THE HAVES AND HAVE-NOTS

This lesson was developed by Fred Walk, a teacher at Normal Community High School; Normal, Illinois.

Connection with the Curriculum
Teaching level: Grades 6 - 12

North Carolina Essential Standards for Social Studies:
   7.G.1.1; 7.G.1.2
   7.G.2.2; 7.G.2.2

Geographic Themes: Location, Place, Regions

National Geography Standards:
   Standard 3 – How to analyze the spatial organization of people, places, and environments on the Earth's surface
   Standard 9 - The characteristics, distribution, and migration of human populations on the Earth's surface.

Purpose
The purpose of this lesson is to provide teachers with an inductive thought process experience that can be shared with students. Economic and demographic data will be analyzed to determine differences in standards of living that exists among nations.

Objectives
When given a set of population and economic data, students will:
  1. Engage in concept information; i.e., developed nations, developing nations, and underdeveloped nations.
  2. Group the data according to some basis of similarity and develop categories and labels for the groups.
  3. Identify relationships, make inferences, develop and test hypotheses.
  4. Recognize the differences in standards of living that exist between various nations and regions.

Procedures
  1. Observe data and clarify terms.
  2. Individually group and label data.
  3. Small groups reach consensus on data grouping and labeling.
  4. Share data grouping and labels with all participants.
  5. Identify relationships that exist between the data.
  6. Formulate individual hypotheses.
  7. Test hypotheses.
8. Match data to nations in small groups.

Materials
A copy of handouts for each student
A world outline map and reference atlas

Suggestions for Teaching the Lesson
1. Provide each student **Handout 1**, population data of unidentified nations.
2. Inform students that **Handout 1** consists of selected population data that is reflective of the unidentified nations that are listed by the letters A - L in the left column of the handout.
3. Ask students to **observe** the data and clarify terms at the top of Handout 1.
4. Ask students the following questions: **How could we attempt to group the data? Which nations belong together?** Have the students attempt the groupings individually. Let the students determine how many groups will be established.
5. Break the class into small groups and have them share their groupings.
6. Distribute **Handout 2**. This handout is designed to channel students toward **categorizing** three distinct groups. Inform students that they are not necessarily wrong if they established more or less than three groupings. Each group of students should reach consensus on the grouping of their unidentified nations. The groups do not have to have an equal number of nations.
7. Have a student in each group place their groupings on the board for observation and comparison purposes.
8. Ask students to **label** the three groups of nations. Ask the following question: **What can we call these groups?** Accept reasonable responses.
9. Probe students to **identify relationships** that exist among the data. The following questions could be asked: **What is the relationship between infant mortality rates and life expectancy rates? Why does this relationship exist?** Ask students to explore additional relationships and **establish inferences**.
10. Ask each student to **formulate a hypothesis** based on the population data and the groupings. A student might say: "I think nations that have high birth rates, high infant mortality rates, and low life expectancy rates have a lower standard of living than nations having low birth rates, low infant mortality rates, and high life expectancy rates."
11. Invite students to identify factors that might be used when trying to determine a nation's standard of living. Students might indicate the following: **GNP per capita, literacy rates, health care, communication and transportation systems**. Inform students that many variables can be used when trying to determine a nation's standard of living.
12. Solicit students to explain or support their hypotheses. A student might say: "I think nations having low life expectancy rates would have low GNP per capita." Write these hypotheses on the board to focus student attention.

13. Distribute Handout 3. Use this handout as a means to test the previously established hypotheses. The teacher could ask: Does the information on this sheet support the established hypotheses? What additional information would help us make a better decision?

14. Distribute Handout 4. Have students analyze their groupings based on the new information. They may make any changes to their country groupings. Have the students speculate which nations match the data.

15. Distribute Handout 5 and have students score their responses on Handout 5. A class discussion can be conducted at this time focusing on the differences of standards of living that exist between nations and student reasoning for those differences.

16. Distribute a world outline map and have students locate the nations. Have the students identify patterns of prosperity by noting where developed, developing, and underdeveloped countries are located.