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**NATURAL RESOURCES DISTRIBUTION WEB**

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**Grade Level:** 6th-7th

**Purpose/Overview:**

The purpose of this lesson is two-fold: to familiarize students with the characteristics of a developed country and those of a developing country; and to acquaint students with the differences in distribution of natural resources in developed and developing countries.

**National Geography Standards from *Geography for Life***

**Geographic Elements & Standards:**

Environment and Society – 16: The geographically informed person knows and understands the changes that occur in the meaning, use, distribution, and importance of resources.

**Oklahoma *Priority Academic Student Skills:***

**Grade 6 World Studies:**

**Standard 1**: **The student will develop and practice the process skills of social studies.**

**1.2** – Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, timelines, and other representations such as photographs and satellite-produced images or computer-based technologies.

**Standard 2**: **The student will use geographic representations to draw conclusions.**

**2.3** – Define, recognize, and locate basic landforms and bodies of water on appropriate maps and globes.

**Grade 7 World Geography**

**Standard 5: The student will examine the interactions of humans and their environment.**

**5.1** – Identify and describe the relationship between the distribution of major natural resources (e.g., arable land, water, fossil fuels, and iron ore) and developed and developing countries.

**Geographic Themes:**

Movement

**Objectives:**

1. Students will learn the characteristics of developed and developing countries.
2. Students will discover the differences in distribution of natural resources between developed and developing countries.
3. Students will realize that many developing countries lack the methods and technology to effectively distribute natural resources.

**Materials:**

3 oranges

pair of mittens

dull knife or spreader

cutting board

roll of paper towels

sharp knife

small hand juicer

wet wipes

small jar or container

toy truck (large enough for the container to fit in)

play money

**Time Frame:** 1-2 class periods

**Procedures:**

1. Lead students in discussion of the meaning of “developed and developing” countries.
2. Display definitions of developing and developed countries.
3. Show characteristics of developing and developed countries.
4. Give a visual demonstration for the students by using oranges to represent the land mass of 3 different countries. Select 3 students to represent these countries. Give each one an orange.
5. Student #1 will represent a developing country that has natural resources, but no technology or money to do anything with those resources. This student gets an orange and a pair of mittens. Instruct the student to put the mittens on for the demonstration.
6. Student #2 will represent a developing country that has natural resources, but has a small amount of technology. This student gets an orange and a dull knife (like a butter knife or spreader).
7. Student # 3 will represent a developed country that has natural resources with plenty of technology and money to be able to use their natural resources. This student gets an orange, cutting board, a plastic disposable knife, roll of paper towels, container of wet wipes, measuring cup with pouring spout, hand juicer, small jars, a toy truck, and money (I used play money). After giving this student all the supplies s/he gets to use, then give the student the money with the explanation that s/he has enough money to hire someone to do the job for him/her.
8. Their natural resource is the juice from the orange. They have to extract the natural resource, package it, market it, and transport it.
9. Ask students to begin the demonstration.
10. Finish the lesson up with a discussion about each of the countries and the problems they encountered. Some questions the teacher may want to bring up in this discussion:

A. Would it make a difference if your country had a coastline or if it was landlocked?

1. What happens if your country is relying on only one natural resource for its economy?
2. How could Student #3 help the other two students?
3. Could a developed country pay someone else to do the work instead of having to do it by itself?

**Assessment:** Participation grade

**Resources:**

**Website for map of developing countries:** <http://www.harpercollege.edu/mhealy/eco212i/lectures/ch22w-18.htm>

**Website for information to compare country data:**

<https://www.cia.gov/library/publications/the-world-factbook/fields/2116.html#tz>

**Extension and Enrichment:**

Have students research the natural resources of a specific developed country and those of a specific developing country and compare and contrast the distribution of the resources between the two countries. Instruct students to write a paragraph describing the differences in distribution. Students will report their findings to the class.

**Connections:**

Economics

**Definitions:**

**Developed Country:**

**-country in which a great deal of manufacturing is carried out**

 **Developing Country:**

**-country that is working toward industrialization**

**Characteristics of Developed Countries**

**1. Economic systems based on continuous, self-sustaining**

 **economic growth**

**2. Well developed industrial base**

**3. High standard of living**

**4. High income per capita (Per capita income is the total**

 **national income divided by the nation’s population.)**

 **5. High Human Development Index (Nations are ranked**

 **according to their citizens' quality of life rather than**

 **strictly by a nation's economic figures.)**

**6. High gross domestic product (GDP is the market value of**

 **all goods & services produced within a country in a year.)**

**7. High rate of literacy**

**8. High life expectancy**

**9. Highly developed infrastructure**

**10. Low infant mortality**

**Characteristics of Developing Countries**

**1. Low level of economic development**

**2. Economic dependency on developed countries**

**3. Undeveloped industrial base**

**4. Low standard of living**

**5. Low income per capita, but trying to improve**

 **its position through industrialization and education**

**6. Moderate to low Human Development Index**

**7. Low gross domestic product (GDP)**

**8. Low rate of literacy**

**9. Low life expectancy**

**10. Citizens are mostly agricultural workers**

**11. Poorly developed infrastructure**

**12. High infant mortality**

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| ***Comparison Chart*** | ***United States*** | ***Tanzania*** |
| **Gross National Income** **(per capita)** | **$33,070** | **$256** |
| **Life expectancy** | **79.6 yrs.** | **56.9 yrs.** |
| **Education** | **12.4 yrs.** | **5.1 yrs.** |
| **Human Development Index (HDI)** | **#4** | **#148** |
| **Infant mortality** | **6/per 1000** | **67/per 1000** |
| **Agriculture** | **1.1%** | **80%** |
| **Industry** | **22.1% industry****76.8% service** | **20% industry and** **service combined** |
| **Population below poverty line** | **12%** | **36%** |
| **Industrial Production** **Growth Rate** | **5.3%** | **7%** |
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