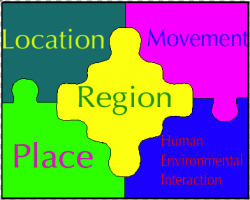
Development in One Country

# Due: Friday October 13th in class

Choose one country from the list to research in pairs for the next two weeks. Tell your teacher which country you will choose by the end of the class.



You will become an expert on your country using the five themes of geography as well as some development indicators to showcase your country. Your goal is to be able to *show the class why and how your country has reached its level of development on the HDI index.*

Your visual poster presentation must contain the following information:

1. the HDI index score and overall rating
2. at least three development indicators

*(ie: literacy rate, mortality rate, life expectancy, caloric intake, etc.)*

1. a description of the five themes of geography for your country

*(including absolute and relative location, human and physical place)*

1. a geographic, historic and economic reason for its development level
2. a short description of a new ‘development project’ in that country
3. two maps, three pictures and one graph

You will present your country in small groups to the class on Tuesday in 5-10 minute presentations. The presentation will not be graded. On Friday, we will complete an in-class assessment using your posters as the research material. To succeed in the assessment on Friday, you must listen to and understand the presentations.

Rubric for “Development in One Country” Assignment

Belarus

Jordan

Nigeria

Algeria

Barbados

Venezuela

Ecuador

Iran

Azerbaijan

Israel

India

Philippines

South Africa

Turkey

Pakistan

Ethiopia

Saudi Arabia

Gabon

Mongolia

Haiti

Nicaragua

Myanmar

Country list

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Use of Time** | **Information** | **Appearance** |
| 1-3 | Student has not worked steadily, remaining off task for the majority of class time. | Little relevant information listed above is shown on the visual, with many inaccuracies | Difficult to read or interpret information, visually unappealing, and obvious that little care has been taken to arrange |
| 4-6 | Student has not worked steadily on tasks and has been frequently distracted in class. | Some of relevant information listed above is shown on the visual, with many inaccuracies | Information presented is difficult to read or interpret and shows and not visually appealing |
| 7-9 | Student has worked steadily yet has not shown sufficient progress in tasks to be completed (less than half of the above). | Most of the relevant information listed above is shown on the visual, with many inaccuracies | Information presented is difficult to read or interpret yet shows time taken in the arrangement, may or may not be visually appealing |
| 10-12 | Student has worked steadily and has shown progress in tasks list to be completed from above assignment. | Most of relevant information listed above is accurate and shown on the visual presentation. | Information presented is easy to read and interpret and shows time taken in the arrangement, although not visually appealing |
| 13-15 | Student has worked steadily and has shown obvious progress in tasks completed. | The relevant information listed above is mostly accurate and all shown on the visual | Information presented is visually appealing and shows time taken in the arrangement |
| 16-18 | Student has made exceptional use of time and worked collaboratively with partner throughout class time. | All of the relevant information listed above is accurate and shown on the visual presentation. | Information presented is visually appealing, easy to read and interpret and shows time taken in the arrangement |
| 19/20 | Student is rated at previous level (16-18), however also has completed at least two of the following: a hand drawn map, HDI component score for country (detail on how HDI is calculated), a student-generated graph, more than three development indicators, and/or more than three points for any of the five themes of geography. | | |