

Economic Development in China

TIP for China

Wooster High School

Principles of Economics

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Purpose: The textbook used for this course is outdated (10 years old) and lacking in the development of global economic concepts. An important economic concept, not adequately addressed in the textbook, is that of economic development, and developmental state theory to understand current Chinese economic growth. This 3 day lesson will introduce stages of global economic development and examine evidence of such in a DC, MDC, and LDC, Current data on China will then be examined and China identified as one of the above categories and stage of industrialization.

Essential Questions:

1. What are characteristics of developed, more, and less developed countries?
2. How are levels of development measured?
3. How are levels of development ranked?
4. What important issues impact economic development?
5. How do DS industrialize their economy according to the developing state theory?
6. How does this differ from the capitalist model of industrialization?

Grade Level: 11th / 12th grade Economics

Lesson

Day 1 Introduce concepts and vocabulary

Teacher presentation of material:

* economic growth, economic development

* developed nations, less developed nations, more developed nation

Students will then consult information on a web site to identify the 5 stages of economic development.

Read the sections in this order:

1. Home (skip "classifications" - there's an error in it)
2. Economies of Developing Countries
change IAC to DC and DVC to LDC (this coincides with text)
3. LDC

4. Rostow's Stages of Development
5. Barriers to Growth Facing Developing Economies
6. Possible Solutions

Working in groups of 4, each group will create a poster which depicts and summarizes Rostow's 5 stages of economic development. Students will also make a list of 8 data measures that would help identify which level of economic development a country is at.

Assignment: Complete the poster and be prepared to share out with class tomorrow

Also, prepare a chart on which to collect data on 4 countries in order to determine whether they are DC or LDC's.

Day 2 Gather data and determine China's status as DC or LDC.

Review and discuss a couple posters prepared by class

Using the chart prepared for data collection, each group will gather data from either World Almanac or CIA web site on US, Poland and Sudan.

Discuss the correct identification of these countries as DC or LDC. (MDC may be introduced at this point). '

Students will collect same data on China and determine correct categorization for China based on this data.

End class with discussion of the problems DCs face in increasing their economic development.

Day 3 Introduce class to developmental state theory of industrialization, the national power focus, product cycle, and private-public cooperation in this model. Compare to free market capitalism.

Assessment: The second half of day 3, have students review classification of DC and LDC, characteristics, and problems they face in their economic development. Then have students write a proposal for the government of a LDC in which the student outlines 3 actions that the country could take to increase economic development and the rationale for each action. Write the letter to the political head of that country and write it from the perspective of your position as an economic advisor to that country.

Resources:

Economics. Wilson & Clark. Southwestern Publishing. 1997. pgs 655-673.

Economics New Ways of Thinking. Arnold, Roger. EMC Publishing. 2007. pgs 422-425.

Economics Principles in Action. O'Sullivan & Sheffrin. Prentice Hall. pgs 471-483.

<http://www.nvcc.edu/home/nvfordc/econdev/default.html>

<http://www.cia.gov/cia/publications/factbook/index.html>

World Almanac and Book of Facts 2005. World Almanac Education Group, Inc. 2005.