

Collin Libassi

Unit 6: Industrialization and Economic Development 9-12th Grade AP Human Geography

Overview:

The Economic Development and Industrialism unit will last for 6 90-minute block periods with a test on the seventh day. As designated by the title of the unit, the unit will deal with trends, theories, and other issues related to the development and industrialization of world states from the first Industrial Revolution to the present. The Industrial Revolution began in Great Britain in the late 18th century, spreading to the rest of Europe, the United States and Canada, and Australia and New Zealand in the 19th century. Though industrialism subsequently has spread throughout the world, there is a vast difference between the developmental level of post-industrial states (labeled by human geographers as the “core”) and still industrializing “periphery.”

Over the course of this unit students will learn what human geographers mean by the terms “developed” and “underdeveloped,” the common indicators of a country’s level of development, and various theories on the paths and challenges to entering the more developed world. On the industrialism side, students will examine the conditions that help industry develop in local and world areas, the various models and theories for industrial distribution, and the problems that face industries and industrialized states.

Rationale:

Though Human Geography and World Geography are not at all the same subject, these students will have to pass the Virginia State SOL for World Geography at the end of the year; accordingly, the unit will incorporate various world geography standards. However, the unit is more closely designed to follow the College Board’s AP Human Geography topics listed under Industrialization and Economic Development. The unit makes heavy use of lecture and student note-taking because the AP level is such a fast-paced, content-rich type of course. In these particular two classes, each lecture session includes ample time for students to ask questions and for the teacher to pose questions of the students. There are many inquisitive personalities in these classes, and many of them seem to crave the teacher acting as an expert to deliver the content that they will need to do well on the AP exam.

The debate on offshoring of industrial and service jobs is designed to give students the opportunity to dig deep into an issue that received much attention around the 2004 presidential election. Although public debate over the topic has greatly subsided, it is still a hot-button issue in the American public, particularly in the areas of the country that have seen increasing numbers of layoffs. I have chosen to make the debate an activity that does not really adhere to the rigid Structured Academic Controversy (SAC) guidelines because the students in these classes are really capable of more in-depth debate. For instance, they have already had a debate on Northern Ireland, and I do not believe they would be satisfied with the constraints that a SAC puts on their cognitive abilities. Students instead will be assigned a particular viewpoint to argue so that they might gain experience in understanding a viewpoint in which they do not personally support, a process that helps in developing more sophisticated analytical skills.

The Socratic seminar activity is intended to further hone their skills in evidence-based discussion. I have chosen excerpts from Thomas Friedman's *The Lexus and the Olive Tree* because it is a very readable, relevant commentary on the patterns, problems, and benefits of the globalization of markets. Friedman discusses what he sees as the crucial elements of a country's successful drive to development in the post Cold War system. With this Socratic seminar, students will develop their discussion skills while learning about the challenges of development in the new world economy. They have already done these seminars before, so I expect that they have a solid foundation in this type of discussion and will do well with this activity.

Objectives/goals:

1. Students will be able to debate either for against the practice of offshoring, particularly as seen in the US industrial and service sectors.
2. Students will be able to discuss and evaluate Thomas Freidman's arguments on the best ways for states to successfully develop in a globalized economy, as seen in *The Lexus and the Olive Tree*.
3. Students will be able to identify core and periphery states and explain various models and indicators of development related to the core/periphery labeling
4. Students will be able to identify and analyze the problems LDCs face in development and industrialization
5. Students will be able to identify the major conditions that led to the industrial revolution, the development of major world industrial areas, and the challenges LDCs face in industrialization
6. Students will be able to identify the major factors that affect how and where industrial will distribute its materials and products.
7. Students will be able to explain the problems that states face with regards to the issues of sustainable development and healthy interaction with the environment and resources.
8. Students will be able to analyze government policies on development

Standards:

World Geography SOLs

- WG.3a: The student will apply the concept of region by explaining how characteristics of regions have led to regional labels
- WG.4: The student will locate and analyze physical, economic, and cultural characteristics of world regions.
- WG. 7a: The student will identify natural, human, and capital resources and explain their significance by showing patterns of economic activity and land use
- b: Evaluating perspectives and consequences regarding the use of resources.
- WG. 9a: The student will analyze the global patterns and networks of economic interdependence by identifying criteria that influence economic activities.
- b: describing ways that economic and social interactions have changed over time.

NCSS Standards

- Strand 2: The study of the ways human beings view themselves in and over time
- Strand 3: The study of people, places, and environments
- Strand 5: The study of interactions among individuals, groups, and institutions
- Strand 6: The study of power, authority, and governance

Strand 7: The study of how people organize for the production, distribution, and consumption of goods and services

AP Human Geo: Industrialization and Economic Development Topics:

- I Key Concepts in Industrialization and Development
- II Growth and diffusion of Industrialization
 - A The changing roles of energy and technology
 - B Industrial Revolution
 - C Evolution of economic cores and peripheries
 - D Geographic critiques of models of Economic Localization (i.e. land rent, comparative costs of transportation), industrial location, economic development, and world systems
- III Contemporary patterns and impacts of industrialization and development
 - A Spatial organization of the world economy
 - B Variations in levels of development
 - C Deindustrialization and economic restructuring
 - D Pollution, health, and quality of life
 - E Industrialization, environmental change, and sustainability
 - F Local development initiatives: government policies

Essential Questions:

1. What are the major trends in economic development and what are the indicators of a state's level of development?
2. What are the ways states try to develop?
3. Why has industry developed in certain areas and not others?
4. Why do industries have different distributions?
5. What are the problems associated with sustainable economic and industrial development?
6. Is development a good thing?

Assessments:

- Vocab quiz to begin unit
- 2 Reading quizzes
- Formative assessments on in-class worksheets
- Offshoring debate ticket and formative assessment during debate, may include participation points
- Socratic seminar ticket and formative assessment during seminar
- End of unit test

Pre-Unit:

Homework: Study for vocabulary quiz to be given on day 1.

Day 1:

Topics: Key concepts in industrialization and development.

Objectives:

- Students will be able to analyze country statistics and explain their significance as indicators of relative economic development
- Students will be able to explain patterns and theories of the development of states

Materials:

- Spreadsheet with country statistics relating to development
- Student worksheets on country statistics
- Cloze notes handouts

Procedure:

[15 minutes]

The teacher will give students a vocabulary quiz on 25 of the relevant unit terms.

[10 minutes]

The teacher will divide students into 4 groups, each corresponding to a real country whose name the students will not be given. Each group will have a list of statistics on that country that relate to its level of development, such as per capita income, literacy rate, life expectancy, etc. The students will analyze these data and give their country a development rating from 1-10, 10 being most developed. [objective 3]

[20 minutes]

The teacher will give a lecture on economic development and indicators of this development, with the students following along using cloze notes. [objective 3]

[15 minutes]

The teacher will return to the country development activity, allowing the students to discuss which statistics they had used to determine their country's level of development and why they felt these to be the most important indicators. The teacher will also use a transparency to show the whole class the statistics for each country, revealing which real countries they represent. [objective 3]

[20 minutes]

The teacher will continue the lecture on development, covering patterns and theories of development and the core-periphery model. Within this lecture time the teacher will provide ample time for questions and discussions on the theories. [objective 3]

Homework – p. 321-327, 371-380

Day 2:

Topics:

Continuing development: modes and financing
Industrial Revolution

Objectives:

- Students will be able to explain and evaluate strategies for development and the financing of development

- Students will be able to identify major world industrial centers and explain the conditions that led to the Industrial Revolution

Materials:

- Computer connected to gapminder.org
- LCD projector
- Computer speakers
- Cloze notes handouts on modes of development, self sufficiency, trade, rostow's model, and financing development

Procedure:

[20 minutes]

The teacher will use a computer and LCD projector to show students development data and presentations from www.gapminder.org, stopping where appropriate to answer questions and discuss. [objective 3, 4]

[15 minutes]

The teacher will pose students the following question for discussion: What are the ways states can attempt to become more developed, and what challenges would they face along the way? Students will brainstorm individually first, then volunteer answers and discuss. [objective 4]

[20 minutes]

Cloze notes on Modes of development (self sufficiency, trade, rostow's model). [obj. 4]

[20 minutes]

Financing development notes. [obj. 4]

[15 minutes]

Industrial Revolution major world industrial centers lecture and notes. [obj. 5]

Homework: read pp. 381-398

Day 3:

Topics:

Modern industrialism

Industrial distribution

Weber's least cost theory

Objectives:

- Students will be able to explain the conditions under which industry develops in a region in the modern industrial era
- Students will be able to explain the major problems of industrial distribution as well as solutions to those problems
- Students will be able to apply Weber's least cost theory to determine the most logical place for the development of a factory

Materials:

- Worksheets on Weber's least cost theory and factory locating
- Articles and arguments on outsourcing (for students to read for homework/debate preparation)
- Debate ticket handouts (for homework)

Procedure:

[15 minutes]

Reading quiz and discussion

[25 minutes]

Lecture and notes on economic cost theories. [obj. 4]

[20 minutes]

Lecture and notes on distribution issues. [obj. 5,6]

[15 minutes]

Notes on Weber's least cost theory. Students will then complete a worksheet using this theory and discuss it with the teacher. [obj. 6]

[15 minutes]

Factory locating activity and discussion with the teacher. [obj. 6]

Homework:

Read articles on offshoring, prepare for debate and complete debate ticket

Day 4:

Topics:

Locational interdependence theory

Deindustrialization and economic restructuring

Profit maximization

Offshoring

Objectives:

- Students will be able to break down the arguments for and against offshoring and argue in favor of a particular side
- Students will be able to explain locational interdependence theory
- Students will be able to analyze and evaluate varying approaches to profit maximization
- Students will be able to explain the process of deindustrial and economic structuring

Materials:

- Copies of *The Lexus and the Olive Tree* passages and seminar ticket (for students to take for homework)

Procedure:

[15 minutes]

Lecture and notes on locational interdependence theory and profit maximization approaches.

[obj. 6]

[20 minutes]

Lecture and notes on deindustrialization, economic restructuring, and problems for Industries.

[obj. 7, 8]

[55 minutes]

SAC/Debate: outsourcing

Students will be given 5-10 minutes to meet with their teams and decide which arguments they will use and who will be giving the opening and closing statements. Teacher will then lead students through a structured debate and take any remaining class time to debrief. [obj. 7, 8, 1]

Homework:

Read *The Lexus and the Olive Tree* excerpts, complete seminar ticket

Day 5:

Topics:

Thomas Friedman's juxtaposition of the "Lexus and the Olive Tree" and his model of the "Golden Straightjacket"

Government Impacts on industry

Resources and sustainability

Objectives:

- Students will be able to critique Thomas Friedman's theories on globalization and economic development as outlined in *The Lexus and the Olive Tree*
- Students will be able to explain the various ways in which governments impact industry and industrial development
- Students will be able to identify several renewable and nonrenewable resources and describe the challenges societies face in the use of resources for energy and production

Materials:

- Cloze notes on governmental impact on industry, resource issues, and sustainability
- Excerpts from *The Lexus and the Olive Tree*

Procedure:

[45 minutes]

Lexus and olive tree Socratic seminar. [obj. 7, 8, 2]

[20 minutes]

Gov impacts on industry notes. [obj. 8]

[25 minutes]

Lecture and discussion on resource issues and sustainability. [obj. 7]

Homework:

Print out a current event article dealing with either use of renewable or nonrenewable resources and provide a half page summary.

Write down a list of clarification questions to ask in the day 6 review class.

Day 6:

Topics:

Resource issues and sustainability

Review

Objectives:

- Students will be able to compare energy resources and their economic and environmental costs
- Students will be able to evaluate the differing theories on sustainability and the routes states take in achieving sustainability

Materials:

Procedure:

[30 minutes]

Continuing notes and discussion on resource issues and sustainability. [obj. 7]

[Remainder of the period]

Review. The teacher will assign each student a topic that has been covered in the chapter, and students will take 5-10 minutes to look through their notes and book and become experts on this topic. The class will then get up and form 2 parallel single file lines, with each line of students facing the person across from them in the other line. The students will go through a series of 3-5 minute rounds in which each person will explain their topic to the person across from them, then the line will shift so that each student is explaining their concept to another student.

Day 7:

Test

Adaptations and Differentiation

There are no IEP issues in these two AP classes, so adaptations or modifications are not likely to be necessary. However, students may be given additional time to complete in-class quizzes.

There should not be any issues in reading comprehension, but if any such issues arise with regards to homework reading, the teacher may provide students with reading guides to use while completing reading assignments.

Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
March 31 Even HW: study for vocab quiz	April 1 Odd Day 1 Begin development notes and activities HW: p. 321-327, 371-380	2 Even	3 Odd Day 2: reading quiz gapminder presentations, notes on development and industrial revolution HW: pp. 381-398	4 Even – half day for students
7 Spring Break	8 Spring Break	9 Spring Break	10 Spring Break	11 Spring Break
14 Odd Day 3 Country quiz Reading quiz Industry, distribution, factory locating HW: offshoring articles, debate ticket	15 Even	16 Odd Day 4 Locational interdependence theory, profit maximization, industrial problems, deindustrialization HW: <i>Lexus and the Olive Tree</i> , seminar ticket	17 Even	18 Odd Day 5 Government impacts on industry, resources and sustainability HW: 498-505, review questions
21 Even	22 Odd Day 6 Resources and sustainability Review HW: study for test	23 Even	24 Odd Day 7: test	25 Even