

# 1 Where do you live?

This section orients students to the concept of the Third World and related terms for developing countries through children's art, photographs, charts and map work. Activity Sheets reinforce definitions and concepts and enable students to make comparisons and connections to their own lives.

## Objectives

Students will:

- Locate selected developing and developed countries on a world map
- Distinguish basic differences between developing and developed countries
- Discuss how these differences may affect the lives of children growing up in developing countries and, despite the differences, what experiences are common to children everywhere
- Recognize local connections to developing countries and the importance of learning about them

## Materials

<b>Study Prints:</b>	Eight color art prints; eight black-and-white photographs
<b>Charts:</b>	<i>Basic Indicators</i> Table ( <i>What keeps you healthy?</i> Activity #4)
<b>Activity Sheets:</b>	Where do you live? Activities #1 - #9.
<b>Maps:</b>	Where do you live? Activity sheets #4 & #6 show Peters Map projection. Display wall maps with different projections.
<b>Globe:</b>	

## Getting started

The magic behind See Me, Share My World is children's art. As one 4th grader put it, "The pictures show the way the world is like from a kid's point of view."

Start the unit with the art and photographs. Create a bulletin board display or have students work in pairs or small groups, each with three or four study prints. Instruct your students, without reading the information on the back of the prints, to look for commonalities and connections with the children overseas.

*What do these children have in common with you?* Encourage a variety of responses, stressing universal human qualities and basic needs shared by children everywhere. *How are the children different?* Students will notice obvious differences -the natural environment, housing, clothing, languages, poor economic conditions.

Point out that Colombia, Honduras, India, Indonesia, Sierra Leone (See-AIR-ah Lee-OWN) and Thailand -where the children who drew the art live - are called "developing countries," part of the "Third World" or "South." It is difficult for many people (not everyone) in these countries to obtain the basic necessities of life - such as food, clean water, health care, education, work - they must face a daily struggle for survival.

The maps on the back of the prints will enable students to identify the countries where the children live. Encourage them to locate the countries (and continents) on a globe or world map. Once students have linked the visual images to the map, you can begin to define the notion of "Third World" and "developing" and discuss distinctions between developing and developed nations based on land mass, geographic location, population distribution, and social and economic conditions.

*The Basic Indicators* Table can be used to contrast the United States, a developed country, with developing countries as well as to emphasize the diversity of conditions among developing countries.

### **Teacher background information**

According to the World Bank, there are about 97 countries in the world characterized by a low standard of living and a web of economic and social conditions linked to poverty. **They sustain over three-fourths of the world's population yet maintain less than one-fifth of its wealth.** The terms *developing countries*, the *South*, and the *Third World* all refer to these countries - and are all misleading terms.

**DEVELOPING COUNTRIES** is a misleading term because all countries are developing; that is, they are in a continual process of growth and change. Also, many developing countries have elaborate social, artistic and cultural systems that are far more "developed" than those of developed countries. Developed countries, in general, are the nations with the most industrialized economies. **Less than one-quarter of the world's people live in developed countries but they claim 81% of the world's income.** Usually included in this group of 25 countries are the United States, Canada, Japan, Australia, New Zealand, the Soviet Union and nearly all the nations of Europe.

**THE SOUTH.** All of the developing countries are located south of the 50 degree parallel in the northern hemisphere and south of industrialized countries in Europe and North America. Hence the common designation of South. In contrast, the industrialized countries are often referred to as the North. However, this terminology does not account for the industrialized countries of Australia and New Zealand.

**THIRD WORLD** is a term that originated in the 1950s when the world was more clearly divided into opposing power blocs. The Third World applied to the countries which were not aligned with either the Soviet Union - the Second World - or the United States - the First World. Today, the terms are inaccurate since the political alignments have shifted. The countries of the Third World neither form a unified group nor do they make up a separate world. Furthermore, the designation of First, Second and Third implies ranking and suggests that the Third World is somehow inferior.

However inadequate, we will use the terms "developing countries," the "Third World" and the "South" interchangeably.

**DISTINCTIONS BETWEEN DEVELOPING AND DEVELOPED COUNTRIES** are frequently made on the basis of economic criteria. For example, the World Bank categorizes countries on the basis of per capita Gross National Product (GNP); that is, the value of all the goods and services that a country produces in one year, divided equally among all the people. Countries with an average per capita GNP of more than \$6,000 are defined as developed. Those countries with a per capita income of less than \$6,000 are called developing. Developing countries are classified further as low-income (those with a GNP per capita of \$480 or less) and middle-income (those with GNP per capita of more than \$480, but less than

\$6,000). UNICEF evaluates a country's level of development according to under 5 mortality rates, or number of children who die before their fifth birthday.

Broad categories based upon economic criteria and statistical averages can be misleading. They do not reflect differences of wealth within a country. They also lead to generalizing and stereotyping. One danger is to set up a false dichotomy between "developing" and "developed," or "us" and "them." Moreover, many aspects of a society, such as culture and arts or values and ideas, cannot be measured by economic criteria.

**THE PETERS MAP: A NEWWAY OF LOOKING AT THE WORLD.** The fundamental challenge of creating a map is representing a round object on a flat surface. In the process of doing this, there will always be distortions. Each map challenges us to think about the way we look at the world.

The Mercator map projection, familiar to most of us, distorts the size of countries in order to represent their shapes. The Peters Map, which we have chosen to use for this teaching unit, corrects these size distortions. We chose to show the true size of countries at the expense of their true shapes.

**WHY LEARNING ABOUT DEVELOPING COUNTRIES IS IMPORTANT.** The Peters Map alone should be a convincing statement. Over two-thirds of the world's land area is occupied by developing nations. More importantly, by the year 2000, 80% of the world's people will live in these countries.

At home the signs of global interdependence and connections to developing countries are everywhere - in grocery stores, at shopping malls, on television. Developing countries are sources of goods and resources which we consume as well as markets for goods produced.

In addition, many of our cities and schools are hosts to recent immigrants from developing countries in South and Central America, Asia, Africa and the Caribbean. Today, more than ever before, our lives are linked closely to people and events in the Third World.

**"I was surprised that most of the world is Third World. I thought that only a few countries were developing nations." 6th grader. RI**

Activity Sheets: Where do you live?

**#1. Where do you live?:** Use this introductory writing and drawing activity to highlight diversity within the classroom. Students can locate where they or their ancestors were born on a globe or world map and compare their art with each other and with children overseas.

**#2. Children You Will Meet:** Students view photographs (and drawings) of children overseas and list similarities and differences. The "Like Me" column typically emphasizes universal human qualities shared by children worldwide. The "Unlike Me" list might include differences in appearance, clothing, language, environment or economic background. Whichever list is longer, the bottom line is that people from other countries are fundamentally more like us than different. Differences result from factors such as geography, climate, culture, and history.

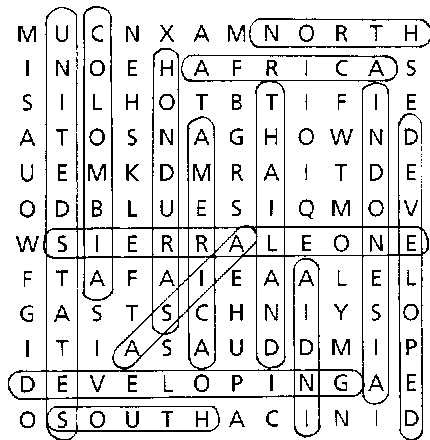
**#3. Making Connections:** A graphic and checklist help students to identify personal connections to developing countries. Go beyond the idea of our dependence on developing countries for certain goods to discuss ways that developing countries depend on us (concept of interdependence).

**#4. World Maze:** Use this activity to reinforce map skills including location of artwork countries and the continents of North and South America, Africa and Asia.

**#5. Looking at the Peters Map:** Use with the map in Activity #6. Discuss different map projections and the actual size of the Third World (two-thirds of the world's land mass) by shading in all the developing countries south of the 30-degree latitude line in the northern hemisphere (roughly where the United States borders the Gulf of Mexico).

**#6. The Peters Map:** Locate artwork countries in relation to the equator and the 30-degree latitude line in the northern hemisphere. Use this as a way of distinguishing developed and developing countries and the terms North and South.

**#7. Developing World Word Search:** This activity familiarizes students with the names of artwork countries and the terms used to describe Third World nations.



**#8. World in a Room:** Students analyze distribution of people, wealth and land by world region. Room dimensions shown on the activity sheet are proportionate to actual land mass relations. Population and wealth are based on an average class size of 30 students and 30 pennies. This activity can be used as a math exercise. The percentages in the first column can be applied to any class size. You can also conduct the activity as a simulation.

**#9. Do Children Have Rights?** Students create their own Bill of Rights and compare this version to the International Convention on the Rights of the Child adopted by members of the United Nations General Assembly in 1989. The United Nations Declaration of the Rights of Children (1957) includes the following:

- The right to affection, love and understanding
- The right to adequate nutrition and medical care
- The right to free education
- The right to full opportunity for play and recreation
- The right to a name and nationality
- The right to special care, if handicapped
- The right to be among the first to receive relief in times of disaster
- The right to be a useful member of society and to develop individual abilities
- The right to be brought up in a spirit of peace and universal brotherhood
- The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin

### **Developing critical thinking: questions for further exploration**

- If you lived in Colombia or India, would you like your country to be called undeveloped, underdeveloped, less developed, developing, or part of the Third World? Why or why not? How do labels affect the way we view people and countries?
- How would your life be different if you lived in Sierra Leone or Thailand?
- The histories of most developing countries include a period in which there was prosperity and a Great Empire, such as the Mayans, Egyptians and Moghuls. Why have conditions in these areas of the world changed? Consider factors of colonialism, geographical change and war.

### **Multidisciplinary Approaches**

**Art.** Show students photographs from the Family of Man collection. Have them create their own "family of man" collages using pictures from National Geographic and other magazines. Discuss similarities and differences, emphasizing commonalities and universal human needs for love, protection, food, housing, clothing, etc,

**Language Arts.** Read Peter Spier's illustrated book *People* and discuss what it would be like if everyone in the world were the same. What can we learn from differences?

**Math.** Mark out an 8' x 10' area on the floor to show the dimensions of Sushila Kumar's home in India, seen in the art print, *My Family Sells Balloons*. Have students measure and compute the floor space of their homes and compare to Sushila's home.

**Social Studies/Geography.** Games like Twenty Questions, Where am I?, T.V. quiz-bowls and puzzles can make learning geography facts fun. Students can make up their own geography questions and games and play them on each other.

**Social Studies.** Conduct a simulation in which all lights are turned off. Only a candle is burning. What would it be like to live in a developing country where electricity is often not available?