Prepare to Read

Build Background Knowledge

Based on their previous reading about newly independent nations, ask students to predict challenges these nations might face as they seek to develop.

Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.

  - Witness History Audio CD, Building a Better Life

Ask What does Laily Begum’s experience suggest about investment in poor countries? (that such investment is important and effective)

Focus Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 1 Assessment answers.)

Preview Have students preview the Section Standards and the list of Terms, People, and Places.

Reading Skill Have students use the Reading Strategy: Identify Supporting Details worksheet.

Note Taking Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have students fill in the chart with details about development.

Reading and Note Taking Study Guide, p. 156

Standards-at-a-Glance

- **History-Social Science** Students analyze economic challenges in the developing world, with a focus on international relationships, resources, and population patterns.

- **Analysis Skills** CS1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons.

- **English-Language Arts** Writing 2.3

The Challenges of Development

Dozens of new nations emerged in Africa and Asia in the decades after World War II. A central goal in these regions, as well as in Latin America, was development. Development is the process of building a stronger and more advanced economy and creating higher living standards. The nations working toward development in Africa, Asia, and Latin America are known collectively as the developing world. The developing world is also known as the global South because it is mostly south of the Tropic of Cancer. Since most industrialized nations are north of the Tropic of Cancer, they are sometimes known as the global North.

Developing Strong Economies

Leaders in the developing nations aimed to improve agriculture and industrial. They built railroads, highways, and huge dams to produce electricity. Since a strong economy requires well-trained workers, developing nations built schools to increase literacy, or the ability to read and write.

Transforming Economies

For centuries, most people in Asia, Latin America, and Africa had lived and worked in traditional economies. These are economies that rely on habit, custom, or tradition and tend not to change over time. In traditional economies, property is often owned in common by a family or a tribe.
Traditions, or custom—rather than a central government—limit freedom of enterprises, or the freedom producers have to make business decisions. Traditions also limit competition and the range of choices for consumers. In traditional economies, most people are farmers or craftworkers who make or grow only enough to meet local needs, using simple methods passed down from earlier generations.

European colonists had introduced market economies to those regions by promoting the sale of European products. After independence, some political leaders tried to speed development by replacing market and traditional economies with government-led command economies. This meant that governments owned businesses and controlled farming. To pay for development, many countries borrowed large loans from banks and governments in the global North. They then had trouble paying off their loans. Since the 1980s, lenders from the global North have required many countries to sell off government businesses and to pursue development as market economies. Lenders have required developing countries to make those changes so that they could pay off their loans.

After developing countries shifted to market economies, companies and individuals from the global North invested in industries in developing countries. When people invest money, they put their money into something that will produce income for them. These investors have financed industries in developing nations that export consumer goods to consumers. In traditional economies, most people are farmers or craftworkers and have limited consumer choice limited by custom; production limited to fulfilling needs of the entire nation.

Developing Strong Economies

The Global North and Global South

Map Skills

1. Locate (a) Brazil (b) India (c) Japan
2. Regions Which continent is considered to be part of both the global North and the global South?
3. Make Comparisons Based on the graph, how does the standard of living of nations in the global North compare with that in the global South?

Economic Output per Person

- Japan: $40,100
- United States: $22,000
- India: $1,100
- Brazil: $1,780

Vocabulary Builder

income (pronounced IHN-yewn) n. obtain, make an effort to get

Teach

Developing Strong Economies

Instruct

- Introduce: Key Terms Ask students to find the key term development (in blue) in the text and provide its meaning. Explain that here the word is used to describe the process of making a society wealthier, or more developed.
- Use the Idea Wave strategy (TE, p. T22) and ask students predict the challenges that might occur in trying to develop an entire nation.
- Teach: Trace the path developing nations have taken from traditional to market economies. Ask: What are the main features of a traditional economy? (property owned by families or ethnic groups; economic activity and consumer choice limited to custom; production limited to fulfilling needs of the group)

Independent Practice

Have students access Web Code mzp-3311 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

Monitor Progress

- As students fill in their charts, circulate to make sure they understand the obstacles to and effects of development in the global South. For a completed version of the chart, see Adapted Reading and Note Taking Study Guide, p. 156

Answers

Map Skills

1. Review locations with students.
2. Asia and North America
3. It is much higher in the global North.
Obstacles to Development H-SS 10.10.1

Instruct

- Introduce Ask students to read the introductory paragraph and three black headings under the red heading Obstacles to Development. Have them predict the effects of each obstacle. Then have them read to find out whether their predictions were accurate.

- Teach Create a cause-and-effect chart on the board. Have students fill in the problems faced by poor people of the developing world. Help students see the difficulty of breaking the cycle of poverty.

- Quick Activity Display Color Transparency 113: Challenges Facing Developing Countries. Have students identify challenges to development and explain how each one hinders the development process.

Independent Practice

Have students work in groups to choose one economic obstacle facing developing nations to adopt market economies? H-SS 10.10.1

- Obstacles to Development

Despite loans from the developed world and improvements brought by the Green Revolution, most nations in the global South have faced many challenges to development. Most have found it difficult to escape poverty and the problems associated with it.

Rising Populations Strain Resources Population has grown rapidly in the developing world for the past 100 years. Poor parents often have many children because children can provide the family with added income. Each year the populations of countries like Nigeria and India increase by millions. All of these people need food, housing, education, jobs, and healthcare. Meeting these needs puts a staggering burden on governments strapped for funding. Although governments in many developing nations have tried to slow population growth, their efforts have met with limited success. In many traditional cultures, parents depend on children to support them in their old age. Religious teachings often encourage large families as well.

Now, across the developing world, many people are caught in a cycle of poverty. The UN estimates that 35,000 children die each day from starvation, disease, and other effects of poverty. Because of malnutrition and the lack of good schools, millions of people are prone to disease and unable to earn a good living. They and their children remain poor and cannot escape this tragic cycle.

History Background

The Men Behind the Green Revolution

American scientist Norman Borlaug helped start the Green Revolution. He created a new kind of wheat that helped Mexico triple its grain production. This news reached Chidambaram Subramaniam, who was in charge of India’s agriculture. Worried about his country’s chronic food shortages, Subramaniam flew thousands of tons of Borlaug’s seeds to India and brought Borlaug to teach farmers how to grow them. Wheat production in India soared by 60 percent. For his work, Borlaug won the 1970 Nobel Peace Prize.

Critics say that the use of fertilizer and pesticide along with his grain hurts the environment. Borlaug points out that by producing higher yields, his approach prevents deforestation that would result from the need to clear more land for farming.
Depending on Child Labor In traditional farming societies, families depend on children to work on the farm. When people are forced off their farms, they often move to the cities and take low-paying manufacturing jobs. Because they do not make enough money in these jobs to buy what they need, parents must also depend on their children’s wages to survive. In India today, around 44 million children work for pay. In Pakistan, children make up 10 percent of the workforce.

Economic Dependence Despite their efforts to build industry, many developing nations continue to rely on their former colonial rulers or other industrialized nations for technology and manufactured goods. Also, some developing nations produce only one main export crop or commodity, such as sugar, cocoa, or copper. Their economies depend on global prices for that one product. If prices drop, these economies suffer.

Because they are poor, developing nations also rely on the wealth of industrialized nations for investment. For example, a developing nation with oil deposits might not have enough money to build its own oil wells and pipelines. So it might turn to a foreign oil company to build these things. In return, the foreign oil company would get some of the income from that oil.

Patterns of Life Change Economic development has unleashed great changes across the developing world. Just as the Industrial Revolution disrupted traditional ways of life in Europe and North America, economic development is now transforming life in the global South.

Women’s Roles Evolve Across the developing world, the move away from traditional ways of life has brought new opportunities for women. New constitutions have spelled out equality for women, at least on paper. New women’s movements have expanded opportunities for women. But women are still less likely to have a good education, to have a good job, to be political leaders. Although women are still less likely than men to have a good education, the gap has narrowed. Women are entering the workforce in growing numbers and contributing their skills to their nation’s wealth.

Standards Check What factors trap people in the developing world in a cycle of poverty? H-SS S.10.9.1

Instruct
- Introduce Explain that many farmers in Africa have moved to cities in recent years. Have students predict what problems such a mass migration might cause and how such movement might strain a city’s economy.
- Teach Review the reasons that lead many people in developing nations to move to cities. Ask Why have people moved to cities from rural, traditional areas? (They have lost their farms, want to escape rural poverty, or hope the city will offer more services.) What problems do people face once they arrive in cities? (Without money or work, they face urban poverty in shantytowns.)
- Analyzing the Visuals Ask students to look at the image of the shantytown on the next page. Ask What does the photo suggest about the difficulty of growing up in the global South? (Many children in the global South live in extreme poverty, without adequate shelter or sanitation.) What does it suggest about the choice between city life and rural life facing those in the developing world? (For many, city life involves serious poverty and hardship. Since so many people still choose city life, poverty and living conditions are probably even worse in rural areas.)

Independent Practice Have students fill in the Outline Map Developed and Developing Nations. Ask them to note what proportion of the world consists of developing nations and consider the implications of this finding.

Link to Economics
A Success Story One of Africa’s more economically successful nations is Mauritius. When this island nation became independent from Britain in 1968, it essentially had a one-crop economy. Sugar was grown on most of its farmland and accounted for most of its exports. To reduce the country’s dependence on sugar, leaders encouraged farmers to grow other crops, such as tomatoes, potatoes, and cabbages. They also helped expand light industry, such as food processing and clothing, and worked to promote tourism. By 2004, Mauritius had a gross domestic product of more than $12,000 per capita, the highest in Africa, and more than four times the average for that continent.

Answers
- Caption the farmers in Suriname, who are using machines to do much of the work
- rapid population growth, poor health and education, and economic dependence on industrialized nations
Religion Influences Societies

In recent times, religious revivals have swept many developing regions. Some religious leaders are called fundamentalists because they call for a return to what they see as the fundamental, or basic, values of their faiths. Many have sought political power to oppose changes that they think are undermining their valued religious traditions.

Cities Rapidly Grow

In African, Asian, and Latin American nations, people have flooded into cities such as São Paulo, Brazil, and Mumbai, India, to find jobs and escape rural poverty. Beside economic opportunities, cities offer attractions such as stores, concerts, and sports. However, with no money and few jobs, newcomers must often settle in shantytowns. These slums of flimsy shacks are as crowded and dangerous as the slums of Europe and North America were in the 1800s and early 1900s. They lack basic services, such as running water, electricity, or sewers. Drugs and crime are constant threats.

Standards Check

Why have people moving to cities had to settle in shantytowns? H-SS 90.10.1

For additional assessment, have students access Standards Monitoring Online at Web Code mzp-3311.