptive feedback to encourage the student to extend the information while ensuring it is relevant. **(LG7)** Observe students' ability to organize the information into a coherent presentation. **(LG5, LG7)**

3. Getting Started with Inquiry: Begin by setting success criteria for good questions with the students. Ask students to formulate questions from the above reading about fair trade, quality of life and effectiveness of programs aimed to improve/address these issues. (e.g., Reducing child labour, Promoting Fair Trade, Safety for Factory Workers in Developing Countries). Students to research some activities they might be interested in learning more about to help better define their inquiry question. They may work in pairs on a common inquiry question. See links to fair trade in resource section below. **(Formulate Questions; Gather and Organize; Interpret and Analyze; Evaluate and Draw Conclusions)**

**Assessment suggestions:** Conference with students to see if they have enough information to make an informed decision about what topic interests them. Provide descriptive feedback on the draft inquiry question and have students assess their own questions based on the success criteria set earlier in the lesson. **( LG 5)**

4. Create a thematic global map that depicts the inquiry-based data collected by students. Each map should have successfully used elements including legend, direction, scale and location to help communicate answers to the following questions:  
What economic/environmental or social issue is depicted?  
How does this issue impact or relate to other countries or groups of people?  
Why should we care? **(Gather and Organize; Communicate)**

**Assessment suggestions:** Assess maps for the ability to identify and communicate patterns between places, and the importance of the distribution of the data. **(LG2, LG3, LG6)**

5. Gallery Walk. Students to post their thematic, global map around the classroom, along with one paragraph summarizing their inquiry issue. Students circulate from map to map for the purposes of reading the data and understanding the impact of inequalities. Students can be encouraged to utilize the Q-chart to write questions to the authors of the maps about what other issues or concerns might still need to be addressed. **(Formulate Questions; Interpret and Analyze; Evaluate and Draw Conclusions)**

**Assessment suggestions:** Observe students' ability to read the maps, and use the Q-chart to ask new or insightful questions about the issue. Observe students ability to see trends. Analyze paragraph with regards to Thinking and Communication. See achievement chart categories at [http://eworkshop.on.ca/edu/pdf/Mod24\\_lang\\_achievement.pdf](http://eworkshop.on.ca/edu/pdf/Mod24_lang_achievement.pdf) (**LG2, LG3, LG7**)

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## EXTENSIONS

From the maps and issues shared thus far, students choose one issue to 'action' by writing persuasive letters to people in powerful positions (e.g., MPP, MP, CEOs, Banks) and/or creating public service announcements or advertisements.

A note about assessment: The achievement chart on pages 32 and 33 of the Ontario Curriculum Social Studies document and the achievement chart on pages 20 and 21 of the Ontario Language curriculum will prove helpful when assessing the various components of these activities.

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## OVERALL EXPECTATIONS

Social Studies:

Application: B1

Inquiry: B2

Understanding Geographic Context:  
B3

Language:

Oral Communication: 1, 2

Reading: 1

Writing: 1

Media Literacy: 3

## SPECIFIC EXPECTATIONS

Social Studies:

Application: B1.2, B1.3, B1.4

Inquiry: B2.1, B2.2, B2.3, B2.4, B2.5

Understanding Context: B.3.6, B3.8

Language:

Oral Communication 1.4, 1.6, 1.8, 2.1

Reading 1.4, 1.6, 1.8

Writing 1.3, 1.5

Media Literacy 3.4

Writing 1.3, 1.5



Media Literacy 1.3, 1.5

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## OTHER RESOURCES

Spilsbury, Richard. *Hot Topics, Global Economy*. Chicago: Heinemann, 2012. Print.

Fair trade:

<http://fairtrade.ca/>

Fair Trade Inquiries:

Ice Cream

<http://fairtrade.ca/en/news-views/news/ben-jerry-s-fortifies-farmer-focus-fairtrade-effort>

Tea

<http://fairtrade.ca/en/news-views/news/a-fair-cup-tea>

Coffee

<http://davidsuzuki.org/blogs/queen-of-green/2012/03/whats-the-eco-friendliest-coffee/>

Chocolate

<http://www.davidsuzuki.org/blogs/queen-of-green/2012/12/fair-trade-organic-chocolate-is-the-sweetest-deal/?gclid=CIP0xuSY8rwCFewRMwod0SQAzw>

Graphic Organizers

[http://www.beta.edugains.ca/newsite/ile2/graphic\\_organizers.html](http://www.beta.edugains.ca/newsite/ile2/graphic_organizers.html)

See a variety of graphic organizers in doc format.

<http://my.hrw.com/nsmedia/intgos/html/igo.htm>

See examples that can help students to brainstorm, organize, and visualize ideas.