

Lesson Title: Industrialization, Development and Social Issues

Subject/Grade Level: 9th Grade AP Human Geography

Central Focus:

- Migration in China for work and during Lunar New Year.
- China's industrialization and development.

Standards:

- Students analyze the effects of the industrialization and development in China
- Trace the evolution of work and labor, including the effects of immigration, and manufacturing.

Objective:

SWBAT explain China's Hukou system and migration issues

SWBAT describe China's industrialization and policies that may hinder development

Essential Questions:

Should the US and other developed European countries prevent the current industrialization of China?

Academic Language:

Hukou, Migration, Industrialization, Development, Social Credit Score

Schedule:

Day 1:

1. Students will begin by thinking about and discussing with their elbow partner the inquiry question provided on their worksheet (5 min)
2. Students will then respond to the intro question in the space provided on their worksheet
 - a. What do you know about Chinese factory workers in China and the massive industrial change that China is going through right now? What questions do you have? (10 min)
3. Students will watch 20 minutes of the documentary *The Last Train Home* by Lixin Fan. (20 min)
4. To close class students will respond to question one on the front of their worksheet (10 min)
5. Whole class discussion revisiting the inquiry question (10 min)

Day 2:

1. Students will begin by watching the last 15 minutes of *The Last Train Home* (15 min)
2. They will have time after the film to respond to questions 2-5 on the worksheet (15 min)
3. We will have a whole class discussion (10 min)

4. We will go over the charts showing extreme poverty from 1820 to now and analyze with elbow partners (5 min)
5. We will go over findings of the charts as whole class (10 min)
6. We will then go over question 6 and discuss the inquiry question
 - a. Should the US and other developed European countries prevent the current industrialization of China and India? Why/Why not?

Day 3:

1. Today we will visit whether China's own policies may hinder their industrialization and subsequent development
2. Students will read a short article about China's social credit score with their elbow partner (10 min)
3. Students will discuss why or why not they would like something like this in the United States (5 min)
4. Students will watch the first 13 minutes of Black Mirror (Nosedive) (15 Min)
5. Students will make connections or point out differences with the social credit score and black mirror (10 min)
6. On a separate sheet of scratch paper as an exit ticket students will respond to a quick write question
 - a. Is China in danger in preventing their own industrialization process and development with policies like the social credit score? (10 min)

Work to Be graded and collected:

The Last Train Home worksheet
Exit Ticket

Resources:

Social Credit Score Article Link

<https://www.businessinsider.com/china-social-credit-system-punishments-and-rewards-explained-2018-4#6-getting-your-dog-taken-away-6>