



Development Diamonds: Levels of Economic Development in SE Asia

Grade Level: 9-12

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Time Frame: Two 55 minute class periods

Curriculum Connection:

This lesson is designed to be used in a 9th grade World Geography course in a unit on Southeast Asia. Since this unit typically falls towards the end of the school year, it is assumed that students are already familiar with the following terms and concepts: life expectancy, literacy rate, school life expectancy, GDP per capita, GNP per capita, Human Development Index, subsistence activities, commercial activities, primary activities, secondary activities, tertiary activities, quaternary activities, less developed, newly industrialized and more developed. If students have not been introduced to these topics previously, a brief introduction should be made before beginning the lesson.

Learning Outcomes:

Upon completing this lesson, students should be able to:

1. Interpret political, economic, social and demographic factors for a country in Southeast Asia in order to determine its level of development,
2. Compare countries within Southeast Asia and arrange them in order from least to most developed,
3. Understand and utilize the Human Development Index, and
4. Understand the connection between levels of development and economic activities.

TEKS Strand(s) Objective(s):

(5) **Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:
(B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed.

(11) **Economics.** The student understands how geography influences economic activities. The student is expected to:

- (A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);

Materials :

For Student Use:	
Graph paper	Students may provide their own, or the teacher may provide this. See the list of references for a website where teachers (or students) can download a free graph paper template. Each group will need 13 sheets of graph paper.
Colored pencils	
Ruler	Not required, but use of a ruler will make graphs neater and more attractive
Computer lab with access to the internet	See list of references for specific websites students will need to access
Development Diamond Student Handout	One per student. This may be printed or a digital copy may be provided for students to use.
For Teacher Use:	
Economic Activities of Southeast Asia Power Point	
Computer with internet access and projector	
Development Diamonds Sample	

References:

(n.d.). Retrieved August 19, 2013, from Print Free Graph Paper: <http://www.printfreegraphpaper.com/>

Central Intelligence Agency. (2013). Retrieved June 26, 2013, from CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

Finlay, S. (2012, June 18). *Auto Plants Replace Rice Paddies in Thailand*. Retrieved August 19, 2013, from WardsAuto: <http://wardsauto.com/auto-makers/auto-plants-replace-rice-paddies-thailand>

Panel, U. H. (2013). *Indices & Data*. Retrieved August 19, 2013, from Human Development Reports: <http://hdr.undp.org/en/statistics/>

Photo of the Day. (n.d.). Retrieved March 13, 2013, from National Geographic: <http://photography.nationalgeographic.com/photography/photo-of-the-day>

Strategies: During this lesson, students will classify economic activities using a photo analysis. Then, students will create a “development diamond” for several countries – graphing four indicators of level of development in order to compare and rank each country’s level of development.

Procedures to conduct the lesson:

Starting the Lesson: 15 minutes

Warm Up: Display the Power Point “Economic Activities of Southeast Asia”. For each picture, have students identify the type and classification of economic activity shown. For example, a group of fishermen on traditional boats could be primary/subsistence, while a group of fishermen on modern boats with large nets could be primary/commercial. See key at end of document (page 7) for explanation of economic sectors and the difference between subsistence and commercial.

NOTE: It is often difficult to determine the difference between subsistence and commercial level activities from a photograph. The fact that people are using traditional tools or methods to produce goods does not mean the goods are only for their personal use. Many times, these goods are intended to be sold, just on a very small scale at a local market. It is important to point out to students that they need to look for clues in order to determine if a picture shows subsistence or commercial level activities. For example, a farm with a wide variety of crops is most likely subsistence, since the farmer will need to grow all of his food, while a single crop farm is most likely commercial. In either case, it is likely that the subsistence farmer will still sell or barter some of his crops, while the commercial farmer may keep some of his crop for his own use.

After viewing all of the photos, ask the students how these activities might impact the level of development in a country.

Classifying Economic Activity

	Type	
Sector	Commercial – About profit, production dictated by market demand, specialization, for profit	Subsistence – About sufficiency, production dictated by need and community demand, generalization, surplus for barter/exchange
Primary - extraction or harvesting of resources	Fishing fleet; single crop agriculture	Single fisherman; community supported agriculture
Secondary - manufacture of finished goods		
Tertiary - provision of services		
Quaternary - production of knowledge, intellectual activities		

Asking Geographic Questions: 5 minutes

How can we compare and explain the levels of development in Southeast Asia?

Introduce the students to the lesson question. Explain that they will be gathering and comparing economic, social and demographic data on the countries in Southeast Asia and creating a graphic to depict them. They will then use their graphic, or “development diamonds” to compare the levels of standard of living in each country in order to determine the level of development. They will compare the countries with 3 countries whose level of development will be provided, and then the students will use those 3 countries as a guide to rank and arrange the countries of Southeast Asia.

NOTE: The CIA World Factbook does not provide all of the relevant information needed to complete a development diamond for Singapore, so Singapore was not included in the lesson. However, it would be beneficial to spend some time discussing Singapore in class, as it is one of, if not the, most developed country in the region. This might provide a good opportunity to discuss with students why the available information may vary from country to country.

The Lesson:

Acquiring Geographic Information: 15 minutes

Divide the class into groups of 4. Distribute the graph paper and handouts. The students should divide up the list of countries, so that each student researches 3 countries – one student will have to complete 4. Have students use the internet and the CIA World Factbook to complete the data table at the top of their handout.

Organizing Geographic Information: 20 minutes

Once students have completed gathering their data, each student will create the development diamond for the countries they were assigned to research. If students seem to be having difficulties, you might find it helpful to display the development diamond for the United States as an example.

Analyzing Geographic Information: Day Two: 30 minutes

Spend a few minutes at the beginning of the second day reviewing the terms less developed, newly industrialized, and more developed. Ask students to describe what they think of when they hear those terms. Have one or two students explain the difference between each level and speculate as to why some countries have higher levels of development than others. Display the development diamond for the United States and ask the students to decide if the US is less developed, newly industrialized or more developed. Then display the development diamonds for Brazil and Niger and do the

same. Provide students with the correct answer for each of these three sample countries. Then, provide time for each group to look at the development diamonds created by each group member. The group will determine the level of development for each country in Southeast Asia and answer the questions on their handout. Finally, the groups will arrange their countries in order from least to most developed.

Once groups have completed their rankings and questions, present the Human Development Index (HDI) for the class to see. Find out more about the HDI here: <http://hdr.undp.org/en/statistics/hdi>. Explain that the HDI uses the same or similar criteria in order to determine the levels of development for each country in the world. But, the HDI also takes into consideration factors such as gender equality, freedom, and trade imbalances. If there is time, students can compare their rankings with those on the Human Development Index website. Of particular interest would be the map showing world HDI's at <http://hdr.undp.org/en/countries>. You can expand the "Countries" list at the bottom of the map and click on a country name to examine its human development indicators.

End the Lesson:

Answering Geographic Questions:

Closing product: Have each student write a paragraph answering the lesson question:

How can we compare and explain the levels of development in Southeast Asia?

Questions:

Explain the connection between the level of economic activities and the level of development in a country.

- Countries which have a complex blend of economic activities at all levels tend to be much more developed. In particular, countries with the highest levels of economic activities, and with greater percentages of people working in those activities, tend to be the most developed in the world. Typically, these levels – quaternary and quinary, are highly specialized service activities which require more education and therefore pay better. In addition, these activities tend to necessitate creating sophisticated transportation, education and communications networks, which support higher development.

Explain the factors which impact the levels of development in Southeast Asia.

- Lack of access to education, most people still work in primary activities – agriculture, fishing, etc, less democratic societies which tend to neglect the needs of some people, including ethnic minorities and rural workers, lack of government oversight of health care, etc.

Compare the levels of development between countries in Southeast Asia and explain why some countries are more developed than others.

- Some countries, such as Singapore, have been able to take advantage of their location in order to play a major role in global trade networks. Singapore's location is so strategic that other countries around the world have been willing to help invest in Singapore's infrastructure and have made it the wealthiest country in the area. Brunei has been able to take advantage of a natural resource which is in high demand – oil. Indonesia has a large and diverse population, as well as access to trade networks, so it has been able to develop industry. Thailand's stable government has promoted trade with the rest of the world, so even though its location is not as strategic as Indonesia's, it is also a major producer of goods. Vietnam, Cambodia, and Burma, however, have had less stable and often oppressive governments which, for various reasons, have not invested in developing the human resources in their countries.

Evaluation/Assessment :**Rubric:** Point Total: 5

	Not There Yet	Satisfactory	Clearly Outstanding
Written Answers	<p>1 Point</p> <ul style="list-style-type: none"> ▪ Written answers are largely missing, incomplete or do not adequately address the topic. ▪ Paragraph makes no attempt to explain the factors which influence levels of development in each country. ▪ Paragraph makes little to no attempt to compare countries within the region and explain why some countries are more developed than others. ▪ Written answers do not utilize appropriate vocabulary. ▪ Written answers are difficult to read due to spelling and/or grammar errors. 	<p>2 Points</p> <ul style="list-style-type: none"> ▪ Written answers adequately address the topic. ▪ Paragraph adequately explains the factors which influence levels of development. ▪ Paragraph adequately compares and explains differences in levels of development between countries. ▪ Written answers correctly utilize appropriate vocabulary. ▪ Written answers are generally free from spelling or grammar errors. 	<p>3 Points</p> <ul style="list-style-type: none"> ▪ Written answers thoroughly address the topic. ▪ Paragraph thoroughly explains the factors which influence levels of development. ▪ Paragraph thoroughly compares and explains differences in levels of development between countries. ▪ Written answers demonstrate mastery of appropriate vocabulary. ▪ Written answers are largely free from spelling or grammar errors.
Graphs	<p>0.75 Points</p> <ul style="list-style-type: none"> ▪ Graphs are incomplete or missing. ▪ Graph axes are labeled incorrectly. 	<p>1.25 Points</p> <ul style="list-style-type: none"> ▪ Graphs are complete. ▪ Graph axes are labeled correctly and neatly. ▪ Most countries are presented in the correct order. 	<p>2 Points</p> <ul style="list-style-type: none"> ▪ Graphs are complete, correct and arranged in correct order.