

**Lesson Plans on Sierra Leone's Blood Diamond Path – This unit is an interdisciplinary unit in Mathematics, Geography and Science.**

**Day 2:** Students will gather data and create bar graphs to compare and contrast population, GDP per capita population growth, life expectancy, and population living below the poverty line of Sierra Leone, the United States, and China. After examining the data and their visual displays, students will use their information to draw conclusions about the three countries in group and class discussions. Each group will be assigned to one of the topics in the table and do more in-depth research on the topic for each country, creating and presenting their findings using a Web 2.0 tool.

Essential Questions: How is GDP related to population and population growth?

What are the key links to people living below the poverty line and GDP?

How is life expectancy related to the developing stage of a country?

What is the relationship between life expectancy and population growth?

**Standard**

**Geography**

**Content Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.**

**Item 3:** Integrate visual information to analyze data used by geographers to measure the human characteristics used to define developed versus developing countries including literacy rates, life expectancy, infant mortality rate, Gross National Product (GNP), and per capita income.

**Item 6:** Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross Domestic Product (GDP), and balance of trade including

**Content Standard 5: The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.**

**Item 1:** Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region.

**Mathematics**

**Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.**

**Item 1** Data Analysis: Compare, translate, and interpret between displays of data (e.g., multiple sets of data on the same graph, data from subsets of the same population, combinations of diagrams, tables, charts, and graphs).

Students will gather data and create bar graphs to compare and contrast population, GDP per capita population growth, life expectancy, and population living below the poverty line of Sierra Leone, the United States, and China. After examining the data and their visual displays, students will use their information to draw conclusions about the three countries in group and class discussions. Each group will be assigned to one of the topics in the table and do more in-depth research on the topic for each country, creating and presenting their findings using a Web 2.0 tool.

**Globalizing Standards**

**Social Studies:** Global Competency – Investigate the World

Students will investigate the world beyond their immediate environment and identify issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in the social sciences.

## **Mathematics: Global Competency – Investigate the World**

Select or construct appropriate mathematical or statistical models or approaches to address globally significant researchable questions.

### **(1) Provide Key Terms: Explain and Discuss**

(Provide a half sheet of the key terms. Students will glue the half sheet of key terms in their spiral notebook.)

**Natural Resources** - are materials that are available in the natural environment. They are resources producing wealth and good life and are given to a country by nature, example gold, oil, iron ore.

**Population** - the number of people living in the country

**Population Growth Rate** - how fast is the population growing each year? It can be positive or negative. If positive, it means more people are being born than are dying.

**Life Expectancy** - the average number of years a people could expect to live in this country...an important measure of quality of life

**GDP per capita** - how much money does the average person make per year in this country

**Developed Nation** - industrialized countries that have strong secondary, tertiary, and quaternary industries

**Developing Nation** - countries in different stages of moving toward development

(2) Teacher will divide students into small groups. [Teacher can decide if requested information will be a handout, a poster board, construction sheet, large paper, etc. for students to complete.]

In small groups, groups will gather information and statistics about Sierra Leone:

3 facts about the geography of Sierra Leone

3 facts about the climate of Sierra Leone

3 facts about the people of Sierra Leone

What types of “Natural Resources” are found in Sierra Leone

Each small group will find, answer, and complete the chart:

	<b>Sierra Leone</b>	<b>Sierra Leone Comparison to the World</b>	<b>United States</b>	<b>United States compared to the rest of the world</b>	<b>China</b>	<b>China Comparison to the World</b>
<b>Population</b>			307,212,123	3 <sup>rd</sup> in the world		
<b>Population Growth Rate</b>			0.98%	129 <sup>th</sup> in the world		
<b>Population living below the Poverty Line</b>		<b>N/A</b>	12%	N/A		<b>N/A</b>
<b>Life Expectancy: Total Population</b>			78.11 years	50 <sup>th</sup> in the world		
<b>GDP per capita</b>			\$47,500	10 <sup>th</sup> in the world		
<b>Developed or Developing Nation</b>			Developed Nation			

Students can use atlases, textbook, U.S. Department of State Background, CIA World Facts, and various internet sources as sources for requested information.