

Grade 8 Social Studies. 2014-15. Tammie Gilbert.

Week	Activity	Differentiation	Assessment /Homework	Reflection
1	<p><b>What is development?</b>  <i>Objective: Understand how development of a country is measured.</i></p> <p><u>Activity 1: Comparing Lives</u></p> <ul style="list-style-type: none"> <li>- Terminology activity (vocabulary that will be used throughout the unit and will be evaluated to see if they are used at times of hindrance or development)</li> <li>- What does development mean? Students explore their current understandings of development using 321Bridge – a visible thinking routine.</li> <li>- Images of life around the world. Students examine 4 images and descriptions of teenagers from around the world. Students examine statements match them to the person.                      Reflective Question: Who is the happiest and why?</li> </ul> <p><u>Activity 2: Push and Pull</u></p> <ul style="list-style-type: none"> <li>- Students categorize the ways people’s lives are made better from development (page 8).</li> <li>- Generate – Sort – Connect (Visible thinking routine) – Student list 8 key features that could be used to measure development. Students sort these into an order of least importance to most importance. Then connect with their group to create a ranking system based on their prior thoughts. Students will need to elaborate on their reasoning to create their new ranks and evaluate the reasoning of others.</li> </ul>	<p>ESL – Extra words and annotated texts</p> <p>Extension – Students can begin to predict which terms are used to promote development and which are used when a country is hindered.</p> <p>ESL – The 8 development indicators will be given to them, along with definitions.</p> <p>Extension – students will be</p>	<p>321 – used as Pre-assessment.</p> <p>Homework: Read page 7 from Geog 3 and respond to questions</p> <p>Google forms – Q4-7 from page 7</p>	

	<p>Discuss with class.</p> <p><u>Activity 3: Things that pull us down</u></p> <ul style="list-style-type: none"> <li>- Students brainstorm the possible reasons to pull a country down – refer to homework results. These ideas will be added to a class poster and will be referred to later.</li> <li>- Read page 16 of Geog 3 – Students then use CIA world factbook and the website <a href="http://www.happyplanetindex.org/data/">http://www.happyplanetindex.org/data/</a> on World Happiness to find the current development of a chosen country.</li> </ul> <p>Students will need to find:          GDP per capita          Country comparison for GDP per capita          Population          Population below poverty line          Happiness ranking</p> <p>Students will then display this information on a large map of the world.</p> <p><u>Activity 4: How Happy are you?</u></p> <ul style="list-style-type: none"> <li>- Give background to the happiness index – Question</li> </ul>	<p>asked to come up with another indicator that might be needed in the 21<sup>st</sup> century.</p> <p>ESL – Support offered during research</p> <p>Extension – Students can explore GapMinder to look at how statistics are used to show development.</p> <p>ESL – Language support, a more</p>	<p>Homework: What would be the biggest reason for a country’s development to decline? (Google Forms)</p> <p>Also, add ‘What measure happiness?’</p> <p>Use this to link to the next lesson.</p>	
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	<p>why happiness is now used as an indicator (for some).</p> <ul style="list-style-type: none"> <li>- Students complete the Happiness Survey <a href="http://www.pursuit-of-happiness.org/take-the-objective-happiness-quiz/">http://www.pursuit-of-happiness.org/take-the-objective-happiness-quiz/</a></li> <li>- Students write a reflection about their results (guided reflection)</li> <li>- Why does Happiness matter? Students are questions about Happiness and move about the room to show their opinions – students justify their opinions.</li> </ul>	<p>guided reflection form.</p> <p>Extension – Pose questions for corners activity</p>		
2	<p><b>Where are there gaps?</b> <i>Objective: Explore why a development gap exists.</i></p> <p><u>Activity 1: More about LEDC</u></p> <ul style="list-style-type: none"> <li>- As a class we define LEDC, NIC and MEDC again by drawing images in their books with descriptive words to support understanding.</li> <li>- Students go back to their country from the World Map activity and colour their card to be either LEDC (red), NIC (Yellow) or MEDC (Green). Explore why these colours are used.</li> <li>- Students read through the mind map on p17. Students extend some of the points on the mind map to consider what would happen next (some examples of this on the mind map)</li> <li>- In groups students then focus on one area and create a flow diagram to look at possible cause and effect. Students will consider positive and negatives. Focus areas: Life expectancy (High and low) Education expectancy (High and low)</li> </ul>	<p>ESL – Some prompts will be given to ESL students and annotated copy of the mind map.</p> <p>Extension – Students will be asked to consider what might hinder the development or continued safety</p>		

	<p>Income expected – using GDP (High and low)                  Death Rate (High and low)                  Birth Rate (High and low)</p> <p>Students of opposite groups compare their ideas looking for any similarities. Discuss diagrams with the class.</p> <p><u>Activity 2: How did the development gap grow?</u></p> <ul style="list-style-type: none"> <li>- Question class and have them write their ideas on a piece of paper.</li> <li>- Students are given a table that they will use to add reasons that contribute to the development gap.</li> <li>- Students read p18-19 as a group and fill in their tables</li> <li>- Students compare their answers with other groups.</li> <li>- Teacher displays some reasons for countries that have had issues in developing – students use their knowledge from the reading to answer these (Stand Up activity)</li> </ul> <p><u>Activity 3: Let’s look at Ghana</u></p> <ul style="list-style-type: none"> <li>- Basic facts will be presented about Ghana</li> <li>- Students read p22 (Historical Reasons and Environmental Reasons)</li> <li>- In groups students will create One Pager Graphic Organizer – The Environmental group may need to</li> </ul>	<p>of MEDCs</p> <p>ESL – An annotated copy with key words that could help them in the activity will be given.</p> <p>Extension – Hypothesize why these factors contribute to development.</p> <p>ESL – Annotation of the text they read will be given.</p> <p>Extension – Depth</p>	<p>Homework – Read page 20 and 21 – complete a question on google docs.</p> <p>Homework: Read and annotate the political issues that Ghana has had (p22-23).</p>	
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	<p>read about the physical geography as well on pg 11.</p> <p><u>Activity 4: Let's look at Ghana – Politics</u></p> <ul style="list-style-type: none"> <li>- Using the reading from homework, students now create a One Pager graphic organizer individually as part of an assessment task.</li> </ul>	<p>of analysis of one pagers</p> <p>ESL – Annotate text and specific instructions about Graphic Organizer</p> <p>Extension – Handout on events of Ghana's past – identify if they have hindered or developed - Justify</p>	<p>Questions will also be asked to ensure students have read the text.</p> <p>Summative Assignment: One Pager – Ghana's political hindrance</p>	
3	<p><b>Case Study – Ghana</b> <i>Objective: Apply their understanding of development indicators to the development of a country.</i></p> <p><u>Activity 1: What do we know?</u></p> <ul style="list-style-type: none"> <li>- Watch two videos about Ghana from two different perspectives – question the difference in information and images presented. Add information from videos to a handout about Ghana's development.</li> <li>- <a href="https://www.youtube.com/watch?v=q3P6CSSR0So">https://www.youtube.com/watch?v=q3P6CSSR0So</a></li> <li>- <a href="https://www.youtube.com/watch?v=m-vYRQMgmQ8">https://www.youtube.com/watch?v=m-vYRQMgmQ8</a></li> </ul>	<p>ESL – Key words and ideas from films will be given.</p> <p>Extension – Students write</p>	<p>Homework – Read Grace's story – what does poverty mean to Grace – find answers in her story. ESL students will do this</p>	

	<ul style="list-style-type: none"> <li>- Students complete a gallery walk that looks at the images of Ghana – they add their ideas to the handout from the film activity.</li> <li>- Evaluate – Is Ghana really developing? Explore their ideas.</li> </ul> <p><u>Activity 2: How do we support development?</u></p> <ul style="list-style-type: none"> <li>- Using homework reading, students create a spider map in groups to show what poverty means for Grace.</li> <li>- Students then will answer q5 p13 in groups and this will be used to develop a debate style activity. Students are expected to elaborate on ideas and show cause and effect and rebuttal techniques.</li> </ul> <p><u>Activity 3: Lake Volta – Good idea?</u></p> <ul style="list-style-type: none"> <li>- Explore why it was built and the effects of its creation.</li> <li>- Students identify the positive and negatives of the lake.</li> <li>- Students complete a Tug-Of-War (Visible thinking routine) in response to ‘Should Lake Volta have been built?’</li> </ul>	<p>their wonderings about the development of Ghana – Will be used in the following classes to start the lesson.</p> <p>ESL – Images provided to support students</p> <p>Extension – Teacher questions during debate</p> <p>ESL – Annotated text, some positives and negatives identified for them</p> <p>Extension –</p>	<p>in ESL class.</p>	
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	<p><u>Activity 4: Tackling the development gap</u></p> <ul style="list-style-type: none"> <li>- Question to begin class – How are developing countries (not NICs) trying to develop (Establish prior knowledge)</li> <li>- Students read p24-25 – Add information to a graphic organizer (need to find one)</li> <li>- Students read about Millennium Development goals p25. Students arrange the goals listed on the order of importance – students explain why</li> <li>- Students create an extra millennium goal that they think should be added – explain why.</li> <li>- Question to end class (perhaps tug-of-war) Should MEDCs aid LEDCs so they develop? Are Millennium Development goals still needed?</li> </ul>	<p>Participation in the activity</p> <p>ESL – Annotated text</p> <p>Extension – Comment on the GNI table – should countries give more?</p>	<p>Homework – Write their response to the end of class question on a google form.</p>	
4	Bead for Life			
5	Kiva – Research Kiva clients. Using the One Pager directions (but not displayed as a one pager) persuade Miss Gilbert to donate to the person/group.		<p>Summative Assignment:</p> <p>Investigate a Kiva loan. Using the One Pager structure, but developed as a persuasive paragraph, students create a blog post</p>	

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