Comparing Development Patterns

**Before Reading**

**Making Connections**
When you read a photograph in geography, ask yourself questions. For example, what does the photo show about the land areas (physical features)? Are there people in the photo? What are they doing, and why? Using the photographs on these pages, discuss these questions with a partner.

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What are your first reactions to these two photos? Are you impressed by a gigantic engineering project that can create so much electricity and deliver fresh water to dry farmland? Do you laugh at the thought of a playground toy being used to pump clean water from a well? Both approaches are used today to improve people’s lives. In fact, there are places where a human-powered pump is the best way to pump water. The choice depends on the level of economic and social development found in the area, as well as the demands of the environment.

In this chapter you will compare global development patterns. You will construct a scatter graph and explore whether or not developed countries, such as Canada, are doing enough to aid developing nations. Chapter 3 will complete your investigation of the unit Big Idea, **How do patterns in human geography affect people around the world?**
This PlayPump in South Africa uses the energy of children’s play to pump clean water from deep in the earth.

Questions to Consider as You Read this Chapter

- In what ways do people seek to improve the quality of their lives?
- How do countries compare when I evaluate factors that affect quality of life?
- How do countries compare on the Human Development Index?
- What criteria can be used to assess the aid given to developing nations?
- How do I construct and interpret a scatter graph?

Thinking About Literacy

Predict and Infer

In this chapter, you will use your prediction and inference skills to preview the main ideas and make connections. Skim the chapter to preview headings, highlighted words, photographs, diagrams, and maps. Use a chart like this one to list your observations. List any connections you think there may be between the main ideas. Then use the preview and your prior knowledge to predict what you think the chapter will be about.

<table>
<thead>
<tr>
<th>Main heading</th>
<th>What I see</th>
<th>Connections</th>
<th>What I think</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Affects Quality of Life?</td>
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</table>
What Affects Quality of Life?

What do people need in order to live a decent life—one with some quality? These headlines suggest some key ideas: safety from danger, an environment with clean air and water, food, and education. What other things do people need for a life with quality?

The Universal Declaration of Human Rights

You might be surprised to learn that a Canadian played a very important part in identifying what people really need (and have a right to). The United Nations (UN) was founded in 1945. The following year, Canadian lawyer John Peters Humphrey formed its Human Rights Division. He worked with a small group of people who drew up a list of basic human rights. The stamp on this page shows Humphrey in his role as Human Rights Division director, penning final changes to the list. The United Nations adopted his final version of the Universal Declaration of Human Rights in 1948.

WEB LINK • Learn more about John Peters Humphrey on our Web site.

Why do you think Canada issued this stamp depicting John Peters Humphrey?

The United Nations flag, on which olive branches symbolizing peace surround the world’s continents.
Selections from the Universal Declaration of Human Rights

**Article 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2:** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

**Article 25:** Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services.

**Article 26:** Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.

The Three “L”s

When the UN Declaration speaks of health, well-being, and education, it is highlighting the importance of the Three “L”s: life expectancy, living standard, and literacy. Each one is a measure of quality of life. Life expectancy shows how long a person can expect to live. Long life indicates a society with a strong health care system. Living standard estimates the average purchasing power a person has, based on where they live. Of course, there are actually great differences in personal wealth within most countries. The literacy rate is a measure of basic education, expressed as a percentage of people who can read and write. Use the photographs on the next page to learn more about these quality of life ideas.

<table>
<thead>
<tr>
<th>Country</th>
<th>Average Life Expectancy (years)</th>
<th>Country</th>
<th>Average Life Expectancy (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>80</td>
<td>Costa Rica</td>
<td>77</td>
</tr>
<tr>
<td>United States</td>
<td>78</td>
<td>Panama</td>
<td>75</td>
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<tr>
<td>Mexico</td>
<td>75</td>
<td>Cuba</td>
<td>77</td>
</tr>
<tr>
<td>Guatemala</td>
<td>69</td>
<td>Haiti</td>
<td>57</td>
</tr>
<tr>
<td>Belize</td>
<td>68</td>
<td>Dominican Republic</td>
<td>73</td>
</tr>
<tr>
<td>El Salvador</td>
<td>71</td>
<td>Jamaica</td>
<td>73</td>
</tr>
<tr>
<td>Honduras</td>
<td>69</td>
<td>Bahamas</td>
<td>65</td>
</tr>
</tbody>
</table>

Given what you know right now, how can you explain the differences in life expectancies between Canada and Haiti?
Life Expectancy
Life expectancy is extended by access to safe water and food supplies. Improved medical technology and hospital care affect the most fragile members of society—infants and seniors. In the developed nations, infant mortality rates are very low, while at the same time life expectancy has reached an average of 75 years or more. What obstacles might limit these improvements in some developing countries?

Living Standard
The homes people live in are often a good reflection of living standards in a society. Houses in good repair with effective plumbing and sanitation systems indicate that people have incomes high enough to maintain their dwellings and help pay for public services. In Chapter 1, you learned that as urban migrants in developing countries found jobs, they upgraded their homes. Why do people often want a better home?

Checkpoint
Remember that photographs can be part of your chapter preview.

Literacy
Children need a basic education to at least learn how to read and write. These skills will give them an alternative to working in traditional rural livelihoods, such as farming and fishing. With some education, young people in developing countries can access better-paid employment in transportation, tourism, and other service jobs. What level of education do students in developed countries, like Canada, need for a good career?
**Basic Freedoms**

Quality of life means more than just health, wealth, and education. Do you watch or read the world news? Many people around the world do not have the basic freedoms which you enjoy in Canada. There are cases in which human rights are being violated. News of warfare, terrorist bombings, and military governments are a reminder that there can be differences between the quality of life you experience in Canada and the dangers faced by people in other parts of the world.

**Selections from the Universal Declaration of Human Rights**

**Article 18**: Everyone has the right to freedom of thought, conscience and religion….

**Article 19**: Everyone has the right to freedom of opinion and expression….

**Article 20**: Everyone has the right to freedom of peaceful assembly and association….

**Article 21**: Everyone has the right to take part in the government of his country, directly or through freely chosen representatives….

**THINKING It Over**

1. Construct a declining-order bar graph to compare life expectancies, using data from the chart on page G 47. Use three colours to show countries from North America, Central America, and the Caribbean. Provide an explanation for any pattern you see.

2. With a partner, record and discuss answers to the questions with the photos on page G 48.

3. Using current events, complete a discussion sheet to record Canadian and world situations in which specific Universal Declaration of Human Rights articles
   a) are very much in evidence.
   b) seem largely to be ignored.

Do you think the UN Declaration is being followed in the world today? Explain your views.
Draw and Interpret a Scatter Graph

Geographers find patterns to help make sense of a complex world. One way to do this is to compare two related things to find the correlation between them. A scatter graph can be used to find these correlations. Here you will learn to use scatter graphs to study the relationship between quality of life and population.

**Step 1**  Pick Two Related Topics

It is important to choose two sets of numbers that might be related, with one as cause and the other as effect. Here you will compare birth rate and average income levels. What do you expect to find when you compare the two?

**Step 2**  Set Up the Graph Scales

Look at the numbers you will be graphing when you set your graph scales. The chart on the next page shows that the highest birth rate is 36 (Guatemala), and the highest income level is $34,142 ($US). On the side of the graph, make a birth rate scale from 0 to 40. Along the bottom, make an income scale from $0 to $40,000.

**Step 3**  Plot the Number Sets

Each dot on the graph will represent one country. First find the numbers for the country on each scale, then place a dot where these two numbers intersect on the graph. Use the graph below as a guide.

In this example, Mexico has 22 births per year per 1000 people, measured up the vertical axis. The average annual income in Mexico is $9,023, measured along the horizontal axis. The dot for Mexico is plotted where the two values intersect on the graph.

**Step 4**  Fit a Straight Line to the Points

Move a ruler over the graphed points until you find the line of “best fit.” That will be where a straight line can be drawn through the points to get as many as possible close to the line.
Step 5  Describe Your Findings

There can be three possible results:

**No relationship**
There is no correlation between A and B because a “best fit” line cannot be drawn.

**Direct relationship**
There is a direct correlation because as A increases so does B.

**Inverse relationship**
There is an inverse correlation because as B increases, A decreases.

<table>
<thead>
<tr>
<th>Country</th>
<th>Birth Rate (per 1000)</th>
<th>Purchasing Power per Person ($US)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>11</td>
<td>27 840</td>
</tr>
<tr>
<td>U.S.A.</td>
<td>14</td>
<td>34 142</td>
</tr>
<tr>
<td>Mexico</td>
<td>22</td>
<td>9 023</td>
</tr>
<tr>
<td>Guatemala</td>
<td>36</td>
<td>3 821</td>
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<tr>
<td>Belize</td>
<td>31</td>
<td>5 606</td>
</tr>
<tr>
<td>El Salvador</td>
<td>25</td>
<td>4 497</td>
</tr>
<tr>
<td>Honduras</td>
<td>32</td>
<td>2 453</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>27</td>
<td>2 366</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>20</td>
<td>8 650</td>
</tr>
<tr>
<td>Panama</td>
<td>21</td>
<td>6 000</td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>15</td>
<td>8 964</td>
</tr>
<tr>
<td>Haiti</td>
<td>34</td>
<td>1 467</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>24</td>
<td>6 033</td>
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<tr>
<td>Jamaica</td>
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<td>3 639</td>
</tr>
<tr>
<td>Bahamas</td>
<td>19</td>
<td>17 012</td>
</tr>
</tbody>
</table>

**APPLY It**

1. Use the chart above to construct a scatter graph comparing birth rate and average income levels for countries in North America, Central America, and the Caribbean.

2. Describe the correlation that you see between the two sets of numbers. Which one is cause and which is effect? Suggest reasons to explain this connection.
Comparing Levels of Development

### HDI: The Bottom 8, 2006

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
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</thead>
<tbody>
<tr>
<td>170</td>
<td>Ethiopia</td>
</tr>
<tr>
<td>171</td>
<td>Chad</td>
</tr>
<tr>
<td>172</td>
<td>Central African Republic</td>
</tr>
<tr>
<td>173</td>
<td>Guinea-Bissau</td>
</tr>
<tr>
<td>174</td>
<td>Burkina Faso</td>
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<tr>
<td>175</td>
<td>Mali</td>
</tr>
<tr>
<td>176</td>
<td>Sierra Leone</td>
</tr>
<tr>
<td>177</td>
<td>Niger</td>
</tr>
</tbody>
</table>

### UN report on best places to live in the world

This week, the United Nations once again named Norway as the best place to live, a title it has enjoyed since 2001. Norway is able to provide its 4.5 million citizens with high-quality and low-cost education, health care, and social services, thanks to substantial income from oil exports.

Next in the list, placing second through eighth, are Iceland, Australia, Ireland, Sweden, Canada, Japan, and the United States.

Annually since 1990, the UN Development Report Office has compared the 177 countries for which statistics are available. Data used to create the rankings relate to the ability of people to reach their full potential—to be healthy and live long lives, to be able to read and write, to have access to resources like clean water, and to be able to participate freely in the decisions of their community. In those countries near the bottom of the ranking list, these basic needs often go unmet.

You may be wondering why Canada didn’t rank first. After all, we led the United Nations’ annual ratings for five consecutive years before Norway took the lead. However, Canada is in the top 3%, next to some very strong competition. That’s a lot like making it to the finals for the Stanley Cup or the World Series. Now take a look at the chart in the margin showing the bottom eight countries on the HDI list. What do these countries have in common? How are they different from the top ranking countries listed above? Think of this in terms of geographical and environmental factors such as location, natural resources, industry, and climate.

Keep these factors in mind as you learn more about the UN **Human Development Index** in the following pages. Patterns of life expectancy, literacy, and living standard will be compared on a series of world maps, ending with one showing the Human Development Index. Keep an eye on Canada’s place in these different measures.
Global Life Expectancy

What supports a long, healthy life? Genetics and healthy choices are not the only things that affect life expectancy. In a country such as Canada, a wealth of natural resources and an advanced economy mean that most people have access to clean water and food. If someone gets sick or injured, they have access to health care. The system is not always perfect, but on average, Canadians live long lives.

However, in many countries of the world, average life expectancy is low. Life can be short in nations torn apart by years of war and political turmoil—countries such as Afghanistan or Mozambique. Many countries face problems that contribute to lower life expectancy. The lack of clean drinking water or famines caused by drought can result in malnutrition and disease. Severe shortages of hospitals, medicine, and doctors reduce the odds of recovery for someone who is ill or injured. Parts of Africa face another huge threat to life expectancy—the AIDS epidemic. AIDS has caused the deaths of large numbers of adults in many African countries and has lowered life expectancy to 40 or less.
Global Literacy

Did you know that some countries do not include females in their literacy statistics? Girls in those countries often receive little or no education.

Literacy is a good measure of access to education. While the UN Declaration states that everyone has the right to at least elementary schooling, the map above shows that this is not happening in many parts of the world. In Niger, for example, fewer than one person in six has basic literacy skills.

Nations with low literacy levels often lack many basic requirements for schools. Shortages of money, building materials, school supplies, and trained teachers are immediate problems. As well, there may be a lack of roads, power, and other services to support a school. In many developing countries, rural families need their children at home to help with crops, animal care, and household tasks. In these societies, anything more than basic schooling is a luxury that many cannot afford. This can limit opportunities for people, generation after generation. Think about your school experience up until now. How does a country such as Canada support education and literacy?
Global Living Standards

Gross domestic product (GDP) and gross national product (GNP) are two similar ways to describe the value of all goods and services produced by the people of a country in one year. They are used to measure the size of a country’s economy, and can indicate the living standards of the country. GDP and GNP can also be calculated per person, or “per capita.” In 2005, Canada’s GDP per capita was $35,494 ($US), ninth in the world. But don’t ask for your share to spend. GDP per capita refers only to the production of goods and services, not the actual amount you can spend on things. It is a national average, including everyone from millionaires to Grade 8 students.

How does GDP per capita show living standard? Improvement in a country’s economic performance can mean better public services, a cleaner environment, and better protection for workers. However, this is not always completely true. What might happen if economic wealth was not distributed evenly among all citizens?

Compare this map to the literacy and life expectancy maps you just used. You will see that all three of these global patterns share many similarities.
The UN Human Development Index brings all the measures of education, health, and wealth together into one big picture. It is a bit like the scoring system used in Olympic competition, with a 1.0 (similar to the Olympic 10) seen as perfection on each measure. The different scores for each country are added together and averaged as one final number. For example, in 2006, Canada scored .950. The map above groups countries into three categories based on their scores—High, Medium and Low. It can be a way to identify the world’s “haves,” “have somes,” and “have nots.”

What might an HDI score mean to a country? If you were leading a country’s government, what would you do if your nation were awarded a very high or a very low HDI score? How might that score affect your popularity and power among the people?
The maps on pages G 53–G 56 may have indicated that most of Africa is in difficulty, but the small island nation of Mauritius shows that a country can make dramatic improvement. It is one of only two African countries with a Human Development rating in the High category. (The other is Seychelles, another small nation made up of tiny islands.)

Since the early 1500s, Mauritius has been inhabited and ruled by the Portuguese, the French, and the English. Until 1968, Mauritius was a British colony with a high birth rate but a low standard of living. Sugar exports, an industry that began in the early 1700s, still created most of the island’s income. That changed after Mauritius became an independent country with a stable democratic government.

The government of Mauritius has taken advantage of its unique location to make big changes in quality of life. This includes moving from a reliance on sugar exports to a more diversified economy. Improved roads, an international airport, and a seaport all attract foreign investment. Beautiful beaches, coral reefs, and a tropical climate make it a tourist destination. Mauritius’s economic and political stability also make it an ideal headquarters for companies operating in Africa and India. As a result, the country has one of Africa’s highest per capita incomes.

**THINKING It Over**

1. Use the Life Expectancy map on page G 53 to compare Africa to the rest of the world. List five reasons that can explain this pattern.

2. Compare the maps of Literacy and Living Standard. What patterns do you observe? What explanations can you give?

3. What is the Human Development Index? Use the map to rank the continents in declining HDI order. (Record Europe and Asia separately.)

4. Could Mauritius’ formula for success be applied in other developing countries? Compare ideas with a partner.

**WORDS MATTER**

_diversified economy_ an economy that is based on more than one resource
Imagine that you could do something to improve the quality of life in some part of the world. What important changes would you make? How would you get your message out to others? In 2005, top music performers donated their talents for *Live 8* rock concerts in the leading developed countries, including Canada. They wanted to raise awareness of world poverty and urge developed countries to contribute more to solutions. At the end of this chapter, you’ll be identifying problems in one region of the world and making your own plan to improve conditions there.

**Types of Aid**

*Foreign aid* describes the flow of assistance between governments. Money, loans, trained people, supplies, and equipment can move from one nation to another. The following questions will review what you need to know to plan a development project.

**What Is Bilateral Aid?**

“Bi” means two. *Bilateral aid* connects two countries together: a donor and a recipient. Countries may have bilateral aid ties with strategic military allies or with former colonies. At other times, aid may be a response to a crisis. Canada’s official foreign aid is handled by CIDA, the Canadian International Development Agency. In 2004, CIDA coordinated the Canadian effort to help countries affected by the tsunami in South Asia.

**What Is Multilateral Aid?**

“Multi” means many. *Multilateral aid* comes from more than one country. The best-known multilateral aid organization is the United Nations. Contributing countries work together to support thousands of development projects around the world. Organizations such as the World Health Organization (WHO), the Food and Agriculture Organization (FAO), and other agencies are employed to bring humanitarian aid where it is needed.
What Is Tied Aid?

Tied aid comes with conditions that tie the receiving country to the donor. It is like a gift card which must be spent at one store, whether you want to shop there or not. Tied aid requires the receiving country to buy supplies and equipment from the donor country. For example, money needed to help fight AIDS in Africa may only be given if that money is used to buy the necessary drugs from the donor country.

What Is an NGO?

Non-governmental organizations are aid agencies which are not part of any government. You may be familiar with some NGOs, such as the International Red Cross and Oxfam. Others carry out small-scale projects. For example, Sarnia’s Rayjon Share Care supports rural schools in Haiti in order to help improve literacy.

What Is the World Bank?

The World Bank is a multilateral organization that supports international development. Governments and banks invest large amounts of money in the International Monetary Fund (IMF). The World Bank then lends this money to countries for specific projects. Between July 2006 and June 2007, the World Bank distributed 24.7 billion dollars ($US).

Heroes and Villains | The World Bank

The World Bank is a large source of foreign aid loans. Officials say they are successfully fighting poverty, while critics claim the bank is actually causing it. For example, farm poverty is widespread in developing countries, but between 2001 and 2005, only one-tenth of World Bank funds went to rural development projects. Critics point out that loans for large-scale projects, such as dams, pipelines, and airports are favoured instead. Loan conditions are strict. Sometimes countries must cut social services (e.g., schools and hospitals) in order to continue making payments. For these reasons, protestors gather whenever the World Bank meets with global leaders. Research current events concerning the World Bank. Do you think the actions of the World Bank reflect its purpose, or not? Explain.
During READING

Checkpoint
Using the information you have already gathered, record how this section might connect to those you have previously scanned.

WEB LINK
Read stories about the use of appropriate technology on our Web site.

Technology and Development

Some of the criticism of the World Bank is one-sided. It overlooks how large-scale projects could support long-term economic growth. For example, if a country has petroleum deposits, construction of a pipeline would allow it to export oil. This might improve living standards, but there is no guarantee. The African nation of Nigeria exports oil but remains near the bottom of the UN Human Development Index. Airport construction is another type of World Bank project that critics dislike. However, an important part of economic growth for Mauritius was the construction of an international airport. This opened the island to commercial tourism, increased trade, and raised the GDP per capita.

Appropriate Technology

Does large-scale technology always benefit everyone? Think about the photos at the beginning of the chapter. Big projects such as hydroelectric dams cost a lot of money, and sometimes the benefits do not filter down to people in rural areas. An approach to development called appropriate technology has become increasingly popular. The PlayPump is an example of this type of technology, which focuses on the real needs and skills of people. It is called “appropriate” because the technologies use locally available materials or power sources. Appropriate technology does not require large investment, high-tech equipment, or fossil fuels. It aims to improve people’s ability to feed, clothe, and shelter their families.

Solar Power

In isolated rural areas, many people must use kerosene, candles, or batteries for light. Low-cost solar equipment is now becoming more available. Tibet is known as “The Roof of the World,” and can have more than 3000 hours of sunlight each year. There, solar power is used to run lights and stoves. What are the benefits of solar power?
Cycle Trailers
Small cycle trailers made in local village workshops can carry up to 200 kg. The trailer shown here is being used to carry a passenger and produce in Cambodia. Farmers also use bicycles to transport produce to market. Cycle trailers also carry water, firewood, or even a mobile library! How is this an example of appropriate technology?

Biogas Cooking
Odourless and smoke-free, biogas is made from decomposing crop or livestock waste. This biogas “plant” in India serves an entire village. Also in India, Dr. Anand Karve has invented a much smaller plant which can be used by individual households. In just hours, biogas plants can turn food and animal waste into clean-burning gas. Why might this be better than a wood- or oil-burning stove?

Appropriate technology can make people’s lives better. All the examples shown here have the added advantage of being “green”—they are based on renewable energy sources.

**THINKING It Over**

1. Describe and explain examples of the following types of development projects:
   a) bilateral tied aid, b) multilateral aid from an NGO, c) locally-made appropriate technology

2. What is the difference between large-scale aid projects and appropriate technology? Work with a partner, and use the photos at the beginning of the chapter and in this section to create a chart showing the advantages and shortcomings of each type of development.

3. How might you convince the World Bank to direct more of its loans to appropriate technology solutions?
Exploring Points of View

Are Canadians Helping Enough?

Yes
In 2006, the Canadian government spent more than $3 billion on foreign aid. That amounts to about $100 for every Canadian. This is proportionally much higher than developed nations like the U.S. and Japan. As well, individual Canadians and NGOs respond very generously to international relief efforts, such as the Asian tsunami disaster in late 2004.

No
The United Nations recommends that developed countries give 0.7% of their Gross Domestic Product (GDP) to foreign aid. That amounts to 7 cents on every $10. Canada pledged to meet this goal, but currently gives just 0.3% of the GDP. Most European countries exceed Canada’s rate, and five of them met the United Nations standard in 2006.

WEB LINK • Learn more about fair trade on our Web site.

Words Matter

fair trade trade that gives fair prices to small, independent producers of a wide variety of goods

What Do YOU Think?

What is your view? Hold a class debate to discuss the following.

- Canada must increase its foreign aid level to 0.7% of its national income.
- Both large and small retailers in Canada should support fair trade.

For help with debates, check page S 11.
This chapter completes your exploration of the key question for Unit 1, **How do patterns in human geography affect people around the world?** Here, you have seen the tremendous global differences found in education, health, wealth, and human development. You began by identifying human needs for a life of quality and read the United Nations Universal Declaration of Human Rights. Unfortunately, the human right to a decent life with basic freedoms is absent in many parts of the world. You learned that different forms of development assistance are available. But the question remains whether or not the developed countries are doing enough to assist countries in Africa, south Asia, and South America.

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**PUTTING IT ALL TOGETHER**

**Revise Your Predictions**

Now that you have read and worked through the chapter, go back to your original predictions. With a partner, share your predictions chart. Note similarities and differences. Then, revise your chart to bring in any new ideas or information you now have since you read the chapter. How accurate were your predictions?

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**THINKING It Through**

Pick one of these regions from the quality of life map series used in this chapter (pages G 53–G 56):

- Central America (south of the U.S. and north of South America)
- Africa (south of the Sahara Desert and north of the equator)
- Southeast Asia (south of China and east of India)
- East Africa (along the coast, by the Indian Ocean)

1. Use the maps to prepare a half-page summary identifying how serious the development problems faced by your region are.

2. Prepare a detailed list of three key things which would improve the quality of life in your chosen region. Some research will be necessary to focus on specific information. Refer to page S 6 in the Skills Tool Kit to review researching a topic.

3. Write a one-page development plan explaining steps you would take to meet each of the three needs you identified in question 2. Include Canada’s role in contributing to your project.

4. Make a map of your region, naming the countries that your plan covers.
Back to the Big Idea

How do patterns in human geography affect people around the world?

Throughout this unit, you have:

• looked at the main factors that influence population distribution and land use
• examined patterns of community, population, and economic development around the world
• compared Canada’s patterns in human geography with other places
• identified and assessed ways to aid developing nations

Use a graphic organizer to answer the key question, How do patterns in human geography affect people around the world? Consider: population, settlement, land use, and economic development.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Age Group in Years</td>
<td>Percentage of all Males</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>0–9</td>
<td>13.0</td>
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<tr>
<td>10–19</td>
<td>13.6</td>
</tr>
<tr>
<td>20–29</td>
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<tr>
<td>50–59</td>
<td>11.9</td>
</tr>
<tr>
<td>60–69</td>
<td>8.8</td>
</tr>
<tr>
<td>70–79</td>
<td>6.6</td>
</tr>
<tr>
<td>80+</td>
<td>2.4</td>
</tr>
</tbody>
</table>

The populations of two different types of countries. Which one is the developing nation? How can you tell?
Show That You Know

Use your knowledge of population pyramids to construct, interpret, and compare two different countries. Use the information to make predictions about each country’s future needs.

**Step 1** Construct population pyramids

Work with a partner to draw and label pyramids of the population data shown on the facing page.

**Step 2** Compare the two countries

Use the following chart to compare the total percentage of the population of each country found in three different age groups.

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>“Somewhere”</th>
<th>“Elsewhere”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children and Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(age 0–19)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(age 20–59)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(age 60 and older)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 3** Classify the pyramids

Work with your partner to identify which type of population change is shown in each case. Identify the developed and the developing countries.

**Step 4** Make predictions

Imagine that you are a government official in one of the countries. Your partner holds the same position for the other one. Use the pyramids and chart organizer to predict what your country’s needs will be ten years from the date of the population data for each of the following:

- Education for young people (age 10–19)
- Infant care for young mothers (age 20–29)
- Home construction for growing families (age 20–39)
- Medical care for seniors (age 60 and older)

**Step 5** Write a short report

Write a page or two to state your predictions for your country, and explain your reasons. Identify what you think should be done to prepare the country for each of these four changes in the population.

Tips:
- Use the same scales for the pyramids so they can be compared more easily.
- Review the textbook section about population pyramids on pages G 40 and G 41 before you make your final decisions.
- Make predictions by determining the present age of the population group. For example, the future young mother group is currently age 10–19 on each pyramid.
- Create an introduction and a conclusion to frame your report.