Economic Geography Unit Plan

This unit is basically about Development

<http://onlinegeography.wikispaces.com/I+-+Factors+affecting+industral+location>

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| **Topic / Content** | **Learning Outcome** | **Activities / Assessment** | **Resources** |
| **Sectors of Production or HDI** | Students should be able to:  Understand and explain how development is measured through GDP and the HDI | Through a variety of activities students will work together to explore the HDI and provide some strengths and weaknesses of it.  H/W: Students complete the activities from p.258 to p.261 in their notebooks to reinforce their learning. (Colour Copy)  Reading H/W pp. 258-261 | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.254-274  Intro development (ppt)  Development indicators (word)  New Key Geography GCSE – p. 258-261 |
| **Development Models**  **Rostow & Wallerstein** | Students should be able to:  Understand and explain Rostow’s development model. | Starter Activity  Students will rank indicators based on that development is related to standard of living and quality of life. Use slide 22 (intro development) as a guide.  Rostow’s stages of growth  Students will analyse the Rostow model for its strengths / weaknesses and applicability in the world today.  Key Point  Development happens in context: it is the combination of what is happening at a variety of scales concurrently.  When analyzing the development of a country we must consider what is happening locally, regionally and globally that affect that countries development. Local events which have had a regional or global impact Greece defaulting on its debt (local) weakened the value of the Euro (regional) affected the value of other global currencies (global)  Reading H/W Chapter 10 Part 1 | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.302 - 307  Measuring development (word)  Rostow Stage model (ppt)  Models worksheet (word)  Review Presentation  <http://www.geographyalltheway.com/in/ibdevelopment/ib_development_models.htm>  username: cisjapan2012  password: cisjapan2012  <http://www.slideshare.net/geographyalltheway/ib-geography-develpent-rostow-model>  Chapter 10 Part 1 Reading (word) |
| Development at different scales | Students should be able to:  Make connections between local events and their, regional and global effects. E.G the provocative actions of North Korea today.  Use the Wallerstein mode to illustrate dependency theory and relationships across scales. | Development happens in context: it is the combination of what is happening at a variety of scales concurrently. (Wallerstein p.309)  When analyzing the development of a country we must consider what is happening locally, regionally and globally that affect that countries development.  ***Local events which have had a regional or global impact: Greece defaulting on its debt (local) weakened the value of the Euro (regional) affected the value of other global currencies (global)*** | Development at different scales (word)  Cornell notetaking on How does geography affect development?  Dependency theory (word) |
| What are the barriers to and the costs of economic development? | Students should be able to:  Understand and explain barriers to and the costs of economic development | Elicit from students some of the reasons why many countries in the periphery remain poor. Categorise these into internal and external reasons.  Notetaking Activity. What are the barriers to and the costs of economic development?  Students answer the following questions  Define:   * Export Processing Zones * Mexican maquiladoras * China Special Economic Zones   Maquiladoras  Describe and explain their location.  What kind of goods do they produce?  Why are the plants controversial?  What is NAFTA?  How has it affected the region?  Students attempt the 2004 FRQ | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.302 – 307  Barriers to and costs of economic growth? (word)  2004 FRQ (pdf) |
| **Sectors of production** | Students should be able to:  Understand and explain the different sectors of production. | Starter Activity:  Students categorize the ‘jobs’ into four categories; primary, secondary, tertiary and quaternary.  Teacher led Lecture: Slides 1 to 12  Homework  Commodity Chains and the multiplier effect  Reading Economic Geography notes part 1 | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.302 - 307  How can employment be classified? (word)  Homework  GCSE – p. 188 – 189  GCSE – p.210-211  Commodity chains and the multiplier effect (word) |
| **Industrial Models**  (Industrial location theory) | Students should be able to:  Explain and critique Weber’s / Hotelling model of industrial location. | **How do location theories explain industrial location? (p.369)**  Look at Weber’s Model and complete the activities. (1 lesson)  AP Model Analysis: Students analyze Weber’s model of industrial location. (strengths and weaknesses) \*Students use the worksheet “Factors affecting industrial location” to help them.  Agglomeration is the phenomenon of spatial clustering, or a concentration of firms in a relatively small area. The clustering and linkages allow individual firms to enjoy both internal and external economies. Auxiliary industries, specialized machines or services used only occasionally by larger firms tend to be located in agglomeration areas, not just to lower costs but to serve the bigger populations.  Deglomeration occurs when companies and services leave because of the diseconomies of industries’ excessive concentration. Firms who can achieve economies by increasing their scale of industrial activities benefit from agglomeration. However, after reaching an optimal size, local facilities may become over-taxed, lead to an offset of initial advantages and increase in PC. Then the force of agglomeration may eventually be replaced by other forces which promote deglomeration  Homework: Students analyse the Hotelling model using the worksheet and p.368-9 | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.302 – 307  Alfred Weber (word)  Model worksheet (word)  Factors affecting industrial location(word)  Hotelling model (word) |
| **Mapping Major industrial regions** |  | **Students will map the major industrial areas of the United States.**  **Economic Geography Review Notes**  Pay attention to right to work states and break of bulk points  How has industrial production changed?  Student notetaking: p.377 to 387  2006 FRQ | Blank map of USA (word)  De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.371 – 375 |
| **Asian Tigers** | Students should be able to:  Understand and explain the geographic, political and economic reasons for the growth of Asian Tigers. | Read and complete the questions.  Possible answers – geographic reasons, historical reasons, growth of light industry and expansion.  Answer questions 33-36 from ‘cracking’ test II | Asian Tigers (word)  Questions 33 to 36  p.235 Cracking |
| **What are footloose industries?** | Students should be able to:  Understand and explain the nature of footloose industries. |  | GCSE p.218-9.  Footloose industry in the UK (word) |
| **Newly Industrialized Countries** |  | **This links into the location of major manufacturing industries in the world today.** | GCSE p.226 |
| **Review** |  |  | Possible Indus and development questions (word) |

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| Why do industries have different distributions? | * Why do industries have different distributions student (word) * Why do industries have different distributions teacher (word) * Rubenstein p.372 - 385 | Brainstorm some factors that affect industrial location in a mind map. |
| Major industrial world regions | * P.368-377. | Copy 246 tp 250 out of cracking the AP.  Print copies of key issue 2 and 3 from the industry notes. |
| What are footloose industries? | * GCSE p.218-9. * Footloose industry in the UK (word) | Footloose industry in the UK. Talk about some of the characteristics of them and where they locate and why. (worksheet)  Students complete the activities from the textbook. |
| 2006 FRQ | * 2006 FRQ (word) |  |
| Asian Tigers | * Asian tigers (word) * Questions 33 to 36 * p.235 Cracking * Watson | Read and complete the questions.  Possible answers – geographic reasons, historical reasons, growth of light industry and expansion.  Answer questions 33-36 from ‘cracking’ test II. |
| Newly Industrialized countries | * GCSE p.226 * Search for other resources |  |
|  |  | **Explain why certain areas of the UK, or any other MEDC you have studied, may need government help to attract industry (6)**  De-industrialized areas in particular require government help to attract industry to the area. This is because they may be suffering from high numbers of unemployment, for example in South Wales, after the decline of iron and steel manufacturing, almost 15% of all males over the age of 16 were unemployed. This in turn led to a spiral of problems, including poverty due to the fact that many were struggling to afford basic essentials, mainly because of their lack of income. This put pressure on the government, as their resources were increasingly strained due mainly to the abundance of benefits that were being given out to help ease the problems that unemployment brings. The fact that people were struggling to afford basic essentials took its toll on local services which were deprived of their usual customer service and were as a result forced to cut costs by reducing their labour force. Furthermore, there is the problem of visual pollution, as de-industrialized areas often scar the landscape, with abandoned, derelict factories an eyesore to anyone inhabiting or visiting the area. Thus, in order to mitigate such problems and improve the economy of such areas, government help in the form of incentives, or creation of development agencies, is vital in attracting industry to the area and re-vitalizing it. |
| Review | Possible Indus and development questions (word) | 2006 FRQ question 2 |