

# **Show Me Malawi!**

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**Grade Level:** 10

**Time Allotment:** Two 90-minute class periods

## **Overview:**

Students will gather information concerning the economics, politics, infrastructure, health, and communications of Malawi as well as other countries. Students will gather data and create graphs to analyze this information in order to learn to distinguish between developed, developing, and underdeveloped countries. Students will gain perspective into how cultural, economic, and social conditions differ in the developing world.

**Subject Matter:** Social Studies

## **Learning Objectives:**

The student will be able to:

- demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by assessing the impact of economic development and global population growth on the environment and society, including the understanding of the links between political and economic freedom.
- locate and analyze physical, economic, and cultural characteristics of world regions.
- analyze and explain how different cultures develop different perspectives on the world and its problems.
- use technology to locate, evaluate, and collect information from a variety of sources; integrate databases, spreadsheets, charts, and tables to create reports and use available technological tools to expand and enhance understanding of ideas and concepts.

## **Standards:**

Virginia Standards for History/Social Studies courses and Computer/Technology  
<http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml>

WG.1d

The student will use maps, globes, photographs, and pictures in order to  
d. analyze and explain how different cultures develop different perspectives on the world and its problems

WHII.15 b and c

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by

- b. assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
- c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

#### C/T 9-12.6

The student will use technology to locate, evaluate, and collect information from a variety of sources;

- a. integrate databases, spreadsheets, charts, and tables to create reports.
- b. use available technological tools to expand and enhance understanding of ideas and concepts.

### Media Components:

#### Video

United Streaming video <http://www.unitedstreaming.com> video:

- United Learning “How to Study Cultures: How Beliefs and Values Define a Culture”

Blue Ridge Public Television ITV

- “Teacher Travels, Episode Three: Warm Hearts of Africa”

#### Internet

- World Book Encyclopedia Online  
This is an excellent resource! It consists of everything that the print World Book Encyclopedia offers as well as additional interactive features. In terms of citation, it should be treated as a print material accessed via a database. This site is a subscription database and a password will be required for use off-campus. However, this resource is paid for by the state of Virginia and all public schools in Virginia have access. Check with your school’s media specialist or instructional resource teacher for specific access and password information.  
<http://www.worldbookonline.com>
- World Almanac for Kids  
This site lists statistics on countries in an easy-to-use format.  
<http://www.worldalmanacforkids.com/explore/nations.html>
- Virtual Developing Country  
This site allows students to take an in-depth tour of Zambia, a very good example of a developing country.  
<http://www.bized.ac.uk/virtual/dc/index.htm>
- CIA World Fact Book  
This is a great site for demographics and statistics.  
<http://www.cia.gov/cia/publications/factbook/>
- United States Census Bureau-IBD Population Pyramids  
<http://www.census.gov/ipc/www/idbpyr.html>

## Materials:

- A world map to point out locations of the developed and developing nations in the lesson
- A computer with Internet, word processing software (preferably Microsoft Word), and Excel for each student/group
- One disk for each student to save pictures or text to add to their posters from the Internet or scanned materials from books
- A scanner or copier in case students want to include pictures from library books in presentations
- Print copy of World Book Encyclopedia, (or any other print encyclopedia that is the latest edition) and almanacs in case of Internet problems, or in addition to Internet resources
- Posters for each group
- Scissors, tape, glue, markers, and colored pencils for students to create posters
- Desktop computer or laptop computer with Windows 98 or better and Windows Media Player connected to an LCD projector or television equipped with a presentation device in order to show the United Streaming video
- Poster activity instructions handout, found at the end of the lesson

## Prep for Teachers:

- Bookmark <http://www.worldbookonline.com> on the computers that students will use for research; provide instructions from media specialist or instructional resource teacher on school and home access to the database.
- Download the United Streaming <http://www.unitedstreaming.com> video “How to Study Cultures: How Beliefs and Values Define a Culture,” and cue it to 21:18.
- Obtain a copy of the ITV “Teacher Travels, Episode Three: Warm Hearts of Africa” and cue it to the scene with the children holding the blue kite.
- Connect the computer showing the video to a presentation device (LCD projector). Connect a VCR to the LCD projector to the video as well or have a TV/VCR available. If you use the LCD projector for both, just remember to change the LCD projector’s input from “computer” to “video” when you switch from one to the other.
- Schedule library time to use computers and books or schedule time in a computer lab and have the library send appropriate books to that location.
- When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.
- Make a copy of the poster activity instructions handout for each student or group.(end of lesson)

## Introductory Activity:

1. Explain to students that today’s lesson is going to be about studying other countries that are still struggling to keep up with the modern, developed world in terms of:

- a. Economics: what people do for a living and how successful they are at supporting themselves, and the fitness of the country's economy as a whole
  - b. Social equality: developing a culture in which people of all races and both sexes are respected and given the same rights
  - c. Government stability: the ability to sustain a government that represents all the people and does not completely break down when power is transferred from one group to another
2. Show the first clip from the video, "How to Study Cultures: How Beliefs and Values Define a Culture." **Provide students with a focus for media interaction** by saying, "In this first video clip, listen for which nations the developing countries look toward as examples of government systems that should be modeled."

**Play** (21:18)      Audio: "The United States Constitution states that all people..."  
 Visual: close-up of Lincoln Memorial

**Stop** (21:59)      Audio: "...governmental systems they hope to model."  
 Visual: boy stepping over rocks

**Ask** students, "Which nations did you hear listed as ones that developing nations look to?" Correct responses should include India, Canada, France, United States, and Britain. **Say**, "Stable government is only one part of classifying a nation as developed. For example, though India is a good example of stable government, there still exists a wide gap between the middle class and the extremely poor, as well as work that still needs to be done in India toward social equality."

3. Explain to students that in the next part of the lesson, we will look at the characteristics of other developing and developed countries.

### **Learning Activities:**

1. **Say** to students, "When we talk about the 'developing' countries, sometimes the term 'third world' is used. Let me explain what that means. After World War II, which ended in 1945, the term 'first world' was used to describe all of the countries on the side of the United States. Those countries would have included, the United States, of course, but others such as Great Britain, Australia, France, West Germany (our friend after the war), and so on. The term 'second world' was applied to countries aligned with the Soviet Union. Though we were friends during the War, relations quickly broke down into a 'Cold War' over disputes concerning the areas acquired by the Soviets during the War. The debate centered on whether those areas should be made Communist, and the Soviet Union's control over them in the future. Such nations included East Germany, Poland, and so on. The term 'third world' referred to those 'non-aligned' countries, or rather the ones that were not on the side of the U.S. or U.S.S.R. Those countries mostly consisted of the less-developed, or developing countries in Central America, South America, Africa, and Asia. Since 1945, some African and Asian countries have gotten their independence from their European colonizers and have been added to that category."
2. **Tell** students, "Today we are going to look at what life is like in a country struggling to keep pace with the modern world, Malawi of central Africa. Students go to school

in Malawi just as here in the United States, but it is very different there and not all students get to attend.” Point out Malawi on a world map.

3. Cue the video “Teacher Travels, Episode Three: Warm Hearts of Africa” to the scene of the boys with the blue kite. **Say** to students, “In order to learn more about life in Malawi, we are going to look at a video of a visit to Malawi by a teacher from Blacksburg, Jenna Swann.” **Provide students with a focus for media interaction** by saying, “This first clip in the video talks about what activities the adults do every day. Listen for what people in Malawi do for a living.”

**Play** Audio: “Most of the children’s’ parents...”  
Visual: boys holding a blue kite

**Stop** Audio: “...dust their pieces before handing them to a tourist.”  
Visual: merchant holding a mask

**Ask** students, “What activities do the adults do?” Students should be able to name farming, water and wood gathering, fishing, smoking the fish, selling in markets, selling produce, and making and selling masks.

4. **Provide students with a focus for media interaction** by saying, “In the next clip, listen for what are some of the hardships for going to school in Malawi, and what are some special problems that girls who want to go to school face?”

**Play** Audio: children singing  
Visual: view outside the school, and “Domasi Government School” is on the screen

**Stop** Audio: “...including the cleaning of all the toilets.”  
Visual: a toilet

Students should be able to answer that some of the hardships include sitting on the floor, poor lighting, a chalkboard in poor condition, few if any books, and old books and materials. Few of the older students are girls because many marry in their early teens. The few girls who stay in school have to do extra cleaning chores in school, including cleaning all the toilets. Discuss with students what it means in terms of Malawi’s development that education of girls is not as important. Talk about why there are so few materials and why what they have is in that condition. (Accept all reasonable answers)

5. **Say** to students, “The next clip is about what students learn at the Domasi Government School. Keep in mind that what a society teaches its children has a lot to do with what that culture thinks is important.” **Provide students with a focus for media interaction** by saying, “In the clip, listen for the things that the students learn.”

**Play** Audio: “Indoor lessons around the chalkboard...”  
Visual: teacher writing on the board

**Stop** Audio: "...which may go to the market to be sold."  
Visual: children weaving with corn husks

Students should be able to tell that students learn vocabulary, reading (done out loud as a group), sewing (but not all students have needles), and weaving corn husks. Discuss with students the reasons why they think these lessons are important. Liken the weaving to American students learning marketable skills in school like computers and technology, or vocational education.

6. **Fast forward** the video to the scene with the students in blue uniforms running across the field. Explain to students that each country in the developing world has its own set of problems. Some are plagued by civil wars, diseases, and famine. The physical environment or geography can have an impact on a nation's development. In some developing countries, the culture of the people has developed due to a need to adapt to the environment without the aid of western technology. **Provide students with a focus for media interaction** by saying, "In this next clip, let's try to make a mental list of the good things versus the bad/difficult things for the children living in Malawi."

**Play** Audio: "Domasi School and the nearby villages are fortunate."  
Visual: children in blue uniforms running

**Stop** Audio: "...giving thanks for all good things."  
Visual: children dancing

Students should be able to answer that good things include relatively clean water, roads, peace, no civil war, fish, jobs in the coffee and tea plantations, and lots of good food like mangoes, bananas, and avocados. Bad or unfortunate things include the spread of AIDS and the inability to stop malaria. Discuss with students what it means for people in Malawi in terms of their development that AIDS is a problem. Is this the case in the rest of Africa? Also draw conclusions from the fact that the government or medical system itself cannot provide prevention or drugs for a preventable and curable disease like malaria.

### **Culminating Activity:**

In this part of the lesson, students will gather data about a country and create a poster from the findings. When all groups have completed their work, they will share their posters with the rest of the class. Each group will introduce their country, share the data, and declare whether they think it is a developed or developing country. Then, the teacher should lead a class discussion about whether the rest of the class agrees with that determination, and talk about why or why not. When all groups have completed their presentations, the posters can be displayed in or outside the classroom. It may be helpful to begin the discussions with a group that researched a country that is obviously

developed, like the United States or Japan, so that students have something to compare with the less developed countries.

#### Posters

- Divide the class into groups of no more than three students, but preferably there will be no students working alone.
- Assign each group a country. Make sure that there are plenty of developed and developing countries to choose from. An option could be to write the names of the countries on squares of paper and let each group choose from a basket or bowl. Some suggestions for developed countries include, but are not limited to: United States, Australia, Great Britain, Canada, France, Germany, Netherlands, Japan, South Korea, etc. Some developing countries could include, but are not limited to: Somalia, Vietnam, Cuba, Honduras, etc. It may even be interesting to put in some countries that even scholars would debate, such as Argentina or Malaysia. Part of the lesson is that some countries will be very obvious, but the status of others will be a little harder to pinpoint. This is due to situations such as political instability despite a high literacy rate, or when a country has very marked differences between the lifestyles and educational levels of the rural and urban residents.
- Give each student or group a copy of the poster activity instructions handout. (included at end of lesson) Each group will create a poster of his/her country. Posters should consist of charts, graphs, statements, and pictures that display the data of their country. Students should use encyclopedias to find their data in addition to the three following Web sites: World Book Online (<http://www.worldbookonline.com>), World Almanac for Kids(<http://www.worldalmanacforkids.com/explore/nations.html>), CIA World Fact Book (<http://www.cia.gov/cia/publications/factbook>), and United States Census Bureau-IBD Population Pyramids (<http://www.census.gov/ipc/www/idbpyr.html>). There is not one set way of doing this. Students are encouraged to be creative when designing the posters. All groups should, however, create their graphs using Microsoft Excel. If students are not sure how to make charts and graphs with Excel, instructions are on the handout. Also, refer them to the handout to see the data that should be included on the poster.
- Give each group the end of the first class period to begin working on the posters. Spend the rest of the second class period finishing the posters and presenting. The time frame can of course be flexible depending on the needs of the class.
- If any group finishes the poster ahead of the others, have them go to the Virtual Developing Country (<http://www.bized.ac.uk/virtual/dc/index.htm>) to take the tours.

\*\*Note: In terms of information literacy, it is important to explain to students that the use of World Book Online is not like the other Web sites that they may use in this lesson. World Book Online is the electronic version of the print encyclopedia with which they should already be familiar. In this case, the encyclopedia is in a database format in order that it may be searched. It is accessed via the Internet because the server that the database “lives” on is not physically located within the school, so we must go

outside our school network to get to it. In that way we are using the Internet to get to the database, but in no way are we using a “Web site” in the conventional sense. Students must be careful to cite previously printed electronic sources like this one as if using the print version, but additionally giving credit to the database.

**Cross-Curricular Extensions:**

1. Cooperate with a math teacher to get help on teaching percentages, graphs, and the correct way to make charts and graphs.
2. Work with an art teacher to develop a lesson on the traditional art of the regions represented in the posters in order to get a better understanding of the cultures.

**Community Connections:**

1. Invite professor of cultures from local college/university to speak about/show artifacts/displays from a developing country we have discussed.
2. Invite a guest speaker who is a native of a developing country. Before the speaker comes, have the students research the country of the visitor and develop a list of possible questions to ask.

## Poster Activity Instructions: Developing Countries



### The Task:

1. In this part of the lesson, your group will gather data about a country and create a poster from the findings. When all groups have completed their work, you will share your posters with the rest of the class. Each group will introduce their country, share the data, and declare whether they think it is a developed or developing country. Then, we will have a class discussion about whether the rest of the class agrees with that determination and talk about why or why not.
2. You will use pictures, charts, and graphs to display your data. You will use Microsoft Excel to create the charts for your posters. (If you do not know how to do that, refer to the instructions at the end of this sheet.)
3. You may use encyclopedias and references from the library as well as the following Web sites:
  - a. World Book Online**

The digital version of the printed World Book Encyclopedia, plus additional interactive features! This is provided by the state of Virginia.  
<http://www.worldbookonline.com>
  - b. World Almanac for Kids**

This site lists statistics on countries in an easy-to-use format.  
<http://www.worldalmanacforkids.com/explore/nations.html>
  - c. United States Census Bureau-IBD Population Pyramids**

This site will help you find your population pyramids. Select your country. Choose “select years” for the type of output, and choose the large graph size. After submitting the query, choose the current year and submit query again. You may copy and paste the resulting graph to Word.  
<http://www.census.gov/ipc/www/idbpyr.html>
  - d. CIA World Fact Book**

This site is excellent for finding demographic and statistical information about every country. Also helpful is the “rank in world icon” provided for the data to help make comparisons.  
<http://www.cia.gov/cia/publications/factbook/>
4. List the following data on the poster (consider using a Word table):
  - Name of country and continent location
  - Population
  - Government type
  - Legal system (what the law is based on)
  - Suffrage (who has the right to vote)
  - List of natural resources (what can country provide for itself or trade for other resources it lacks)

- Birth rate and its rank in the world (Find 'rank in the world' by clicking on the bar graph by the data description on the CIA World Fact Book site.)
  - Infant Mortality rate
  - HIV/AIDS - adult prevalence rate and its rank in the world
  - Population below poverty line
  - Electricity consumption and rate in the world
  - Oil consumption and rate in the world
  - Exports
  - Imports
  - Telephones - main lines in use
  - Telephones - mobile cellular
  - Internet users
  - Languages
  - International disputes (briefly list)
5. Make graphs showing the following data and attach to your poster.
- \*\*Note: Graphs-circle graphs are recommended for all except the literacy rate and population pyramids.**
- Land use: arable land, permanent crops, other
  - Age structure: 0-14 years, 15-64 years, 65 years and over
  - Literacy: male, female (try a bar graph)
  - GDP (Gross Domestic Product) - composition by sector: agriculture, industry, services
  - Population Pyramid for your country and the United States (for comparison)

### **How to make charts and graph with Excel, using circle graphs as the example:**

1. Let's use the example of Bolivia's land use. You must click on a cell in order to have access to it. A cursor will not appear in the cell; just start typing.
2. In cell 1A, type "arable land." In cell 2A, type "permanent crops." In cell 3A, type "other." In cell 1B, type in the percentage of land that is used for arable land, which in this case is "2.67." In cell 2B, type in the percent of land used for permanent crops, ".19." In cell 3C, put in the amount of land used for other purposes, "97.54."
3. Now click one corner of the cells you entered and drag to the other corner so that all six cells are highlighted together. On the toolbar, click the symbol that looks like a bar graph. On the menu for chart type, click "pie." Choose the chart you like; I prefer the first or second. There is a button that you can press and hold to preview the result. When satisfied with the resulting chart, click "finish."
4. A graph should show up on the screen. Right click on the graph for more options. Choose "chart options" from the menu.
5. Click the "titles" tab and name the chart "Land Use" and click "ok."
6. Click the "legends" tab and choose a location for your key. Click "ok."

7. Click the “data labels” tab. Click the boxes for category name, values, and percentage. You may choose whether or not to show leader lines. Click “ok.”
8. You may then copy and paste your chart to Word, manipulate the size, and print. You may want to turn your paper to landscape mode to suit your chart better. Do this by clicking “file” and then “page setup.” (On older versions of Word you may have to choose “paper” or “paper setup” to get to the landscape choice.) Choose “landscape” and click “ok.”