

Unit Title: Global Development and Economics: Case Study Focus- China

Unit Abstract:

This unit is focused on Economics and Development around the world. China will be used as a case study throughout the unit, in which key terms and concepts will be applied and demonstrated through the country of China. Students will gain an understanding of the global economic structure and will be able to specifically identify with the history of Chinese economic policies and regional industrial locations of China.

Content Standards Targeted- APHG syllabus objectives:

- Explain the classifications of economic activities
- Identify economic indicators and measures of development that characterize more and less developed countries
- Examine models of economic development:, specifically Rostow's model and the core-periphery theory
- Identify current global industrial areas
- Examine factors in industrial location, including Weber's "Least Cost" theory of location
- Analyze phenomena related to industrialization, including multinational corporations, maquiladoras, and global outsourcing

Content Area(s): Advanced Placement Human Geography

Grades: 9-12

How Will This Unit Be Integrated into Your Curriculum:

The unit on economics and development is a core unit in the AP Human Geography class. Although we discuss development indicators and measures throughout the entire class, this unit falls closer to the end. The content in the unit I currently teach will not necessarily change, but will now be enhanced with an in-depth case study of China and how the economic terms and theories we study in the course apply to China.

Time of Implementation (how and when will the unit be implemented):

- Approximately 18, 50-minute class periods
- The case study on China will be embedded each day in the application portion of the lesson

Big Idea: Students will understand that China is a developing country that has taken measures to rapidly improve economic productivity and increase the GDP over the last 30 years.

Essential Questions:

- How has the economic policy in China changed over the last 40 years?
- What measures of development have kept China from entering the developed stage and what could be done to improve these standards?
- In what stage of the Rostow's Model would China fall? What characteristics determined that stage and what is preventing them from moving on to the 5th stage of Mass Consumption?

- There is an economic gap between the eastern provinces and the rest of China. Why does this gap exist and will it continue to exist for another 50 years? Explain your answer.
- What has allowed China to excel as a manufacturing giant and what steps were necessary to get to that position?
- How does Weber's theory of Industrial location apply to manufacturing locations in China?

Lesson 1 (4 days): Measures of Development/ Development Models

1. Brainstorm- We can place countries in the world into the categories of developed and developing. What characteristics or factors could be used to determine which category they fit in?
2. Shade in areas of the world that are occupied by developing countries. (page 21 in China in Transition)
3. Power point- Measures of Development- Either teacher created or use presentation 2 "Development Around the World" from China in Transition.
4. Development indicators application- (options)
 - a. Human Geography in Action workbook (Wiley) activity on economic versus social indicators. Students calculate and rank various indicators of development and then plot them to see what countries rank high in economic and social measurements.
 - b. Provide students with an atlas that gives information on a variety of measurement indicators. Have them chart the information and then compare the findings. Tell them to rank the top 5 most valuable indicators and explain why they tell more about the level of development than others. (I.e. % access to internet, GDP, number of doctors per person, etc.)
5. Video- TED Talk- Hans Rosling and the Magic Washing Machine- available on TED.com and YouTube.
6. Power point- Development Models (Core-periphery, Rostow, Dependency Theory) Discuss how countries progress through time.
7. Film- China in Transitions- Show both parts on Rural Poverty and Urban Living and create a comparison chart of the two. Use this as a foundation for discussing that even within a country development levels can vary.

Materials:

- China in Transition Unit Curriculum (Stanford)
- YouTube/ TED.com for Hans Rosling video
- Up to date atlases with statistics and charts on development measurement indicators

Lesson 2 (1 day): Economic Sectors

1. Introduction- Provide students with a list of 10-15 jobs and have them categorize them. Open the floor to students to explain how they categorized their list. They will have various answers, but will mostly focus on the type of work, income level, education needed, and maybe even rank in terms of preference if it were their job.

2. The discussion transitions into the presentation 4 (China in Transition) on Trends in Development which covers the economic sectors. Discuss what a country would “look like” in terms of their economy if one sector dominates much more than the others.
3. Power of Place Video Series- #9- Sijia, China (see materials for detail) This video will demonstrate the economic gains of industry and the shift for workers from the primary to secondary sector.

Materials:

- China in Transition Curriculum Unit (Stanford)
- Annenberg- Power of Place: Geography for the 21st Century (video series accessible at learner.org) #9- **Sijia: Small Town, Big Change**, profiles Sijia, a small village that experienced rapid growth when a blue jeans garment factory located there. This rural township enterprise has given villagers year-round employment with steady wages and an increasing standard of living.

Lesson 3: (3 days) Geography of Industrial Location/ Weber's Least Cost Theory/ Transportation Geography

1. Brainstorm- What factors determine where industries/types of businesses locate? (should discuss transportation, distance to market, etc.)
2. Power point- teacher created- Industrial Location Theory/ Bulk Gaining, Bulk Reducing/ Alfred Weber, Least Cost Theory, and Transportation methods and costs (this direct instruction will be completed over 2 days with applications of the content built in)
3. Throughout power point- application of content
 - a. Practice worksheet for Bulk Gaining and Bulk Reducing industries
 - b. Practice worksheet to apply locational theory to bottling plants and iron ore.
 - c. After transportation- View “How Containerization Changed the World” youtube or TED.com- By Sir Harold Evans
 - d. In class Free response essay on Weber's Industrial Location (see college board website for free response question)

Materials:

- Internet access
- Teacher created power point and practice worksheets (some accessible online, or through me)

Lesson 4: (3 days) Historical Growth of China- Focus on Economic Policy from 1949-present

1. Introduction- What do you know about China? (page 16-17 of China in Transition)
2. Quick Introduction to China- Brief Power point on the geography, people, history and economy.
3. Reading- Economic Growth in China (handout 5 China in Transition)- As students read the handout on the history of economic growth, have them create a timeline or flow chart depicting this growth over time. Each time there is a major change in the economic structure or focus, students should add to the flow chart.
4. Video- China: The Road to Sustainable Growth (IMF)
http://www.youtube.com/watch?v=_wTlcYajq9k
5. Examine the map of China's top 100 cities found at
<http://www.chinasourcingblog.org/2011/11/chinas-industrial-clusters.html>
Discuss the location of each center and the factors that caused it to be an area of industry. Apply locational theory to the map and discussion. Students will note that the coast is much more industrialized than the rest.
6. View Power of Place #9- Shanghai- to demonstrate the benefits of locations along the coast and how economic growth is centered on the coast.

Materials:

- "China in Transition: Economic Development, Migration, and Education" resource unit- handout 5 and presentation on China overview
- Annenberg- Power of Place: Geography for the 21st Century (video series accessible at learner.org) #9-The first case study, **Shanghai: Head of the Dragon**, examines China's most populous city. Shanghai is experiencing unprecedented growth since the central government gave its approval and support to an open city policy. The opening of China's coastal regions to foreign trade has been the catalyst for Shanghai's economic expansion. Massive construction projects are underway in old Shanghai and throughout the Open Coastal Area, especially in the Pudong New Area.

Lesson 5: (3 days) World Industrial Regions

1. Students will work in small groups to research a world industrial region/country.
2. They will have to create an infographic using Microsoft Publisher. The infographic must include the following:
 - a. Map of Country or Region
 - b. Information on industrial sector (technology, textiles, minerals, etc)
 - c. Present economic data to include value added to GDP/ trading partners/ % workforce engaged/ any additional information
 - d. Identify any problems associated with the industry (labor issues, environmental, etc.)
 - e. Explain the benefits of the industry on that country/region and world.
3. Infographics will be printed, laminated, and presented to the class.

4. Infographics will be placed around a world map with lines connecting the location of the region/country on the world map to the infographic.

Materials:

- Computer lab

Lesson 6: (3-4 days) New World Economic Geography- Asian Tigers/ Specialized Economic Zones/ Multinational Corporations

1. Power point lecture to introduce- New World Economic Structure, Asian Tigers, SEZ and other key terms.
2. Power of place #10- Guangdong- #10-Guangdong: Globalization in the Pearl River Delta — This program explores globalization and the effects of modernization on Chinese society.
3. Use articles on globalization and China to examine key issues. Have students break into partners or groups of 3 and assign an article to each group. Have them summarize and report out key information from their article.
<http://www.pbs.org/kqed/chinainside/edarticle1.html>
4. After discussing key information from the articles, form 6 groups and present each group with the globalization role sheet from <http://www-tc.pbs.org/kqed/chinainside/roles.pdf>
Each group will be assigned one of the roles from the scenario. Give groups time to formulate educated responses to the scenario.
Groups will have the opportunity to match up with each other to debate the issues at hand.
5. Socratic Seminar style discussion on the advantages and disadvantages of globalization and multinational corporations.
http://www.bbc.co.uk/bitesize/higher/business_management/business_enterprise/business_contemporary_society/revision/13/
 - a. Students will have time in class to read the article. Explain that they should read with a purpose, as they will be discussing the article with their peers.
 - b. The beauty of class discussions is that you never know which direction they will go. Be prepared with some higher level questions to either focus the class or get them thinking deeper about the text.

Culminating Lesson (1 day):

- The discussions in lesson 6 will really gauge the students understanding of the material. By this point, they should be prepared to discuss the global economy and give their opinions on pros/cons of the global system.
- Unit Exam- It is an Advanced Placement class and testing is necessary

Resources Needed:

- “China in Transition: Economic Development, Migration, and Education” resource unit
- Annenberg- Power of Place: Geography for the 21st Century (video series accessible at learner.org)
- Excellent unit plan with resources that can be utilized to add to this unit plan and provides excellent overview and background knowledge.
http://www.geoteach.org/teacher_resources/lessons/Globalization%20in%20East%20Asia.pdf