

**Title:** Economic Conditions and Development in China

**Overview:** This lesson and associated activities are the culmination of our China Unit. As such we have already covered other aspects of human and physical geography. The lesson examines economic development and change in China particularly over the last fifty years and possible future development activities and the potential global impact. This should be a topic of interest for students as our community has already lost jobs to plant relocation in China.

In the lesson we look at economics in conjunction with physical geography, history and population distribution. Though we are using a specific text piece this lesson could be modified for use with other textbooks or some of the alternative readings listed as supplemental materials. The underlying activities could be used to address some of the other economic concerns with regard to China today. I have included a list of some of the articles a teacher could use as teacher background information, or alternate or additional student readings for extension or enrichment activities.

**Objectives:** Students will

- Analyze the relationship between location, place, history, population distribution, and economics in China's recent industrial growth
- Develop criteria for investment in China based on geographic analysis
- Represent the relevant information on a map
- Explain why China is on the verge of becoming an economic world power

**Grade level:** This lesson is designed for use in an elective college level geography course offered to 11<sup>th</sup> and 12<sup>th</sup> grade students. In general the students are in the top third of their class. Using alternate reading materials the lesson could be adapted for 7-12 grade students or modified for low-level readers.

**Time:** The lesson will take approximately three 90-minute periods depending on discussion time. I do expect students to complete some work (the proposal) as homework.

**Prerequisites:** This lesson is the culminating lesson in our unit on China and previous lessons have covered the physical and human geography such as landforms, natural resources and population distribution. We will have briefly explored the history of China with a focus on the 20<sup>th</sup> century. During our first unit students will review geography basics, the standards of cartography and at this point in the course will already have prepared numerous maps. In addition students will have been taught the reading and study skills strategies we will be using in previous lessons.

**Required Materials and resources:**

1. Anticipation Guide (Handout 1),
2. Proposal Memo (Handout 2),
3. Data Retrieval Chart (Handout 3)
4. Blank Map of China (Handout 4)
5. Goode's World Atlas, pgs. 189-195, 204-205, & 207
6. H. J. deBlij, Geography: Realms Regions and Concepts 2000, pgs. 462-470

7. White board, chart paper, markers, post-it notes as necessary
8. Computer lab time
9. Other possible readings include
  - a. “China's hard sell in the mild, mild west”,  
<http://www.cnn.com/2001/WORLD/asiapcf/east/05/29/hk.gowest.willy/index.html>
  - b. “Behind China's wealth gap”, *Asia Africa Intelligence Wire*, Oct 31, 2002
  - c. Carl Goldstein, “China - Closing The Wealth Gap - China's Latest Attempts To Close Its Widening Rural-urban Income Gap Have Had Only Limited Success And Much Remains To Be Done”, *The Banker*, May 1, 2003
  - d. “Shenzhen is showcase for China’s economic growth”, *AsiaPulse News* Feb 5, 2002
  - e. “Hi-tech industry propels China’s economic growth”, *Xinhua News Agency* Nov 23, 2002

**Suggested Procedure:**

**Opening:**

1. Prior to reading students will complete the Anticipation Guide. Though student scores will not be formally recorded as part of their grade this will serve as the pre and post-assessment for the lesson.
2. As a class we will discuss their responses to the Anticipation Guide, paying particular attention to any questions, concerns or curiosities they might have.
3. As a class we will review some of the information on physical characteristics and demographic data we previously worked with. This will be a teacher-guided review using pointed questions and should be specific to the content of the unit, and readings being used for the assignment.

**Development:**

1. Students will read the assigned pages on China’s economic development using the Insert Note-taking technique. (Students use post-it notes marked with a + or ? to indicate new information in the reading that they either understand or have questions about. After reading and marking with post-it notes students paraphrase the material in their notebooks creating two columns as follows.

<b>Material I Understand</b>	<b>Questions</b>
1.	1.
2.	2.

Students should note page numbers to aid further discussion. If necessary students will complete these notes as homework.)

2. I will lead the class discussion of the information they have included in their notes using the white board or chart paper and the two column headings above. I will alternate concepts and topics understood with those that caused confusion. My goal with alternating is for students
3. Students will individually be given the proposal assignment and blank maps. I will expect that they will do some research and map preparation during class time and in the lab, but they will need to complete the proposal as homework.

4. Each student will indicate his or her proposed site on a wall size map of China. (One way to do this is to project an overhead of a map of China on the white board and have students mark either the overhead or the white board, another way would be to use pushpins on a wall map.) Volunteers will be recruited to share a short oral summary of their proposals in order to have at least one for each coastal region. As a group we will ask questions of each presenter and collect the information about proposed sites individually using a data retrieval chart to record information. Using the Data Retrieval Chart students will select the best region and write a paragraph defending their selection citing specific geographic reasoning.

**Closing:**

1. Students will revisit the Anticipation Guide, noting particularly any surprises or information they found interesting. I will collect these for post-assessment evaluation of student learning.
2. Students will answer the following questions on the unit test.
  - a. Assess the geographic factors a corporation must take into account when considering an industrial plant site on China's coast. What are the two most important qualities in a site? Why are those qualities important?
  - b. Predict the extent of China's economic growth in the next ten years. What effect will this growth have on the global economy and the US in particular? Be sure to justify your statements.

**Credits:** Kathryn Hartman, Sartell High School

Anticipation Guide  
China's Changing Economy  
Pages 462-470

Indicate whether you agree or disagree with each statement by marking either an "A" or a "D" before you read the assigned pages and then again after you finish the reading.

Before Reading		After Reading
_____	1. Industry in China is completely controlled by the communist Government.	_____
_____	2. Mao Zedong is a leader pushing for economic change in China.	_____
_____	3. China has no modern skyscrapers.	_____
_____	4. The economic gap between urban and rural Chinese is widening.	_____
_____	5. China is an underdeveloped country.	_____
_____	6. The examination of location of raw materials, population clusters, and cultural traditions are all important factors in the geography of development.	_____
_____	7. Rostow's model of development describes three stages in the development process.	_____
_____	8. "Overseas Chinese" have been crucial to economic development in China.	_____
_____	9. In the 1950's the communist government in China launched land reform programs based on the Soviet model.	_____
_____	10. During the last half of the 20 <sup>th</sup> century Hong Kong served as China's window to the world.	_____
_____	11. Chinese leader Deng Xiaoping argued successfully that communist political rule could coexist with capitalist political practices.	_____
_____	12. Special Economic Zones (SEZ's) were established on China's Pacific coast to attract investment from multi-national corporations.	_____
_____	13. SEZ's , <i>open areas</i> , and <i>open cities</i> all benefit from policies designed to promote economic growth.	_____
_____	14. SEZ's are located so to take advantage of features such as ports, labor supply, natural resources, and nearby foreign markets.	_____
_____	15. Open cities were established in cities that had relationships with western industry in the pre-communist period and links to Chinese immigrants in other countries.	_____
_____	16. Shenzhen's population jumped from 20,000 in the 1970's to 3.8 million in the year 2000 due to its SEZ status.	_____
_____	17. Hong Kong's status as an economic tiger is due in large part to virtually unlimited human resources available to work in the textile and manufacturing industries.	_____
_____	18. In the 1990's about 25% of China's foreign trade passed through Hong Kong	_____
_____	19. The area called the Pearl River Hub is an excellent example of a Regional State, an economic zone that developed with out regard for national boundaries.	_____
_____	20. Personal income levels on China's Pacific Rim are 80 times higher than those in the rural west.	_____

After reading note on the backside of this paper any information you found that surprised or interested you.

# Interoffice Memo

To: Research staff  
From: Kathryn Hartman  
RE: Plant location in China  
Priority: Urgent

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As you know corporate headquarters has committed to expanding production into China. We need to produce proposals regarding possible plant sites along China's coast. Please prepare a proposal for discussion at the expansion department meeting next week.

The proposal must include the following information about your first choice site:

1. What natural resources are available nearby that would reduce our production costs?
2. What labor is available, both skilled and unskilled workers? What is the pay range for the area?
3. Is infrastructure (transportation, communication, energy) adequate to our needs?
4. What tariffs and taxes would we be subject to?
5. Why do you believe this is the best location?
6. Be sure to include one or more maps that show the physical and human characteristics discussed above.

Research above and beyond that already completed may be necessary to complete this proposal but don't forget to include or refer to information that has been discussed in previous meetings. Proposals should include any visual support necessary to justify your site location. Be prepared to present a short summary of your proposal and reasoning to the group.

I look forward to seeing some exciting proposals.

Kathryn Hartman

Handout Three

Economic Conditions and Development in China  
Data Retrieval Chart

Region Name					
<b>Natural Resources &amp; Physical Features</b>					
<b>Labor Force</b>					
<b>Infrastructure</b>					
<b>Economic Concerns</b>					
<b>Why is this the best location?</b>					



*Handout Four*

