**China - Differences in development**

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| **OBJECTIVES** |
| **Achievement Objectives:** Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place and create spatial patterns.Understand how people’s perception of and interactions with natural and cultural environments differ and have changed over time. | **Year Level: 12****Curriculum level: 7****Unit Duration**: 4-5 weeks |
| **INTEGRATION INTO OTHER LEARNING AREA** |
| **Values:**ExcellenceInnovation, inquiry, and curiosityDiversityEquityCommunity and participation IntegrityRespect  | **Key Competencies:**[Thinking](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#thinking)[Using language, symbols, and texts](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#language)[Managing self](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#managing)[Relating to others](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#relating)[Participating and contributing](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#participating) | **Principles:**[**High expectations**](http://nzcurriculum.tki.org.nz/Principles/High-expectations)  [**Treaty of Waitangi**](http://nzcurriculum.tki.org.nz/Principles/Treaty-of-Waitangi)[**Cultural diversity**](http://nzcurriculum.tki.org.nz/Principles/Cultural-diversity)[**Inclusion**](http://nzcurriculum.tki.org.nz/Principles/Inclusion)  [Learning to learn](http://nzcurriculum.tki.org.nz/Principles/Learning-to-learn)[Community engagement](http://nzcurriculum.tki.org.nz/Principles/Community-engagement)[Coherence](http://nzcurriculum.tki.org.nz/Principles/Coherence) [**Future focus**](http://nzcurriculum.tki.org.nz/Principles/Future-focus) |
| **Unit Focus:** **Geography 2.3****Demonstrate geographic understanding of differences in development** | **Context:**China  |
| **Conceptual Understandings:**Measures can be used to indicate the level of development of a country and within a country.Cultural factors influence differences in the level of development within a country.Natural factors influences differences in the level of development within a country.Groups and organisations respond in different ways to reduce differences in levels of development within a country. | **Concepts:**Change, patterns, perspective, process, location, interaction |

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| **Section One:** **Conceptual understandings****Measures can be used to indicate the level of development of a country.** |
| **Geographic Concepts: change, patterns** | **Resources** |
| Explain the different measure of development in the worksheet beginning with HDI followed by those in table A.In groups have students discuss each column – what do they notice? Have them share back to the class.Worksheet one requires students to analyse the table, think critically and make assumptions. Provide each student with a copy of the worksheet to work through.HDI is only one measure that can be used to indicate levels of development. Students can access more measures via the link to the human development report. Direct students to select measures that are indicative of China rather than differences within China at this stage to complete the table in the worksheet.There are a range of perspectives that can be used to consider development. Four of these have been described in resource 1. Explain what a perspective is and outline each of the perspectives in the resource for students. Have students continue with the worksheet to complete the perspectives task. It would be beneficial to model this first to students.***Perspective****: A world view. The world view will inform opinions, values and actions.* | Worksheet one.Worksheet two<http://hdr.undp.org/en/countries/profiles/CHN>Resource one |

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| **Section Two:** **Conceptual understandings****Measures can be used to indicate differences in the level of development within a country** |
| **Geographic Concepts: change, patterns** | **Resources** |
| Ensure that students have access to the resource that describes alternative measures to those in the section above.Explain each measure to students. You might like to do this one at a time and have students write a 2 sentence note to themselves about the measure.Have students complete the table that uses the information in the resource and the notes they made whilst you explained the measures.Similarly to the earlier task in the previous section have students use appropriate perspectives to comment on differences in development in China using the measures. Share the example below to model this to students*Example: From a participatory perspective women participate in education for less length of time than males. This means that they have less employment opportunities and therefore less income. This means that they are more reliant on males to provide for their needs and wants. With less education and income they are less able to participate in decision making as they have less power and influence.* | Worksheet threeResource one |
| In this task provide students the opportunity to practice an essay question. Outline the question with students and what is required to answer the question. Point out the marking schedule and have them identify their goal – what level of achievement are they aiming for? Have them make a checklist of things they need to do in their answer to achieve that goal.Share and explain to students a good structure to use for writing task. Resource two provides a visual to do this. | Worksheet fourResource two |

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| **Section three:** **Conceptual understandings****Cultural factors influence differences in the level of development within a country.** |
| **Geographic Concepts: patterns, change, perspective** | **Resources** |
| Identify vocab from the resource that you predict students will be less familiar with. This vocab could include: private vs public sector, foreign investment, privatisation, price controls and protection.Before students have seen the resource put these words on the whiteboard for students to see. In groups ask them to discuss the terms – do they know what they mean? This will help to identify prior knowledge students may have regarding economic terms. Have students share back their understandings of these terms.Provide each student with the text and have them read it. Ask them to highlight the vocab you have already identified, but also other vocab they are less familiar with. Move around the room to clarify vocab with individual students or with the class.Tell students they have to write a summary of the text using no more than 30 words.With the text and access to the various websites identified on the worksheet students can move ahead to complete the tasks. They require students to look for patterns, think critically and make connections. | Worksheet fiveInternet access - websites<http://understand-china.com/special-economic-zone-sez/><http://data.stats.gov.cn/english/mapdata.htm?cn=E0103&zb=A0301><http://www.stats.gov.cn/tjsj/ndsj/2014/indexeh.htm> |
| Introduce students to the hukou system by watching the you-tube clip *Ji Jin Zhu’s story*. After watching the clip ask student to discuss in groups:* How has the system affected her family?
* What do they want to change?
* How does the system make it hard for rural migrants in cities?

Provide students with a copy of worksheet six. Students use the text in the work sheet to complete tasks to process information and form understandings.To emphasise the impact of the hukou system of levels of development students can construct a choropleth map using Illiteracy rates in China by region. You will need to direct them and provide instruction on how to construct the map.As for earlier activities have students use a perspective to comment on the differences in development that have been created by the hukou system. | You tube link:<https://www.youtube.com/watch?v=IIgN_V31HlM>Worksheet sixInternet access - website<http://www.statista.com/statistics/278568/illiteracy-rate-in-china-by-region/>Resource threeResource one |

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| **Section four:** **Conceptual understandings****Natural factors influence differences in the level of development within a country** |
| **Geographic Concepts: change, process, location** | **Resources** |
| RiversInstruct students to complete the three level guide using the texts. In the third section of the three level guide look for students using the resource to make connections and develop understanding.Outline the next task for students which requires them to write an article for an online Geographic magazine. You may need to model the structure of an article for students and provide examples from available magazines. To begin the task a table is provided to help students’ record notes as they read information. Once students have completed this table have them identify and discuss in groups what geographic ideas are relevant and how they are relevant. They can use this discussion to help structure their article to ensure that geographic concepts are central.Resource two presents a structure for writing in geography. Share and explain this to students | Worksheet sevenResource two |
| Proximity to coastlineHave students read the text and identify vocab they are unfamiliar with. Vocab could include: topography, mainland, gateway, net profit, hinterland, hub.Have them work in groups to clarify these terms for each other. This could be done by reading around the word, using the prior knowledge others may have or dictionaries.Now that vocab has been clarified have them read the text a second time looking for natural features of the coastlineExplain the term **cumulative causation** to students and ask them to explain how this process may be relevant to the natural factor – proximity to coastlines.***Cumulative causation****‘an idea that change in one area leads to change in other areas. In the case of a new business it will create more jobs and more investment opportunities as other businesses are needed to support the initial businesses. Other businesses will develop as well to take advantage of the growth. Incomes increase providing a greater base for the community. It’s like a chain reaction. The reverse can also occur if a business is to close.* | Worksheet eight |
| Students have the opportunity to work independently to carry out an inquiry into the natural conditions that can influence levels of development within China. Natural conditions include: floods, droughts and earthquakes.Outline the focus of the inquiry and emphasise it is about different levels of development, not a generic inquiry about a natural event. | Worksheet nine |
| This task provides a second opportunity to practice an exam question. As with the earlier opportunity have students identify their goal and develop a checklist of what they need to do to achieve it. It would be ideal if they have by this time received feedback on their last answer that they can apply to this opportunity. Remind students to use the structure presented in resource two. | Worksheet tenResource two |

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| **Section five:** **Conceptual understandings**Groups and organisations respond in different ways to reduce differences in levels of development within a country. |
| **Geographic Concepts: change, perspective, interaction** | **Resources** |
| Students work individually to carry out an inquiry into how different groups and organisations have responded to reduce differences in development within a country.Outline the inquiry with students describing the different types of groups and organisations that exist.Once students have completed their inquiry have them compare their groups and organisations with each other. Ask them to consider the similarities and differences in the goals, actions and achievements of each strategy.To extend them further have students write a conclusion that draws on their inquiry and requires them to develop their own ideas. Ask ‘which of your groups have been more influential in reducing differences in development within China’ | Worksheet eleveninternet access |