



URBANIZATION AND THE MIGRATION OF PEOPLE IN ASIA

A Resource for BC Social Studies Grade 6

The “Urbanization and Migration of People in Asia” resource supports the British Columbia (BC) Social Studies curriculum for Grade 6, which focuses on Global Issues and Governance. It introduces students to a key content area (the urbanization and migration of people), with a focus on a part of the world that has been and will continue to be the site of a massive movement of people, both from rural to urban areas and from small towns and cities to “mega cities.”

The resource packet is comprehensive, and includes launch activities, lesson challenges, briefing sheets with maps and graphs for 10 Asian countries, a case study on China, image sets, video links, and all required activity and assessment sheets.

By engaging with these materials, students will not only learn about a phenomenon impacting hundreds of millions of people, but they will also build the following curricular competencies that have been identified by the BC Ministry of Education as priorities (see <https://curriculum.gov.bc.ca/curriculum/social-studies/6>):

- Using Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence).
- Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).

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Overarching inquiry question

Does the growth of cities improve our lives?

Launch Lesson

Learning Activities

1. Prior to the lesson, display the images from *Urbanization Image Set 1* around the classroom or digitally.
2. Organize students into pairs and provide each group with a copy of *Activity Sheet 1, Describing Urbanization*. Explain that all of the photos represent an aspect of the growth of cities, known as urbanization. Inform students that their task is to create a description of urbanization using clues from the images.
3. Direct groups to carefully examine the images, and to look for clues that would help explain the changes that occur with urbanization. Students record their observations and ideas on the activity sheet.
4. Prompt groups to share their observations and thinking with the class.
5. Working as a whole group, invite students to suggest which images and information were most useful in identifying the features of urbanization. As students share their suggestions, discuss with them what the data and information reveal about the key features of urbanization.
6. As students share their thinking, use their ideas to create a list of key features and aspects of urbanization. Consider posting or writing these key features in a prominent place in the classroom for use in the remainder of the launch and other lessons from this resource.
7. Close the launch activity by inviting students to suggest the extent to which the growth of cities improves our lives. Encourage students to reflect on the lists of features and their personal experiences with the changes caused by urbanization.



Activity Sheet 1: Describing Urbanization

What I see in the images	What this might reveal about urbanization
Based on clues in the images, I would describe urbanization as:	



Overarching inquiry question

Does the growth of cities improve our lives?

Lesson Inquiry Question

Do the opportunities of urbanization outweigh the challenges?

Lesson Challenge

Create effective map notations to illustrate the opportunities and challenges related to urbanization in an Asia Pacific country.

Lesson Summary

In this lesson, students examine the opportunities and challenges related to urbanization in Asia Pacific countries. To begin, students examine statistical information about urbanization from a mystery Asia Pacific country. Using this data from the mystery country, students suggest whether the opportunities offered by urbanization have outweighed the challenges for the mystery country.

Working as a class, students learn what the various sources reveal about the opportunities and challenges offered by the process of urbanization. Working individually or in small groups, students then examine maps and data sets that provide information about how the process of urbanization affects the daily lives of various groups of people in selected Asia Pacific countries. Working in small groups, students use the data to decide whether various groups of people benefit from urbanization.

To conclude the lesson, students create an annotated map that effectively reveals whether opportunities of urbanization have outweighed the challenges for their assigned country.

Learning Activities

Develop criteria for determining important consequences

1. Organize students into pairs and provide each group with a copy of *Activity Sheet 2, Identifying the Consequences of Joining the Team*. Explain to students that their first task is to decide if the student should join the basketball team. Inform students that they will make their decision based on how participating on the team might affect the student.



Do the opportunities of urbanization outweigh the challenges?

2. Guide students in identifying the consequences as either positive or negative. After students have sorted the consequences, prompt them to decide if the student should join the team.
3. Invite students to share their decision and reasons with the class. Encourage students to suggest which impacts might be the most important. As students share their ideas, explain to them that criteria can be used to judge the importance of consequences and effects. Co-develop or present criteria for determining important consequences:
 - **Depth of impact:** How deeply felt are the effects?
 - **Breadth of impact:** How many areas of life are affected?
 - **Duration of impact:** How long-lasting are the effects?
4. Draw students' attention to the second page of the activity sheet. Ask them to list possible consequences of joining the team in the left-hand column. Guide students in using the criteria to judge the importance of each consequence.
5. Invite students to share their thinking and reasons with the class. As students share their ideas, encourage them to indicate whether each consequence is an opportunity or a challenge.
6. To conclude the introduction to the lesson, prompt students to revisit their decisions about whether the student should join the team.
7. Share the lesson inquiry question with students: *"Do the opportunities of urbanization outweigh the challenges?"* Explain to students that they will be using the same criteria to judge the consequences of the growth of cities. Discuss the question with students, encouraging them to consider whether certain groups of people might benefit more than others.

Practise using the criteria

1. Organize students into pairs and provide each group with a copy of *Activity Sheet 3, Rating the Impacts of Urbanization in a Mystery Country*. Without revealing the name of the Asia Pacific country, explain to students that their task is to practise using the criteria to rate the consequences and impacts of urbanization in the mystery country.
2. Working as a class on the first one or two consequences, encourage students to share impacts that they notice in the information about the mystery country. Guide students to note any consequences and impacts of urbanization in the left-hand column of the activity sheet. Remind students that there can be both positive and negative consequences.
3. As students share their ideas, prompt students to indicate on the activity sheet which area of life (e.g., economic, environmental, political, social) the consequence may belong to.
4. Working as a class, use the criteria for determining important consequences to rate one or two consequences using the scale on the activity sheet. Invite students to share their ratings and reasons with the whole class.



Do the opportunities of urbanization outweigh the challenges?

5. Organize students into pairs and instruct them to continue working to identify and rate other consequences and impacts of urbanization in the mystery country.
6. Invite students to share their thinking and reasons with the class. Draw attention to any notable differences in the ratings and encourage students to suggest reasons for the differences. Be sure to focus student attention on the criteria, reaffirming the idea that there can be many different perspectives on the importance of consequences and impacts.
7. Prompt students to turn to the second page of the activity sheet. Inform students that their final task in this part of the lesson is to determine if the opportunities of urbanization outweigh the challenges.
8. Draw students' attention to the triangle illustrated on the activity sheet, and invite them to imagine a teeter-totter on a playground. Alternatively, consider using a balance scale and weights to demonstrate the "weighing" of opportunities and challenges.
9. Prompt students to review all the opportunities and challenges of urbanization in the mystery country. Ask them to then complete the illustration to represent which category of effects "weighs" the most. For example, if the opportunities are more significant than the challenges, the teeter-totter would tip toward the opportunities. Instruct students to write their reasons on both ends of the teeter-totter.
10. Invite students to share their illustrations and reasons with the class. Discuss any notable differences among the illustrations.
11. To conclude this part of the lesson challenge, invite students to suggest whether the growth of cities improves lives.

Rate the impacts of urbanization in Asia Pacific countries

1. Organize students into small groups (2-4 students) and assign each group one of the countries described in *Briefing Sheet 1*. Provide each group with the briefing sheet for their assigned country and a copy of *Activity Sheet 4, Rating the Impacts of Urbanization*. Explain to students that their task is to decide if the opportunities of urbanization outweigh the challenges in their assigned country.
2. Inform students that they will use the same strategy for their assigned country as they used for the mystery country. Prompt students to note the impacts of urbanization on the activity sheet, then to use the criteria to rate each impact. Remind students to look for both positive and negative consequences and impacts of urbanization.



Do the opportunities of urbanization outweigh the challenges?

3. After students have completed the activity sheet, ask them to determine if any group of people in their assigned country received more opportunities because of urbanization, and if any group faced more challenges. Invite groups to share their decisions and thinking with the whole class.
4. Draw students' attention to the bottom of the second page of the activity sheet. Prompt them to determine if the opportunities of urbanization outweigh the challenges in their assigned country. Ask them to then complete the illustration to represent the ideas that "weigh" the most. Instruct students to write their reasons on both ends of the teeter-totter.
5. Encourage students to share their illustrations with the class. As students share their thinking, invite them to suggest whether the growth of cities improves lives.

Respond to the challenge

1. Organize students into pairs and provide each group with a copy of *Map Sample 1*. Ask students to work with their partner to draw a star on any part of the map that effectively shows the opportunities and challenges related to urbanization. Next, ask students to draw a circle on any part of the map that does not effectively show the opportunities and challenges related to urbanization.
2. Invite students to share their selections and reasons with the class. As students share their thinking, co-create or introduce the criteria for an effective annotated map. These criteria could include:
 - **Informative:** highlights the most significant impacts and possible opportunities and challenges
 - **Powerful:** suggests why it is important to respond to the opportunities and challenges
 - **Accurate:** uses accurate information and is placed on an appropriate spot on the map

Consider displaying or posting these key criteria in a prominent place in the classroom for students to use as they respond to the lesson challenge.

3. Share the lesson challenge with students: *"Create effective map notations to illustrate the opportunities and challenges related to urbanization in an Asia Pacific country."*
4. Explain that their last task is to create a map that illustrates the opportunities and challenges related to urbanization in their assigned Asia Pacific country.
5. Direct students to work individually or in pairs. Provide each student with a blank map of their assigned focus country and *Activity Sheet 5, Creating Effective Map Notations*. Draw students' attention the left-hand column and prompt them to note the most important opportunities and challenges of urbanization in their assigned country.



Do the opportunities of urbanization outweigh the challenges?

6. Guide students in using the next two columns of the activity sheet to develop their annotated maps. Remind students that the criteria for an effective annotated map can help them create concise notes or simple visuals on their maps to represent the most important opportunities and challenges of urbanization in their assigned country.
7. After students have completed an initial draft, guide them in sharing their early ideas and using the criteria to provide feedback on their classmates' work.

To conclude the lesson challenge, invite students to respond to the overarching question by suggesting how urbanization has affected the lives of various groups of people in Asia Pacific countries.



Activity Sheet 2: Identifying the Consequences of Joining the Team

Parker is trying to decide whether it is a good idea to try out for the grade six basketball team. She created a list of the possible consequences of joining the team. Here is a list of her thoughts:

- *I will make new friends*
- *Travel to places I haven't been*
- *I am already busy playing in the band: joining the team will take more time*
- *Learn new basketball skills*
- *The work ethic I learn on the team will help me in other areas of my life*
- *It will cost money to join the team and travel*
- *It could be stressful to play in competitive games*
- *My fitness will improve*
- *I could get hurt*

Positive consequences of joining the team	Negative consequences of joining the team
<p>Should Parker join the team?</p>	



Activity Sheet 2: Identifying the Consequences of Joining the Team

Criteria for determining important consequences:

- **Depth of impact:** How deeply felt are the effects?
- **Breadth of impact:** How many areas of life are affected?
- **Duration of impact:** How long-lasting are the effects?

Consequence	Rating	Reasons
	<div style="text-align: center;"> <p>0 Not Important</p> <p>↑</p> <p>1</p> <p>2</p> <p>3</p> <p>↓</p> <p>4 Very Important</p> </div>	
	<div style="text-align: center;"> <p>0 Not Important</p> <p>↑</p> <p>1</p> <p>2</p> <p>3</p> <p>↓</p> <p>4 Very Important</p> </div>	
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Activity Sheet 3: Rating the Impacts of Urbanization in a Mystery Country

After many years of economic growth, this country has cut its poverty rate in half. In 1999, about 20 percent of the population was considered very poor. In 2016, it was around 10 percent. This country is also large—it has a population of 250 million, spread out over 922 islands. More than half of the people live in cities. In fact, the cities have benefited the most from the economic growth. Cities offer good jobs at companies, hotels, or other types of businesses. Schools in the cities are usually better than schools in small towns and villages. Some people in this country say they move to cities because they want to live in a place that is modern, with shopping malls and the Internet.

Not everyone in these cities has a good job, and not all urban children go to a good school. Many people who move to the city from rural areas work as housekeepers or nannies. Others have street stalls to sell things to people passing by, like snacks, cheap clothes, or bottles of water. Some work as *becak* drivers. A *becak* is like a big tricycle that can carry two passengers in the back. These jobs are hard work, but do not pay much money. These people who do these jobs hope their children will get a good education. If they do, they can grow up to get a better job than their parents. The schools in these children attend are usually not as good as rich-area schools, though, and that makes it harder for them to get into a college or university.

Urban people who are poor do not have many choices of where to live. Many live in slums—an area that is cheap, poor, and crowded. Many slums in this country's cities don't have running water, so those who live there have to pay someone to deliver it to them. Also, many slums are located next to coasts, rivers, or canals. When the rain is heavy, these places suffer from floods and landslides.

The capital city of this country is growing especially fast. To make space for more people, the city is adding suburbs. Life in the suburbs is much more comfortable than life in a slum. However, moving to a suburb can create new difficulties. One of them is traffic. For example, some people in suburbs have to walk and take several buses to get to their jobs in the main part of the city. This can take up to three hours each way. For parents, it means that they often leave for work and return home at night when their children are asleep, so they don't get to spend much time with them.

Many people in this country say they like a lot of things about living in the city. They also wish that they could find ways to make life there easier.



Activity Sheet 3: Rating the Impacts of Urbanization in a Mystery Country

Criteria for determining important consequences:

- **Depth of impact:** How deeply felt are the effects?
- **Breadth of impact:** How many areas of life are affected?
- **Duration of impact:** How long-lasting are the effects?

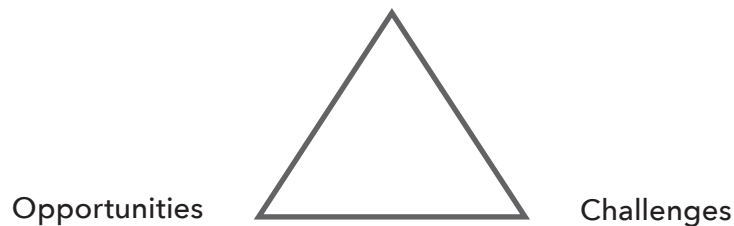
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Do the opportunities of urbanization outweigh the challenges?

Activity Sheet 3: Rating the Impacts of Urbanization in a Mystery Country

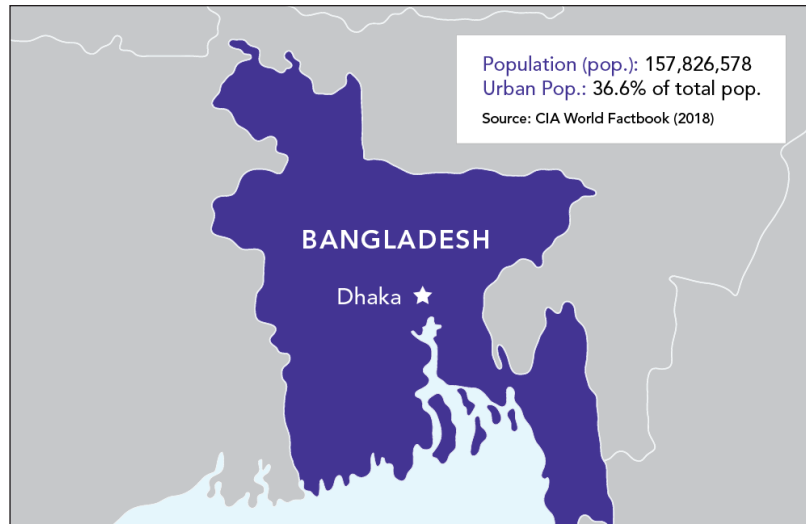
Consequence	Area	Rating	Reasons
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After reviewing the evidence, I think that the challenges | opportunities of urbanization
 (circle one)
 outweigh the challenges | opportunities. I think this because:
 (circle one)



Do the opportunities of urbanization outweigh the challenges?



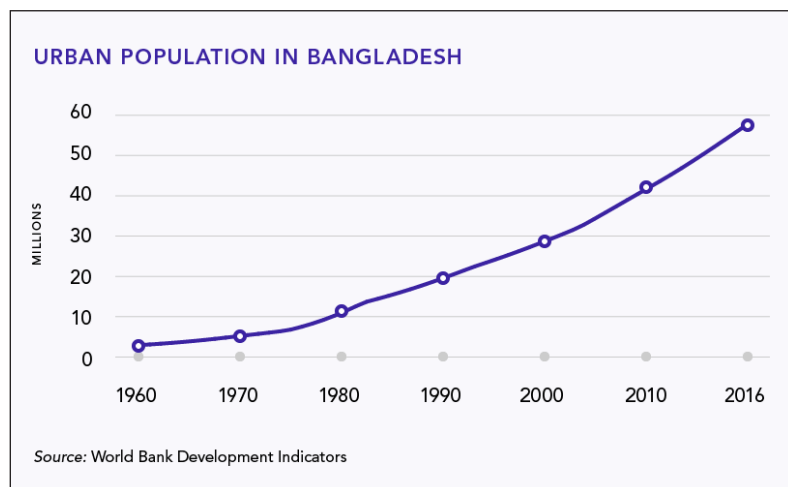
Briefing Sheet 1a: Bangladesh

Urbanization in Bangladesh is partly related to the shopping habits of people in other countries. There are many factories in Bangladesh that make things like jeans, coats, and t-shirts. Most of these are sold at low prices in large stores found across Canada. These factories are usually located in Bangladesh's cities, but many of the workers come from smaller towns and villages. About 80% of these workers are women.

Becoming a "clothing factory for the world" has some benefits for the people in Bangladesh. In some ways, young women who move to the city can become more independent. Often, in Bangladesh's rural areas, teenage girls get married to husbands chosen by their parents. If a young woman can get a job in the city, she can wait until she is older to get married.

Although the wages at the factory are not very high, a young worker usually earns more money working at a factory than working in the home village. However, factory work is not easy. Sometimes the bosses make the workers work 12 or even 16 hours a day. For example, if they work until 3 a.m., they still have to come back to work at 7 a.m. Their bosses might not pay them extra money for doing this overtime work.

There is another big reason people in Bangladesh are moving to cities: weather and climate change. Bangladesh



Do the opportunities of urbanization outweigh the challenges?

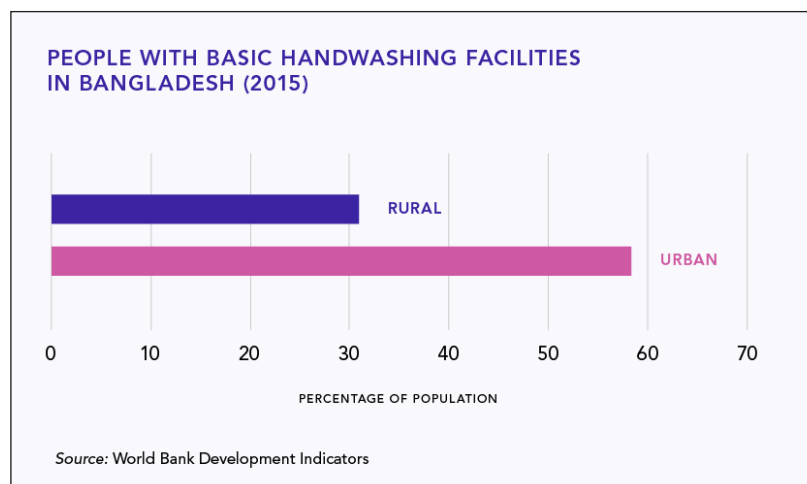
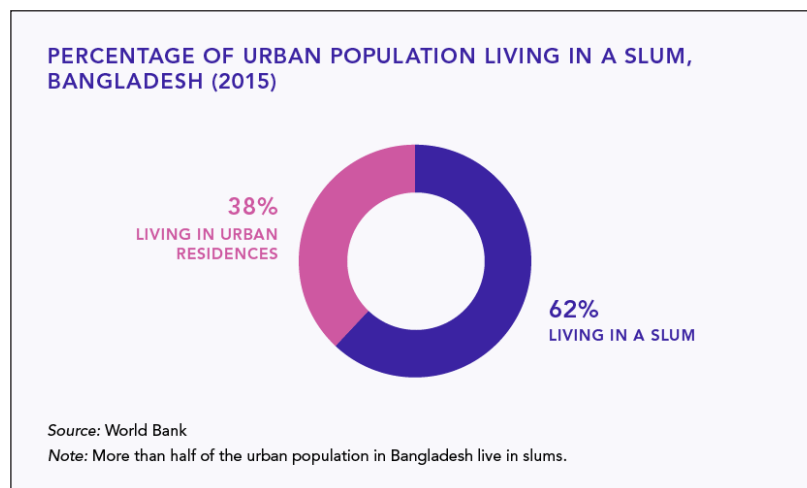
gets hit hard by big storms and floods. These are dangerous for many people living in small towns and villages, especially along the coastal areas. Often, their houses aren't strong enough to protect them, and the flooding destroys their farmland.

Climate change is making the storms and floods worse. Many families feel they have no choice but to leave for the city, but they may have a hard time finding work to support their families.

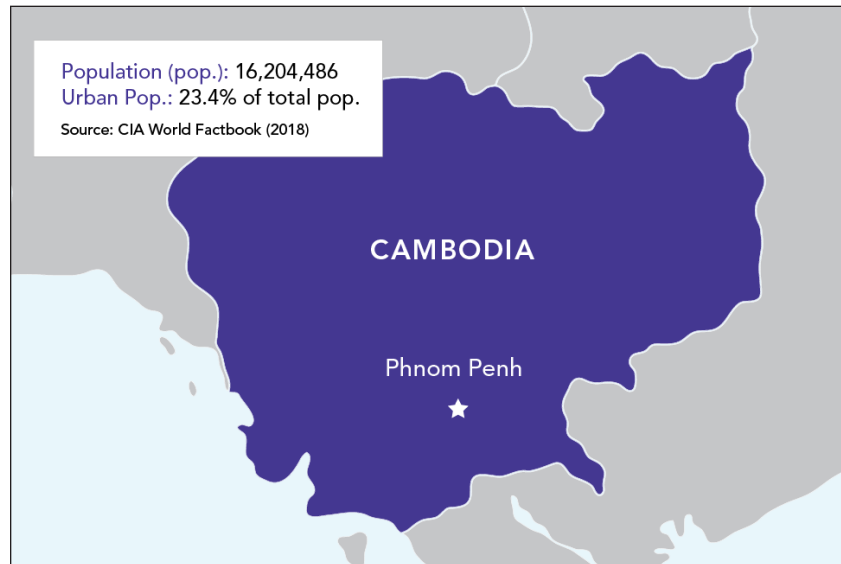
Most migrants who move to Bangladesh's cities end up living in slums, poor areas that are often crowded with no electricity and running water.

Many years ago, migrants would stay in the cities only long enough to earn some money. After that, they would return home. Now, if they can't earn a living back in their villages, they may live in the slums for many, many years.

Urbanization means different things for different people in Bangladesh. For some, it is a chance to escape poverty and early marriage. For others it is desperate a way to escape the effects of climate change.



Do the opportunities of urbanization outweigh the challenges?

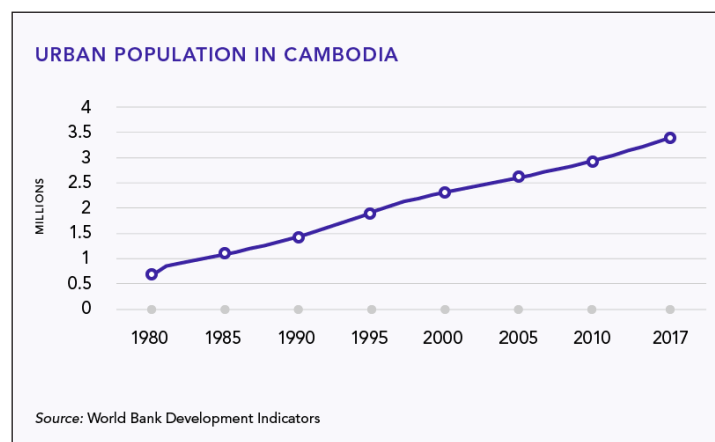


Briefing Sheet 1b: Cambodia

Most people in Cambodia –about 80 percent– live in small towns and villages in the countryside. This is changing quickly as more people leave their villages to find new jobs in the cities. Cambodia’s capital city, Phnom Penh, is growing especially fast. In 1995, it had fewer than one million people. Twenty years later, its population had grown to more than two million. What is life like for people living in these rapidly growing cities? Often, it depends on who you are and how much money you have.

For example, wealthy people in Phnom Penh have many choices about where to live. One choice is new “satellite cities.” These are small cities within larger cities. Grand Phnom Penh International City is a satellite city that is built on land where farmers used to grow rice. The rice paddies have been replaced by fancy homes, stores, a golf course, and a water park. The children who grow up there will have their own school.

Many people who want to move there feel that other areas of Phnom Penh are getting too loud, dirty, and crowded. They want to be somewhere clean and quiet, where they and their children can feel safe and have fun things to do. Life in other parts of Phnom Penh look very different. Many of the people who migrate from smaller towns and villages cannot afford to live in a place like Grand Phnom Penh International City. Instead, they live in small houses or apartments that usually don’t have indoor toilets.

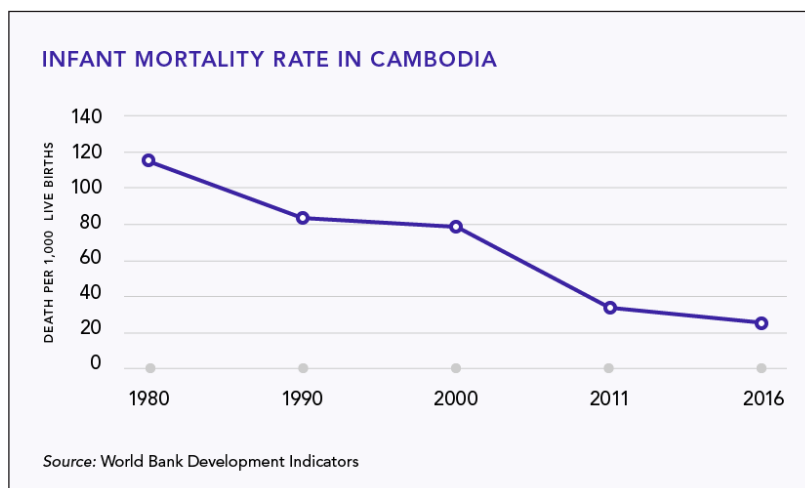
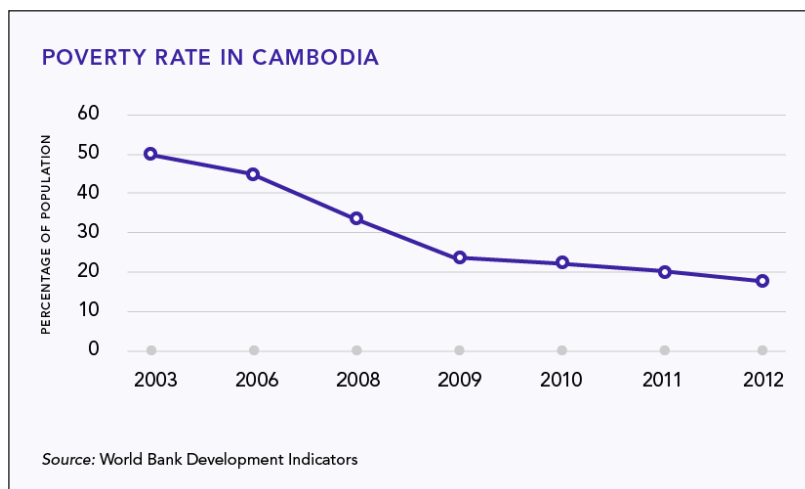


Do the opportunities of urbanization outweigh the challenges?

Many of the women migrants work in clothing factories. In fact, about 85% of the workers these factories are women. Many of the men get jobs in construction. Although the work is difficult, the money they earn can help their families back in their hometowns and villages.

Other things about moving to the city are difficult, too. Many people miss the quiet life in the country. They know that there are opportunities in the city, but often, their pay is too low to enjoy activities like shopping or going to a waterpark. It can be difficult to find fun activities that are free, like going to the park. Parks are important in cities because they give people a break from hot, crowded homes and factories. Parks are also a place for people to relax and spend time with friends and family. Even as Phnom Penh adds more people, it is not adding more parks. These parks could be a good place for people feeling homesick for life in Cambodia's rural areas.

As Cambodia becomes more urbanized, its government and people need to think about how to make life happy and comfortable for everyone in the cities, not just for people who can afford to live in wealthy satellite cities.



Do the opportunities of urbanization outweigh the challenges?



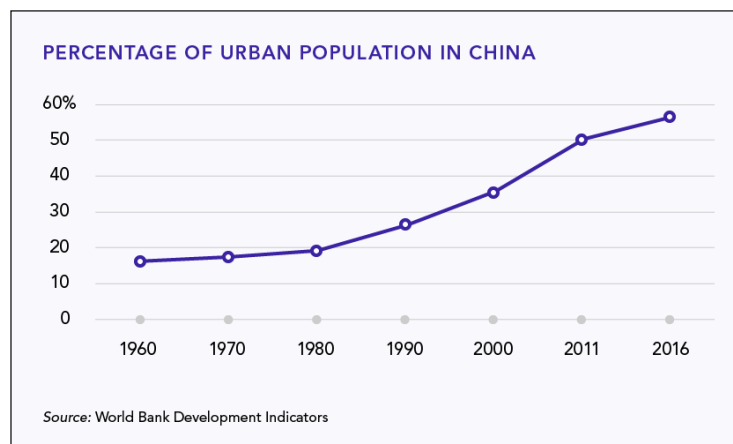
Briefing Sheet 1c: China

China has changed a lot in a short period of time. In 1980, about 90 percent of China's people were considered "extremely poor." Today, that number is only one percent. Such a big change could not have happened without urbanization.

China's cities are the engines driving economic growth. And the people in China's cities are the fuel that makes those engines run. Many of these people originally came from small towns and villages.

In the early 1980s, China started opening new factories to make products to sell to people around the world. This included toys, sneakers, hair dryers, Christmas lights, TVs, and many other consumer goods. Some people called China "the world's factory." These factories needed workers, so millions of Chinese packed their belongings, and moved from their small towns and villages to the cities where the jobs were. As more people arrived in the cities, other businesses were needed like restaurants, barbershops, and grocery stores. Construction workers were needed to build new roads and buildings. The need for construction workers and labourers brought even more people to China's cities.

Urbanization has presented many opportunities to people in China, but it has also posed some challenges. For example, as cities

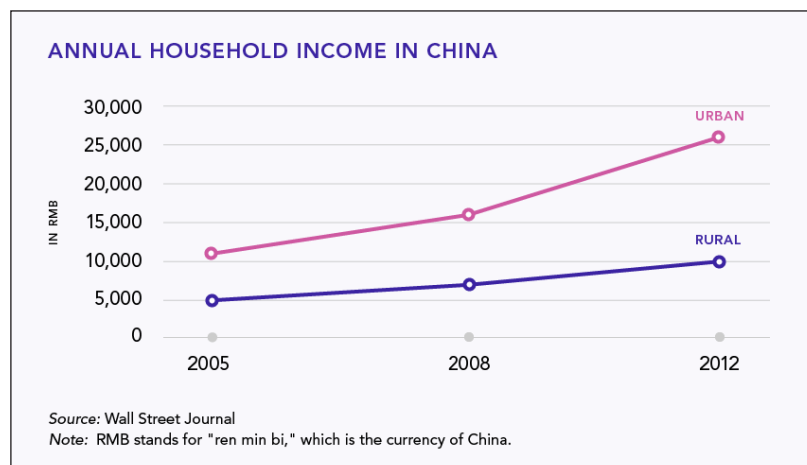


Do the opportunities of urbanization outweigh the challenges?

grow, they often expand into the countryside. Sometimes, this expansion means tearing down a village to make room for new roads and apartments. In these cases, the government gives the villagers some money to find a new place to live. Many villagers feel it is unfair that they must lose their farms, neighbours, and community for someone else's benefit. Many of the people who migrate to cities for jobs also make sacrifices. They earn more money than people back in their home villages, but their work is hard. Usually, they can only travel to their hometowns once a year.

Another challenge resulting from urbanization is pollution. The factories that make all those toys, sneakers, and Christmas lights produce a lot of air pollution. Also, as families earn more money they trade in their bicycles for cars and motorbikes, which also produce pollution. Some days, the air pollution is so bad that schools close so that children don't have to go outside and breathe the air.

People in China are happy and proud of how much their country has changed and improved over the years. They also know that they need to find ways to deal with the challenges created by economic growth and urbanization.



Do the opportunities of urbanization outweigh the challenges?



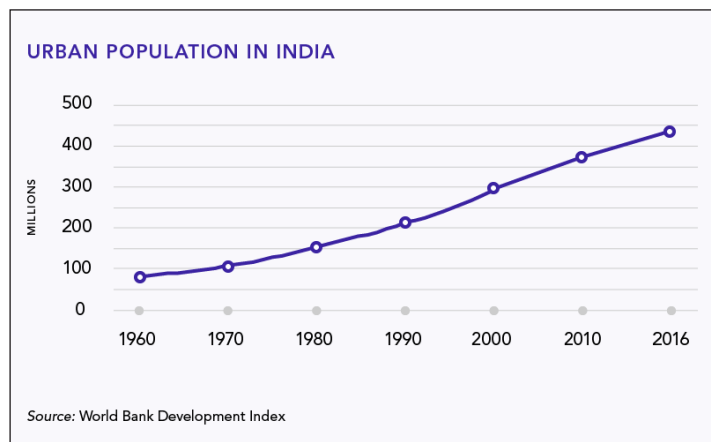
Briefing Sheet 1d: India

India is urbanizing rapidly. It is estimated that 30 people in India move from a rural area to an urban area *every minute*. They have different reasons for moving.

Some may be trying to escape hardship and poverty. For example, climate change is making the weather hotter and drier in many parts of India, making it hard for farmers to grow crops. Many farmers feel that they have no choice but to move to cities. If they do move, they often have a hard time finding work. Other people in India also move to cities in the hope of finding a good job. For example, the city of Bangalore has many jobs related to computers, airplanes, and other high-tech industries.

Mumbai is the biggest city in India. It has 16 million people, and will add 10 million more by the year 2030. In some ways, Mumbai may seem like two different cities. One part of Mumbai has skyscrapers, fancy cars, and young people texting on new smartphones. The other part of Mumbai has large slums—areas where poor people live. In fact, about half of Mumbai's population lives in slums. Most work in low-paying jobs and live in crowded spaces without running water. Some people call this part of the city by a cruel nickname, "Slumbai."

Rich and poor people in India's cities have at least one thing in common. They both breathe air that is getting more polluted. In fact, India's cities have some of the worst air pollution in the world.

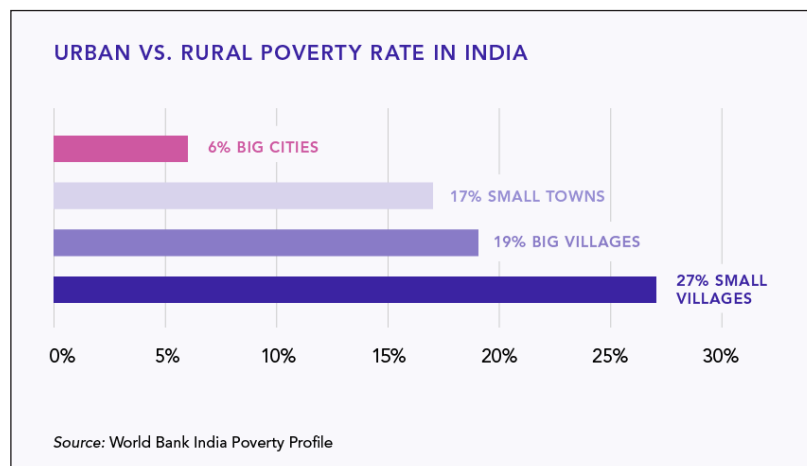
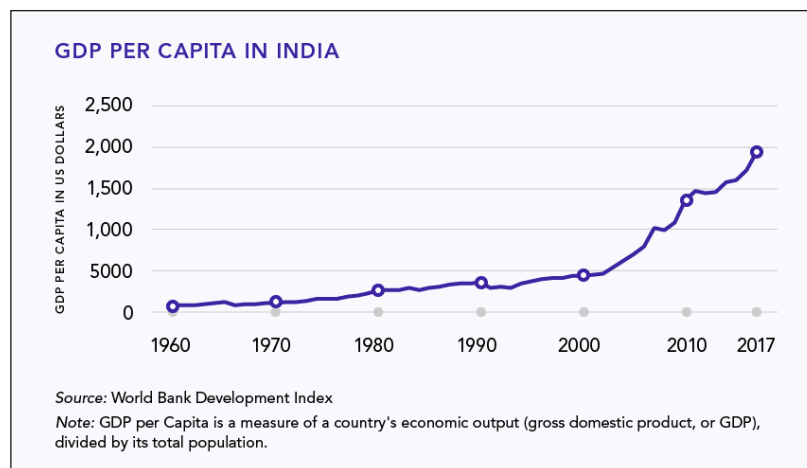


Do the opportunities of urbanization outweigh the challenges?

The problem is very serious in New Delhi, the capital city. Recently, schools there closed when it was not safe for children to breathe the air outside. Also, some drivers couldn't see the colours of the traffic lights because the air pollution was so thick.

Why is the air pollution so bad in India's urban areas? There are a lot of causes, and many of them are related to urbanization. The construction of new roads, houses, and offices in cities that are growing fast causes air pollution. This creates a lot of dust that goes into the air. Another cause is vehicle traffic. More people driving creates more air pollution. And people living in homes or slums without heat or electricity make fires in their crowded neighbourhoods to cook and stay warm. These fires create smoke, and that also adds to the pollution problem.

For many people in India, moving to a city is a way for them to chase their dreams. For others, it is a way to escape hardship. All of them discover that living in a city presents many opportunities, but sometimes these positive aspects also come with challenges.



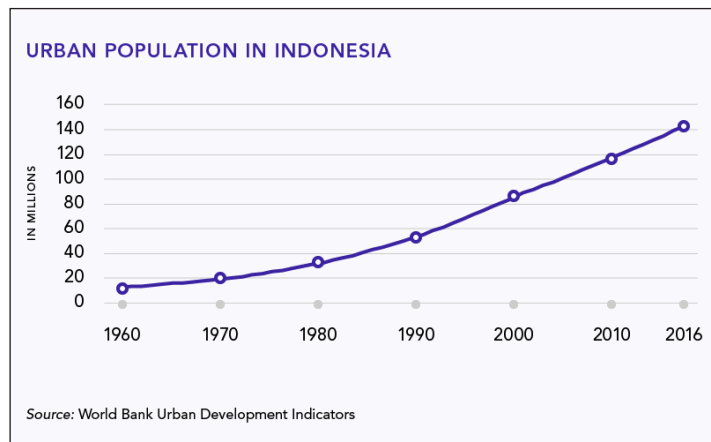
Do the opportunities of urbanization outweigh the challenges?



Briefing Sheet 1e: Indonesia

There is good news in Indonesia. After many years of economic growth, that country has cut its rate of extreme poverty in half. In 1999, about 20 percent of the population was considered very poor. In 2016, it was around ten percent. Indonesia is also very large—it has a population of 250 million, spread out over 922 islands. More than half of the people live in cities. In fact, the cities have benefited the most from Indonesia’s economic growth. Cities offer good jobs at companies, hotels, or other types of businesses. Schools in the cities are usually better than schools in small towns and villages. Some Indonesians say they move to cities because they want to live in a place that is modern, with shopping malls and the Internet.

Not everyone living in a city has a good job, and not all children in cities go to a good school. Many people who move to the city from rural areas work as housekeepers or nannies. Others have street stalls to sell snacks, cheap clothes, or bottles of water to people passing by. Some work as becak drivers. A becak is like a big tricycle that can carry two passengers in the back. These jobs are hard, but do not pay well. The people who do these jobs hope their children will get a good education. If they do, they can grow up to get a better job than their parents. The schools that these children attend are usually not as good as the schools in richer areas, though, and that makes it harder for them to get into a college or university.

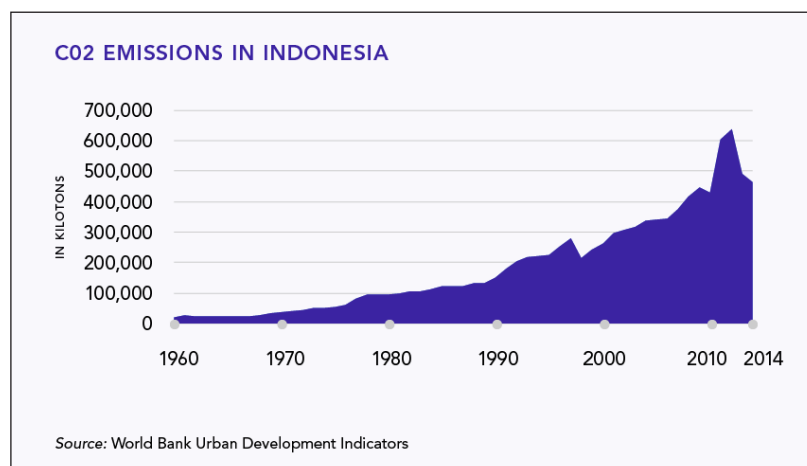
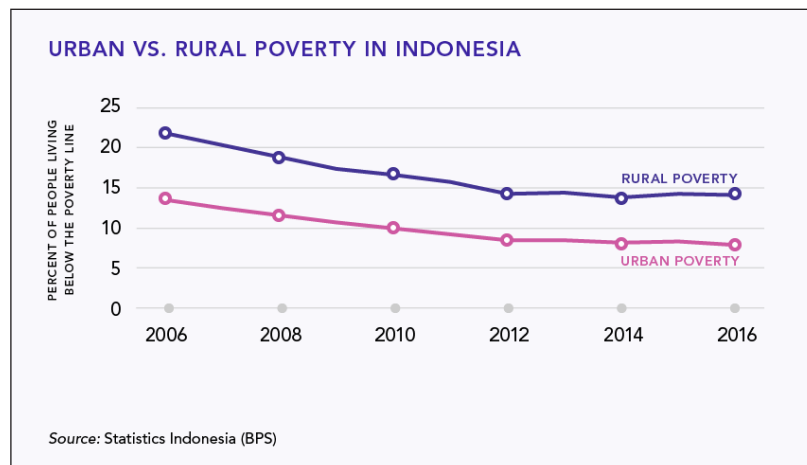


Do the opportunities of urbanization outweigh the challenges?

Urban people who are poor do not have many choices of where to live. Many live in a slum—an area that is cheap, poor, and crowded. Many slums in Indonesian cities don't have running water, so those who live there have to pay someone to deliver it to them. Also, many slums are located next to coasts, rivers, or canals. When the rain is heavy, these places suffer from floods and landslides.

Jakarta is the capital of Indonesia, and it is growing especially fast. To make space for more people, the city is adding suburbs. Life in the suburbs is much more comfortable than life in a slum. However, moving to a suburb can create new difficulties. One of them is traffic. For example, some people in suburbs have to walk and take several buses to get to their jobs in the main part of the city. This can take up to three hours each way. For parents, it means that they often leave for work and return home at night when their children are asleep, so they don't get to spend much time with them.

Many Indonesians say they like a lot of things about living in the city. They also wish that they could find ways to make life there easier.



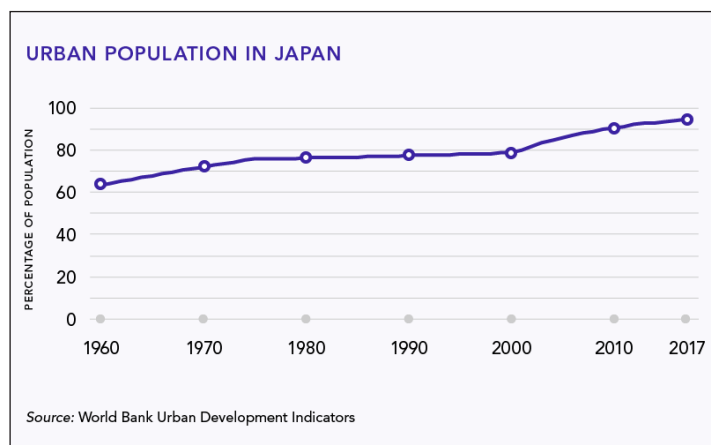
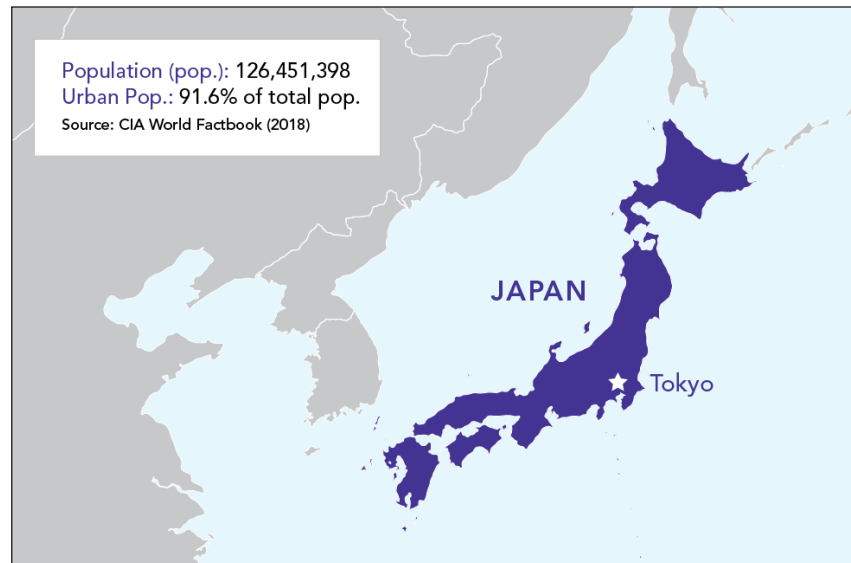
Briefing Sheet 1f: Japan

Ninety-four percent of Japan's people live in cities. That makes it one of the most urbanized countries in the world. Japan urbanized rapidly starting in the 1950s, which is much earlier than other Asian countries. At that time, Japan's cities faced many challenges common in other cities today. These challenges included heavy traffic, pollution, and sprawl—all problems that occur when a city expands quickly, but

does not follow a good plan for how to keep the growing city well organized. Japanese cities have had some success in fixing these problems.

Take Tokyo, for example. Tokyo is the largest city in the world, with a population of 36 million. (That's more than the whole population of Canada!) It also has much urban sprawl from the time when the city and its economy were growing quickly. In other big cities with urban sprawl, it can take hours to travel from one area to another. In Tokyo, however, the travel time is shorter. What's the secret? Many people leave their cars at home and take public transportation instead. Tokyo's subways are clean, fast, and almost always run on time. Also, the Tokyo area has almost 300 subway stations which means many people can get to them easily.

In some ways, though, Japan's subway trains have become too popular. During busy times of the day, they are more than 150 percent full. Some subway stops have "professional pushers" to cram as many people into a subway car as possible. The subway cars get so crowded that the passengers might not have enough elbow room to read a book or look at their phones.

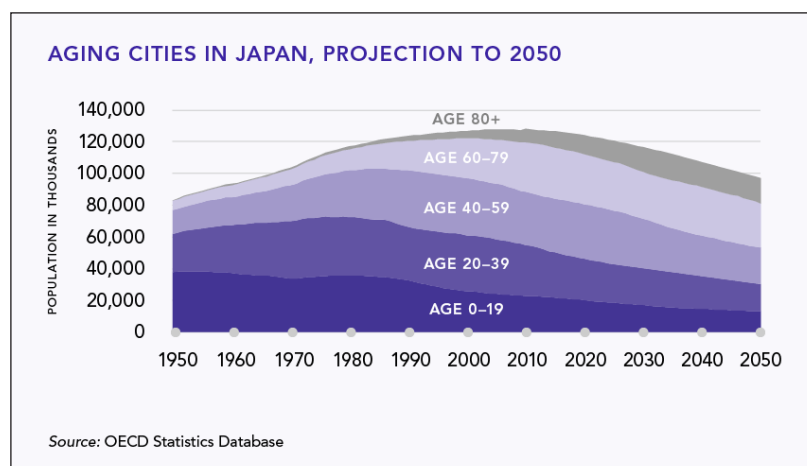
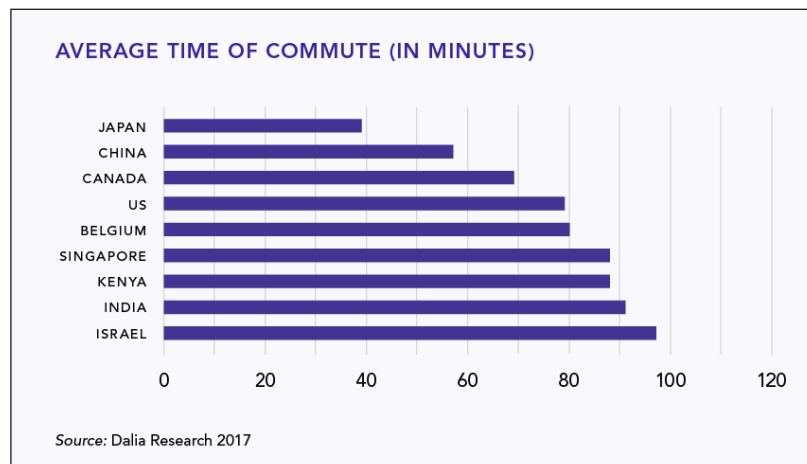


Do the opportunities of urbanization outweigh the challenges?

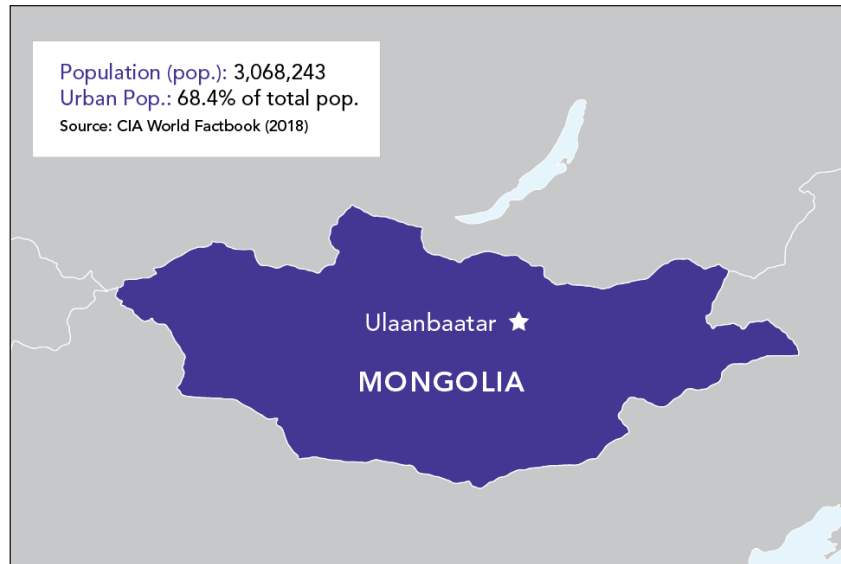
Another urbanization challenge Japan faced was pollution. In the years after the start of Japan's rapid urbanization, many people in cities suffered from illness caused by pollution. These people pressured their government to take better care of the environment. In 1970, the Japanese government put the country on a "pollution diet" that helped bring blue skies back to Japan.

Now, Japan's cities are preparing for a new challenge. People in Japan have a long life expectancy, and more and more elderly people are living alone. Japan's cities will have to think about how to make their neighbourhoods and transportation convenient for older Japanese people to get around comfortably and easily.

Japan has done a good job of dealing with the challenges of urbanization in the past. Many people feel confident that their country will be able to deal with the challenges of urbanization in the future, too.



Do the opportunities of urbanization outweigh the challenges?

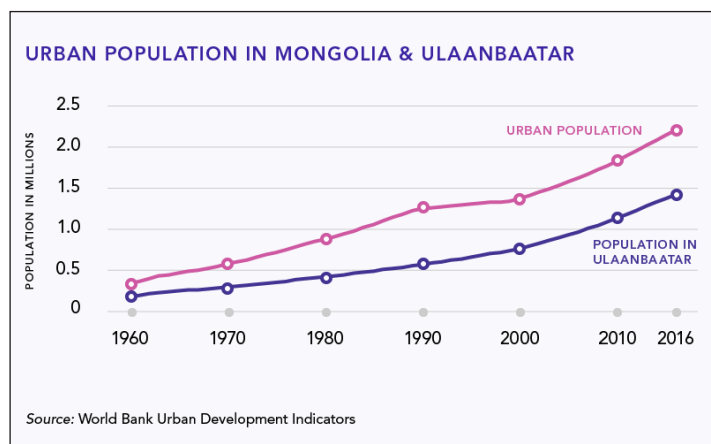


Briefing Sheet 1g: Mongolia

When people think of Mongolia, they usually think of green fields where goats, sheep, cattle, and horses eat all the grass they want. Families live in a large, round tent called a *ger* (also called a *yurt*). When their animals run out of fresh grass, the families pack up their *ger*, put it on their horses or motorbikes, and move to another field.

More Mongolian families are leaving this life behind and moving to cities. Why? Some people move for opportunities presented by urbanization. Between 2000 and 2013, Mongolia's economy grew very rapidly. People migrated to the cities hoping to benefit from new business opportunities, or because they wanted their children to attend good city schools. Others, however, left to escape the weather, specifically a weather pattern called a *dzud*. A *dzud* is a hot, dry summer followed by a long, cold winter. When a *dzud* happens, not enough grass grows to feed the animals. If the animals don't get enough to eat, they don't have enough fat to protect them from the cold. People who own the animals rely on them for meat, milk, and wool. If the animals struggle to survive, the families who own them also struggle. Scientists believe climate change is making the *dzud* worse.

Many families move to Ulaanbaatar, the capital city of Mongolia. If they have good jobs, they can have a nice life in a house or apartment. Others, though, bring their *ger* and set it up wherever they find space. Often, the empty spaces are on the edges of cities.

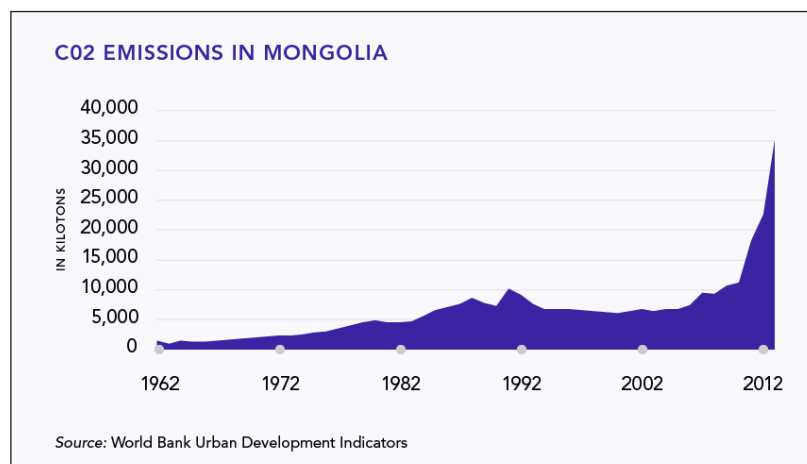
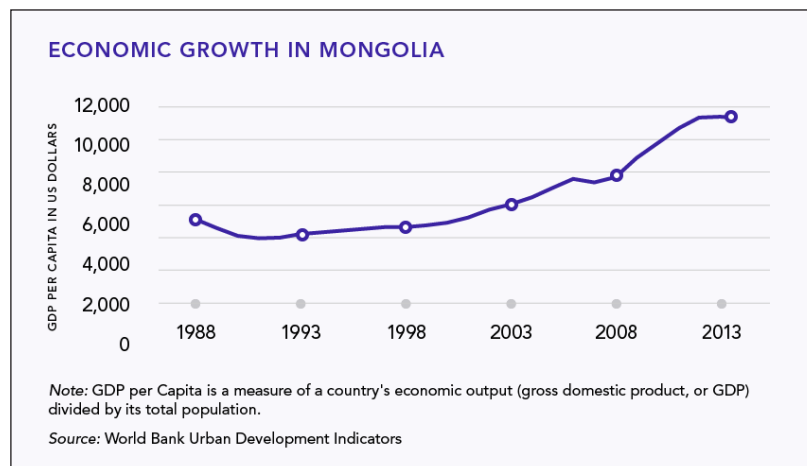


Do the opportunities of urbanization outweigh the challenges?

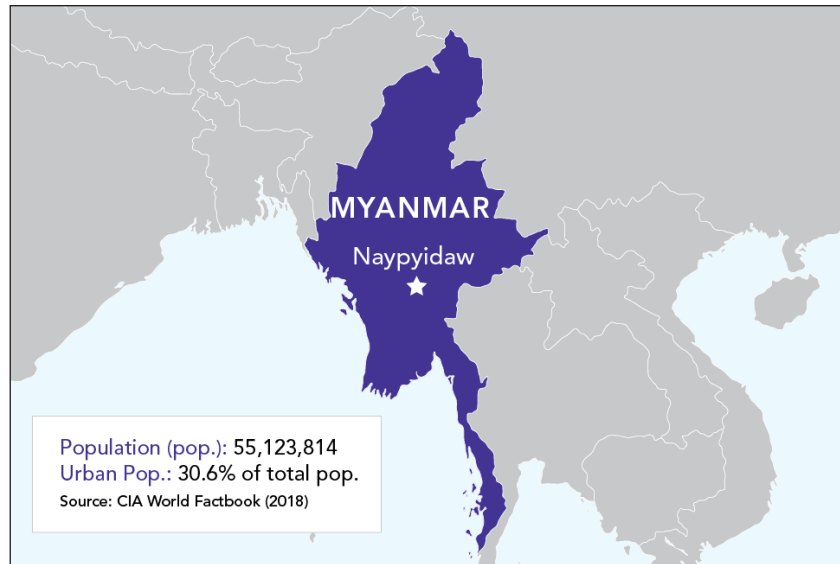
Most cities that grow rapidly are too crowded, but Ulaanbaatar has the opposite problem—its people are too spread out. It is expensive for the government to build power lines and pipes for all of the far-away ger areas. As a result, many urban ger don't have electricity or running water. Also, many people use outhouses instead of indoor bathrooms, which can spread diseases.

Transportation and distance are other challenges. Children living in these ger areas may have to walk two or three kilometers each way to get to school. Their parents may not be able to get a job because they live far away from buses that can take them to where the jobs are. About 60 percent of people living in urban ger do not have formal jobs.

Some new urban families in Mongolia are optimistic about their futures in the city. Others feel homesick for life in the quiet countryside, surrounded by green grass and healthy animals.



Do the opportunities of urbanization outweigh the challenges?

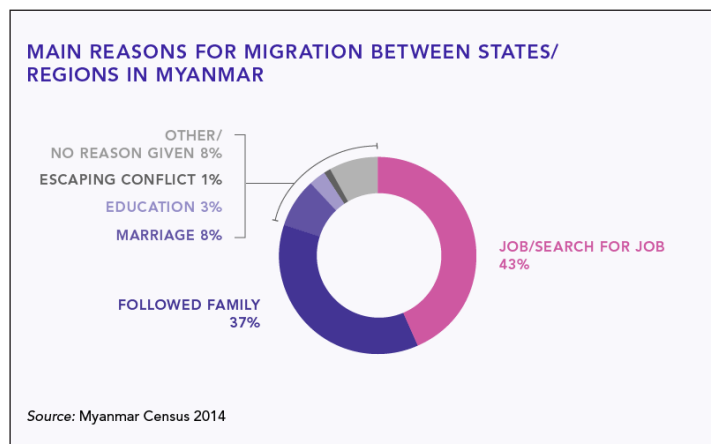


Briefing Sheet 1h: Myanmar

Change is happening fast in the country of Myanmar. For 60 years, its people were ruled by a strict military government. Most families were poor and worked on small farms. Then, in 2011, the government allowed people to open their own businesses. In 2015, the people of Myanmar were able to vote, and they elected a new government. These new freedoms and opportunities are bringing many people to Myanmar's big cities.

One big reason people move from rural areas to cities is to get a job that pays them more money. Another reason in Myanmar is weather. The country gets hit hard by floods and cyclones. One bad storm can destroy a family's crop. When that happens, they need to find another way to earn money. Some families will send an older son or daughter to the city to find work in a factory, restaurant, or construction site. Many of these young people have never even set foot in the city. The lucky ones will have a cousin or family friend who can help them out when they arrive in the city. Others have to figure out how to get by on their own.

With all the new people arriving, Myanmar's cities are getting crowded. That's especially true of Myanmar's two largest cities, Yangon and Mandalay. In both cities, about one-third of the population is poor. Many live in small houses or apartments without running water. The streets are crowded, too, and the public buses are full with people trying to get to and from work.

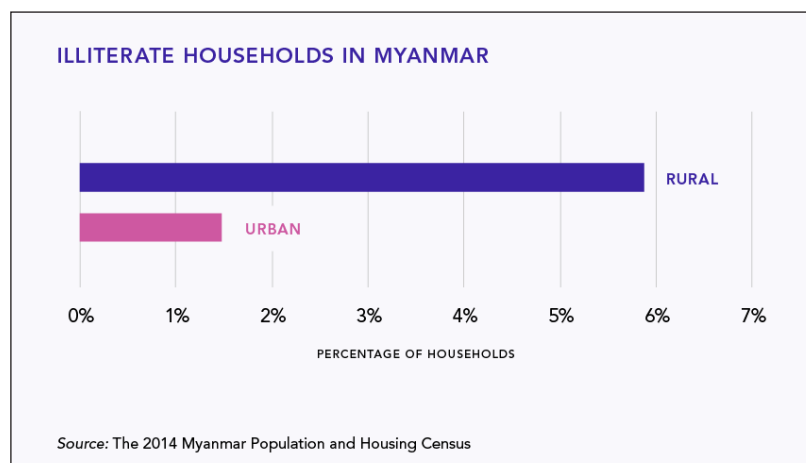
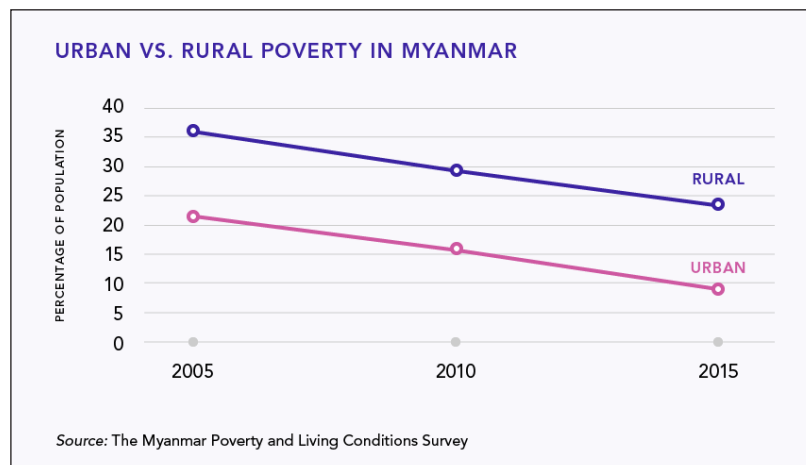


Do the opportunities of urbanization outweigh the challenges?

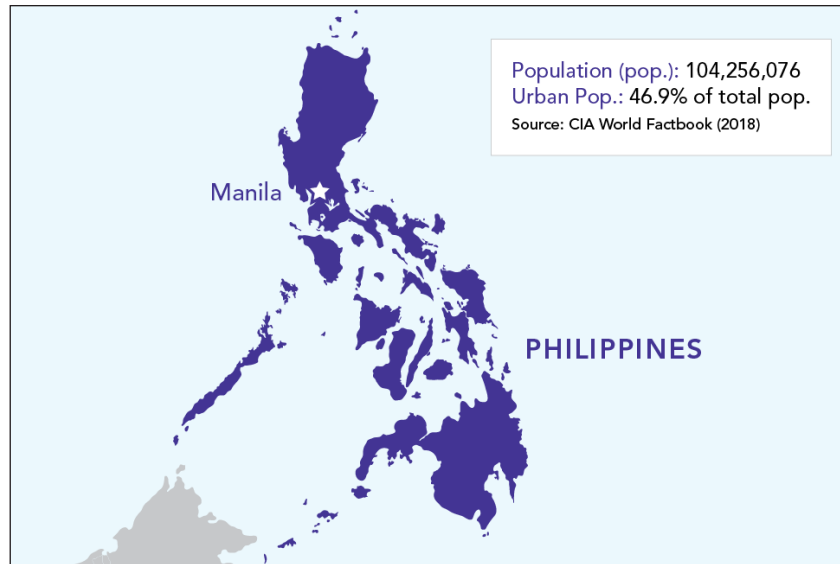
Often, as people earn more money, they buy cars. Although having a car is more convenient and comfortable than taking a crowded bus, it also makes the roads more crowded. When the rain is heavy, traffic in Yangon sometimes comes to a total stop. The city does not have a good way for the water to drain, so it floods the streets and alleys.

There is one city in Myanmar that has a different kind of challenge; instead of being too crowded, Naypyidaw doesn't have enough people. In 2005, the government moved the capital city from Yangon to a new city called Naypyidaw. Imagine building a city in an area where there was nothing but jungle! Today, Naypyidaw's buildings are clean and modern, and its roads are free of traffic. Many of the city's restaurants even have free wi-fi. Some people say the city is so empty and quiet that it feels like a "ghost town." It turns out that some people who work there prefer living in crowded, lively, and chaotic Yangon. Those people drive back and forth between the two cities, even though it sometimes takes four or five hours.

Urbanization is just beginning in Myanmar. Its people have the opportunity to learn from other countries about how to avoid some of the biggest challenges that result from growing so fast.



Do the opportunities of urbanization outweigh the challenges?

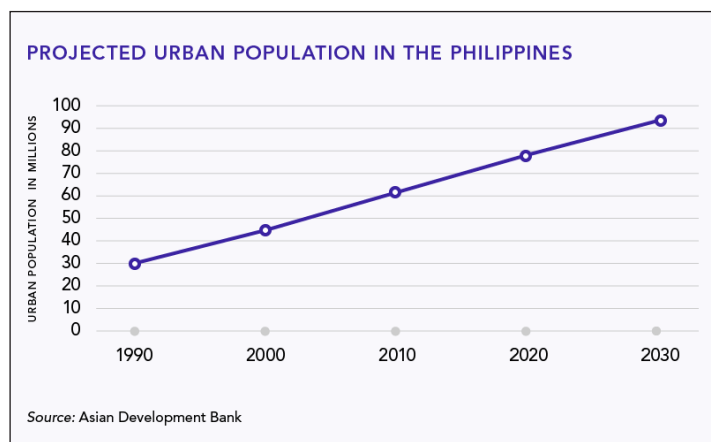


Briefing Sheet 1i: Philippines

The Philippines is urbanizing rapidly. 30 years ago, the capital city of Manila had 10 million people. Today, it has 20 million. Also, since 2010, the country's economy has grown rapidly. This is helping to create good jobs, and most of these jobs are in the cities. However, the benefits of urbanization and economic growth are not shared evenly among all people.

People in the Philippines who earn a good salary can live in safe and clean neighbourhoods with good schools and nice homes. One example is Bonifacio Global City, which is part of Manila. Bonafacio Global City is an area where famous companies like Google and Facebook have offices. It is also fun and stylish. People who live and work there can enjoy public art and do yoga in the clean parks.

However, other areas of Manila look and feel very different. Cities in the Philippines often have slums—crowded areas where poor people live. Most people live in very small homes that are made from cheap materials. Most also do not have running water or indoor toilets. This makes it hard to keep slums clean, so diseases spread easily. In the Philippines, some slums are also located in unusual places, such as a cemetery. The people who live there use the tombs and gravestones for protection. Some of people earn a little money by taking care of the gravesites. Another slum is located near a garbage dump. The people there try to support themselves by looking through garbage for things that can be sold or recycled.

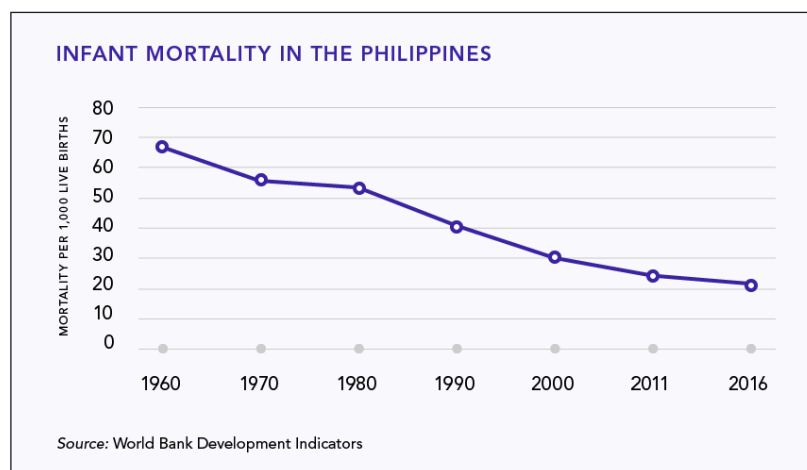
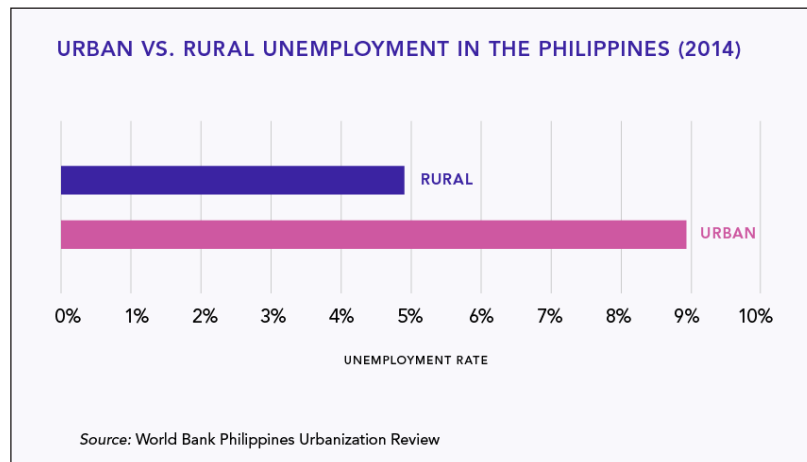


Do the opportunities of urbanization outweigh the challenges?

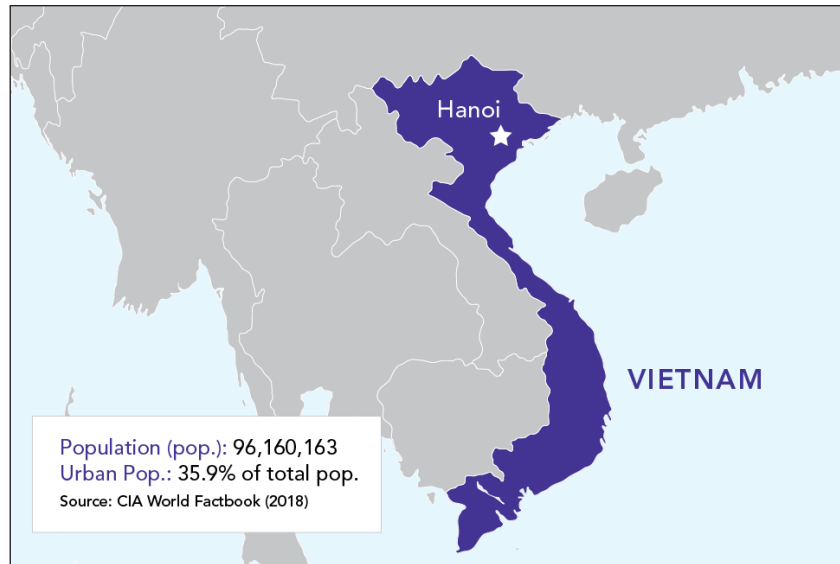
Increased traffic is a challenge faced by everyone in Manila and other Philippines cities. People who earn a good salary want to buy their own car. Cars are more comfortable and convenient than trains and buses in the Philippines. They also provide protection from the heat and heavy rain. As cities grow and more people buy cars, the roads become more crowded. Some days the traffic in Manila is so slow that it takes an hour or more to drive just a few kilometres.

Traffic is an even bigger problem for people can't afford a car. For these people, getting to work can often take two or three hours each way. They usually rely on taking public transportation. The buses in the Philippines are usually slow than cars. The trains sometimes break down and often have long waiting lines. One popular way for people to get around is a jeepney—an old jeep turned into a small bus. Jeepneys are slow but they are also cheap.

Although urbanization is helping cities like Manila become more modern and connected to the world, it also poses challenges to the lives of many people.



Do the opportunities of urbanization outweigh the challenges?

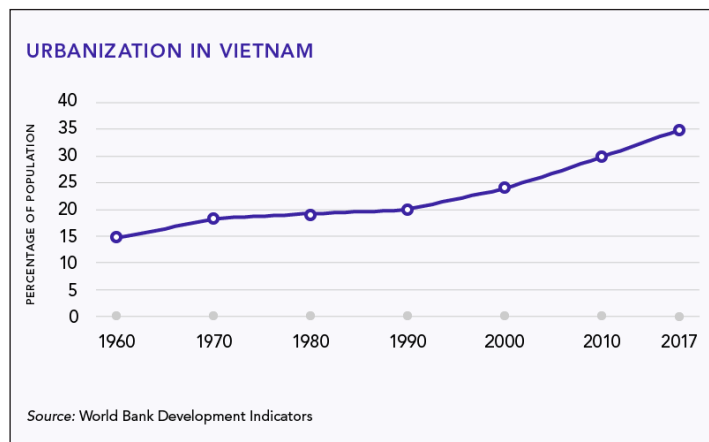


Briefing Sheet 1j: Vietnam

Life for many people in Vietnam is looking good, which is a big change from the past. More than 40 years ago, Vietnam suffered a terrible war. Three million people died and many roads and buildings were destroyed. At that time, most people in Vietnam were poor. About 80 percent of Vietnam's people lived in villages, worked on small farms, and earned very little money. People in cities didn't have much money either, but life there was usually more comfortable. There were different kinds of jobs for them to do, and more people in the cities had electricity and running water.

Then, about 20 years ago, things began to change. In Vietnam's biggest cities, new factories were built to make things like shoes, tires, clothes, and cell phones. Most of these products were sold in other countries. A pair of tires or a sweatshirt could be sold for more than a bag of rice or a bunch of bananas. That meant that the factories could pay the workers more than what they earned as farmers. Today, people in Vietnam continue to leave their villages and small towns to get factory jobs in the cities. More than half of them are women, and many are only in their early or mid-20s.

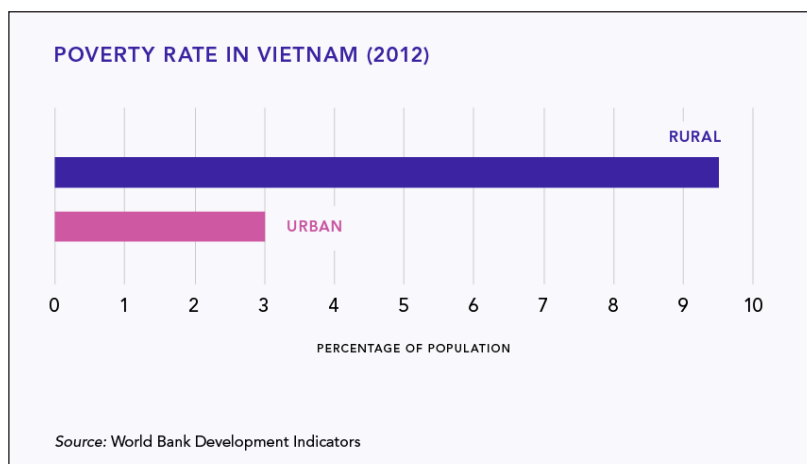
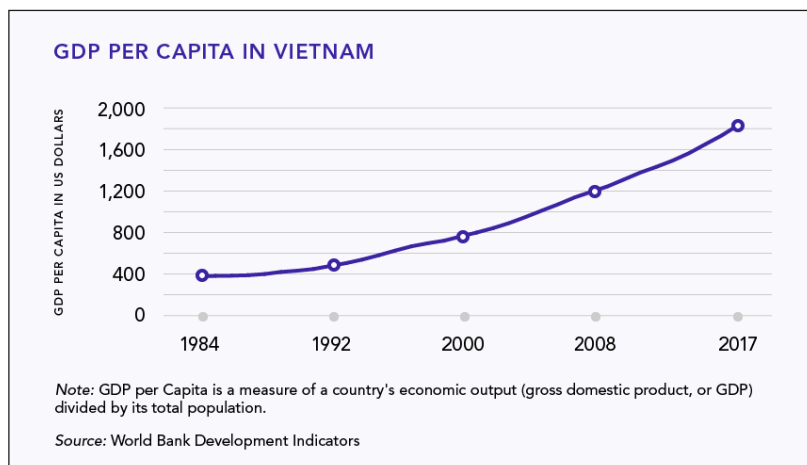
The growth of cities also means more and different types of jobs. Construction workers are needed to build the apartments and roads that all the people moving to cities need. And as people in cities earn more money, they can spend it on things they enjoy, like going to restaurants, movie theaters, and hair salons. These businesses then hire more workers.



Do the opportunities of urbanization outweigh the challenges?

Sometimes, though, cities aren't able to keep up with all the new people arriving. It takes a long time to build new apartment buildings. Some people have no choice but to live in places that are not safe, clean, or close to where they work. Also, it can be difficult for the city governments to find space to build more roads. Vietnam's cities are already very crowded. Adding a new road might mean having to tear down a school, a park, or even a whole neighbourhood. Finally, some people move to cities hoping to make a better life for themselves. After they arrive, though, they discover that getting a job can be hard, and living in the big city can be lonely for newcomers.

Vietnam's cities are growing quickly. These cities are places of opportunity, but their rapid growth also creates challenges that difficult to deal with.



Activity Sheet 4: Rating the Impacts of Urbanization

Criteria for determining important consequences:

- **Depth of impact:** How deeply felt are the effects?
- **Breadth of impact:** How many areas of life are affected?
- **Duration of impact:** How long-lasting are the effects?

Assigned country:			
Consequence	Area	Rating	Reasons
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Important ↑ 1 2 3 ↓ 4 Very Important	
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Important ↑ 1 2 3 ↓ 4 Very Important	
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Important ↑ 1 2 3 ↓ 4 Very Important	
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Important ↑ 1 2 3 ↓ 4 Very Important	

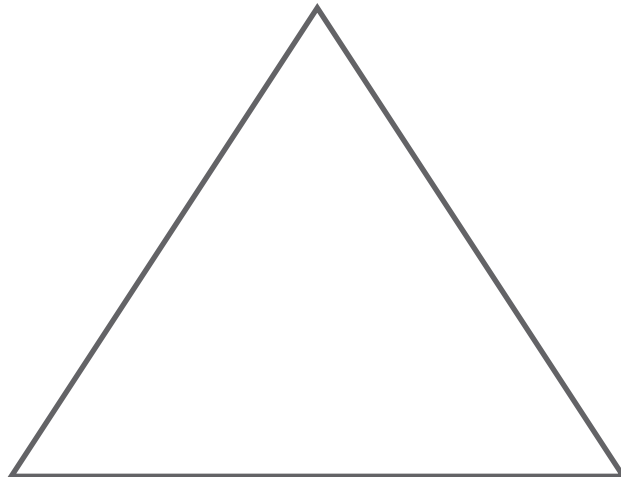


Do the opportunities of urbanization outweigh the challenges?

Activity Sheet 4: Rating the Impacts of Urbanization

Consequence	Area	Rating	Reasons
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Important ↑ 1 2 ↓ 3 4 Very Important	
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Important ↑ 1 2 ↓ 3 4 Very Important	

Opportunities



Challenges

After reviewing the evidence, I think that the challenges | opportunities of urbanization
 (circle one)
 outweigh the challenges | opportunities. I think this because:
 (circle one)



Do the opportunities of urbanization outweigh the challenges?

Map Sample 1



Activity Sheet 5: Creating Effective Map Notations

- Refer to the information shared in class about the opportunities and challenges presented by urbanization.
- Consider the example in the chart below.
- Create annotations that highlight opportunities and challenges presented by urbanization.
- Record where you plan to place each annotation on the map of your assigned country.

Criteria for an effective map annotation:

- **Informative:** highlights the most significant trends and possible impacts
- **Powerful:** suggests why it is important to respond to the trends and changes
- **Accurate:** uses accurate information and is placed on an appropriate spot on the map

Opportunities and challenges	What will the annotation say or show?	Where will the annotation be placed?



Overarching inquiry question

Does the growth of cities improve our lives?

Lesson Inquiry Question

What powerful ideas about urbanization can we learn from Asia Pacific countries?

Lesson Challenge

Using ideas from the ways that Asia Pacific countries have addressed urbanization, develop a list of powerful ideas that could be used to approach the opportunities and challenges of urbanization in a Canadian city.

Lesson Summary

In this lesson, students learn how Asia Pacific countries have addressed the opportunities and challenges of urbanization. To begin, students examine a video of Indigenous people constructing a traditional shelter and then propose powerful ideas that might be useful in response to the opportunities and challenges of urbanization.

Working as a class, students use these ideas to identify the criteria for a powerful idea. Students then examine case studies that describe how selected Asia Pacific countries have addressed opportunities and challenges of urbanization. Based on these responses, students then develop a list of powerful ideas that could be used to approach opportunities and challenges of urbanization in a Canadian city.

Learning activities

Develop the criteria for a powerful idea

1. To begin the lesson, inform students that they will watch a short video of Indigenous people constructing a traditional shelter. Explain to students that their task is to identify powerful ideas that might be learned from the shelter builders. The video clip can be accessed at: <https://youtu.be/R-x5QOSqP3E>
2. Prompt students to note any powerful ideas featured in the video.



What powerful ideas about urbanization can we learn from Asia Pacific countries?

3. After students have watched the video, invite them to share their suggestions for powerful ideas from the video. As students share their suggestions, co-develop or present the criteria for a powerful idea:
 - promotes big ideas that can be used in many different situations
 - prompts actions that help the problem
 - is easy to remember
 - is supported by evidence

Consider posting or displaying the criteria for use later in this lesson.

4. Organize students into pairs and provide each group with a copy of *Activity Sheet 6, Selecting Powerful Ideas*. Draw students' attention to the left-hand column and explain that some ideas from the video have been noted in this column. Inform students that their task is to judge each statement using the criteria for a powerful idea. Consider working as a class to judge the first idea.
5. After students have considered each idea, invite groups to share their thinking. Draw attention to any significant differences, being sure to emphasize the use of the criteria to judge each idea.
6. Share the lesson inquiry question and challenge with students: *"What powerful ideas about urbanization can we learn from Asia Pacific countries?"* Explain to students that they will be using the criteria to decide what powerful ideas Canada might learn from the ways that Asia Pacific countries have responded to opportunities and challenges presented by urbanization.

Examine opportunities and challenges presented by urbanization in Asia Pacific countries

1. Organize students into small groups (2-4 students) and assign each group one of the countries described in *Briefing Sheet 2*. Provide each group with the briefing sheet for their assigned country and a copy of *Activity Sheet 7, Identifying Powerful Ideas*. Inform students that their first task is to identify the opportunities and challenges presented by urbanization in their assigned Asia Pacific country.
2. Draw students' attention to the left-hand column of the activity sheet. Instruct students to note any opportunities or challenges related to urbanization in their assigned country in this column. Prompt students to check the appropriate box to indicate the area of life it represents.
3. Invite students to share the opportunities and challenges presented by urbanization in their assigned country with the whole class. Encourage students to look for similarities and differences among the impacts of urbanization, and discuss possible reasons behind each one.



What powerful ideas about urbanization can we learn from Asia Pacific countries?

Select powerful ideas to address opportunities and challenges

1. Explain that the next task is to discover ideas used by Asia Pacific countries to address the opportunities and challenges presented by urbanization.
2. Ask students to work individually or in pairs. Direct students' attention to the third column of the activity sheet. Instruct students to note any actions or ideas that were used to address opportunities and challenges related to urbanization in their assigned country in this column.
3. Prompt students to rate each idea using the criteria in the right-hand column.
4. Direct students' attention to the bottom of the page. Inform students that their final task is to select the most powerful idea used to address opportunities and challenges related to urbanization. Instruct students to review the ideas noted on their activity sheet, then select the most powerful idea.
5. Encourage students to share their selection and reasons with the whole class. As students share their ideas, ask them to look for similarities and differences among the ideas suggested by classmates. Consider using chart paper or other large display to note these ideas for use later in this lesson challenge.
6. To conclude this section of the lesson challenge, prompt students to suggest which ideas might be the most useful to address opportunities and challenges presented by urbanization to a city in Canada.

Respond to the challenge

1. Display or project the photos from *Urbanization Image Set 2*. Explain to students that the images reveal some of the opportunities and challenges presented by urbanization to cities in Canada. Invite students to carefully examine the images and to suggest opportunities and challenges that might be inferred from details in the photos.
2. Encourage students to share their observations with the whole class. Using chart paper or other large display, note the opportunities and challenges suggested by students. Prompt students to group their ideas into areas of life (e.g., economic, environmental, political, social, other).



What powerful ideas about urbanization can we learn from Asia Pacific countries?

3. Ask students if similarities exist among these opportunities and challenges and those experienced by Asia Pacific countries. As students share their thinking, encourage them to speculate if any of the ideas used by Asia Pacific countries might help to address the opportunities and challenges posed by urbanization to cities in Canada.
4. Organize students into pairs and provide each student with a copy of *Activity Sheet 8, Addressing Urbanization in Canadian Cities*. Inform students that their next task is to note the most important opportunity or challenge presented by urbanization to Canadian cities in each area of life (i.e., economic, environmental, political, social, other). Remind students to use the criteria for determining important consequences to guide the selection of the opportunities and challenges. Encourage students to reflect on previous lessons when this criteria was used, or present the following criteria:
 - **Depth of impact:** How deeply felt are the effects?
 - **Breadth of impact:** How many areas of life are affected?
 - **Duration of impact:** How long-lasting are the effects?
5. After pairs have identified the opportunities and challenges presented by urbanization to Canadian cities in each area of life, direct students' attention to the middle column of the activity sheet. Explain the next task is to list ideas that might address each opportunity and challenge.
6. Ask students to list ideas used by Asia Pacific countries that might be effective in Canada. Encourage students to list any ideas discovered earlier in the lesson and not to judge the ideas at this time.
7. Invite pairs to share their ideas with the whole class. Encourage students to record ideas presented by other students that might be useful to address their selected opportunities and challenges.
8. Instruct pairs to now select the most powerful idea to address each opportunity and challenge. Ask students to record their selections in the right-hand column, reminding them to use the criteria for a powerful idea established earlier in the lesson.
9. Invite pairs to share their selections and thinking with the whole class. Consider using chart paper or other large display to note these final suggestions.
10. To conclude the lesson challenge, invite students to respond to the overarching question by asking students to suggest how lessons learned from Asia Pacific countries might be used to ensure that urbanization improves lives.

Assess the learning

Assessment Materials: Assessing Thinking About Urbanization may be used to assess students' ability to effectively describe the impacts of urbanization in Asia Pacific countries.



Activity Sheet 6: Selecting Powerful Ideas

1. Assess each of the idea options below.
2. Indicate which criteria are met by each idea.
3. Note evidence to support your assessment.
4. Select the most powerful idea that can be learned from an igloo.
5. Justify your choice with reasons based on the criteria and evidence.

A powerful idea:

- promotes big ideas that can be used in many situations
- prompts actions that help the problem
- is easy to remember
- is supported by evidence

Idea options	Criteria	Evidence
Use local materials that can be recycled.	<input type="checkbox"/> Deep understanding <input type="checkbox"/> Helpful actions <input type="checkbox"/> Easily remembered <input type="checkbox"/> Supported by evidence	
Don't forget to bring a knife to cut the blocks of snow.	<input type="checkbox"/> Deep understanding <input type="checkbox"/> Helpful actions <input type="checkbox"/> Easily remembered <input type="checkbox"/> Supported by evidence	
Take advantage of opportunities in your environment.	<input type="checkbox"/> Deep understanding <input type="checkbox"/> Helpful actions <input type="checkbox"/> Easily remembered <input type="checkbox"/> Supported by evidence	
Try to fit the snow blocks together as tightly as possible.	<input type="checkbox"/> Deep understanding <input type="checkbox"/> Helpful actions <input type="checkbox"/> Easily remembered <input type="checkbox"/> Supported by evidence	
The most powerful idea we can learn from an igloo is: _____, because:		



Briefing Sheet 2a: Bangladesh

Tragedy at the factory

In 2013, an eight-floor factory collapsed in Bangladesh, killing 1,134 people. The building's name was Rana Plaza, and it was located in Dhaka, Bangladesh's capital city. Many of the workers who died were not from Dhaka, but from rural areas. They had come to Dhaka to look for work. People around the world learned two important things from the tragedy. One was that many factory workers in Bangladesh do not have the power to demand safer working conditions. That is especially true for migrant workers. Often, they arrive in Dhaka desperate for a job and not knowing what their rights are. The other thing people learned was that the clothing made at the factory was sold in popular stores around the world, including in Canada. European and North American companies who bought clothes from Rana Plaza have said they want better working conditions for Bangladesh's factory workers. There is still a lot of work to do, though, to ensure that there is never another tragedy like Rana Plaza.

Waste picker pride

When more people move to cities, more garbage is produced. Cities don't know what to do with this garbage. One group of poor people in Bangladesh helps with this problem. They call themselves "waste pickers." They pick through dump sites and garbage cans for things to use, sell, or recycle. Many waste pickers are from rural areas where they did not have the opportunity to learn how to read and write. That makes it difficult for them to get other jobs. Picking through garbage is hard and dangerous work. The waste pickers breathe in chemicals and cut themselves on sharp things that people throw away. Other people often look down on them. The city of Khulna is trying to change that. They bring the waste pickers together with school children so students can learn from them about recycling and protecting the environment. They hope the children will also have respect for the waste pickers. They also hope the children will see that the waste pickers' work helps everyone in the city.

A second chance at education

Many children who live in Bangladesh's slums quit school at a young age. Often, they need to get a job to earn money to help their families. Some children never start school at all because their parents can't pay the school fees. The "Reaching Out-of-School Children" project gives these children a second chance. It tries to find as many out-of-school children as possible and return them to school. The goal is to help them pass the Grade 5 national exam so they can go on to high school. If they get a good education, they may be able to get a good job in the future. That will help them move out of the slums. So far, the project has helped more than 700,000 children. The name of the schools they attend is *Ananda*, which means "joy." That's what a lot of these students feel when they can stay in school.



Briefing Sheet 2b: Cambodia

Staying off the floating sidewalks

As cities grow, more space is needed for people to live, learn, and get around. This means more schools, roads, and apartments must be built. All of these cover the ground with concrete. Concrete is not a good surface for draining rainwater. Often, the water runs off the pavement and causes flooding. In Cambodia, when the rain is heavy, the floods are especially severe in areas where poor people live. Many try to stay safe and dry by putting their small houses on stilts or building wooden sidewalks that float on the water. Sometimes, though, these solutions are dangerous and ineffective. The stilts can collapse, or a child could fall off the floating sidewalk into the water. Some charities want to help by giving these communities stronger building materials for their homes. However, it is difficult to reach all the people who need such help.

Removing the slums

The growth of Phnom Penh, Cambodia's capital city, is creating a demand for new neighbourhoods. Unfortunately, creating a new neighbourhood for one group of people sometimes results in destroying another neighbourhood. In Cambodia, the government forces some people in slums to leave. Once they clear the area of people, the slum is torn down and something new is built in its place. Poor people live in slums because they can't afford to live anywhere else. When their slums are destroyed, they have to move far from the centre of the city. They usually can't afford cars or motorbikes, so if they have jobs, they have no way to get to them. Removing slums makes cities like Phnom Penh more beautiful, but it also makes life very difficult for people.

Working together to build communities

One way poor urban communities help themselves is by working together. The Urban Poor Development Fund in Cambodia tries to encourage cooperation and collaboration. Poor communities can ask for a little money from the fund to make improvements to their neighbourhoods. The projects are often small but important. For example, a neighbourhood can replace a damaged, crooked road with a straight and smooth road. That helps people get in and out of the neighbourhood more easily. They can make their neighbourhood nicer by planting trees or building a new playground. They can even request money to help each other fix the roofs on their homes. These projects help make people proud of where they live.



Briefing Sheet 2c: China

The travelling factory

For almost 40 years, people have moved from towns and villages to cities in the eastern part of China to look for work in factories. Now, some factory owners are moving their factories inland, closer to where the workers are. This benefits the workers in many ways. They can be closer to their families and hometowns. Some might live close enough to the factory that they don't even have to leave their farms. In China's big cities, factory workers often work long days—maybe 12 or 15 hours a day. But in some of these inland-area factories, workers may have time in the morning and at night to care for their crops and farm animals.

Check your license plate

The air pollution in the city of Beijing makes people worried. They know that pollution is bad for their health and their children's health. They also know that vehicles like cars, buses, and trucks add to the pollution. To reduce the amount of pollution, Beijing introduced a new rule. When the air pollution is really bad, only half of the people can drive their cars. To know if they are allowed to drive, they check their license plate number. On certain days, only vehicles with license plates ending in odd numbers may drive. On other days, only vehicles with license plates ending in even numbers may drive. Although many people in Beijing support the rule, no one knows if it will help decrease pollution. After all, some people get around the rule by buying a second car.

Growing cities or ghost cities?

Urbanization has helped many people in China escape poverty. Now, the government is encouraging even more people to leave their villages and move to cities. Many big cities in China are already too crowded, so new cities are being created from scratch. Residents of these new cities will have things they didn't have before, like running water, washing machines, and good schools. These cities will also have brand new apartment buildings, schools, playgrounds, and shopping malls. Some cities are even built to look like Paris or other famous cities. The only problem is that too few people are moving to these new cities. In fact, these empty cities are often called "ghost cities."



Briefing Sheet 2d: India

Trading slums for TB

Governments in India are trying to figure out what to do about slums. Sometimes, a city government wants to tear down a slum build something like a new road or shopping centre. What happens, then, to the people living in the slum? One solution in the city of Mumbai was to move them to a new apartment. These apartment buildings are clean and safer than the slums. The buildings are made from concrete and have indoor toilets. But they are also far away from areas where poor people can find work. Also, some buildings create new problems because they are tall and very close together. This makes it hard for people inside them to get fresh air. In Mumbai, this led to the spread of a serious lung disease called tuberculosis (or TB). Many people said that when they moved out of the slum and into the apartment, they trade one set of challenges for another.

Slum tourism

Dharavi is one of Mumbai's biggest slums. With one million people, Dharavi is as large as many cities. The people there are busy. They make and sell clay pots or leather goods, or sew and fix clothes to earn a little money. Others earn money giving tours of the slum. Why would people want to take a tour of Dharavi? In 2008, the slum became famous because it appeared the movie *Slumdog Millionaire*. Since then, people from other countries have been curious about this place. Some people think the tours are disrespectful to the people who live in Dharavi and call it "poverty tourism." However, the tourists pay for the tours, and most of the money helps people living in the slum.

Ban on fireworks

Diwali is one of the happiest times of the year in India. Diwali means "Festival of Lights." It is a Hindu holiday to welcome the Hindu god, Lord Ram. As part of the celebration, people light fireworks. These fireworks add to the air pollution that has already been made worse by urbanization. Recently, the Supreme Court of India banned the sale of fireworks to try to reduce the toxic air during the holiday time. People who agreed with this decision wanted to reduce pollution. Other people were angry about the decision, saying that fireworks were an important part of the traditional holiday. They also said the government should focus on other causes of pollution—things like cars and construction—not on changing the ways that people celebrate holidays.



Briefing Sheet 2e: Japan

Cut the garbage!

Approximately twenty years ago the city of Yokohama had a garbage problem. The second-largest city in Japan, Yokohama had a growing economy, which was part of the problem. As people became wealthier, they consumed more, and that produced more garbage. In 2003 the city announced a plan to reduce its waste by 30 percent. At first, many people in Yokohama didn't believe such a big change was possible. They were wrong. In seven years, Yokohama reduced its waste by 42 percent, even more than the original goal. How did this be done? The city government held more than 10,000 classes to teach people how to separate their garbage into recyclables and non-recyclables. The government also gave people a warning: if they did not follow the new recycling rules, the garbage trucks would refuse to take away their garbage.

Helping elderly people feel welcome

Like most cities in Japan, the population of Toyama is getting older. The city's government wants to make sure that its old people can stay active and independent. To do this, Toyama is becoming a "compact city." That means putting things like buildings, parks, and bus stops close together and near to where people live. This makes it easier for people to walk rather than drive or take a taxi. The city has another way of encouraging people to stay active. In the "Walking Point Programme," people keep track of how many steps they take. As they walk more, they earn points that can be spent at local stores. All of these things keep Toyama a healthy and convenient place to live.

Living in a "coffin" apartment

Often, as a city grows, so too does the cost of owning or renting a house or apartment. In Tokyo, Japan's capital city, apartments are very expensive. This is especially true for apartments near the city centre. Young people who are students or workers do not earn enough money to buy a house or live in a nice apartment. Some choose to live in *geki sema*, or "share house." A *geki sema* has several small rooms about the size of a big coffin. These rooms have no windows and there is only enough space for a mat to sleep on, a small heater or fan, a small television, and a few changes of clothing. The residents share a bathroom. Many of the young people who live in a *geki sema* do not spend a lot of time in their apartments. Most go there only to sleep and shower. They spend most of their time at work or out in the city with friends.



Briefing Sheet 2f: Mongolia

Halt on migration

In 2017, Ulaanbaatar, Mongolia's capital city, announced that for one year no more people would be allowed to settle in the city. The reason for the new rule was the city's air pollution problem. Ulaanbaatar's air quality is among the worst in the world. Many people in ger (tent) areas do not have access to indoor heat. During the cold winters, they burn coal, wood, tires, plastic, and whatever else they can find to stay warm. This causes air pollution that is harmful to people's health. Some people did not agree with the decision to stop people from moving to Ulaanbaatar. They say Mongolians should have the right to live wherever they want. Other people supported the decision thinking it would help improve the air quality. One woman said she was afraid to send her children to school because she didn't want them to breathe the air outside. She felt that the city needed to do whatever it took to help clean up the air.

40,000 houses program

From 2006 to 2009, the Mongolian government carried out the "40,000 Homes Project." The goal was to improve the quality of life for people living in urban ger areas. The project had two main parts. The first part was to build 40,000 new homes and apartments that had electricity, indoor plumbing, and paved roads nearby. The second part was to provide loans to poor families so that they could buy one of the new homes. The first part of the project was successful. However, the cost of the homes was too high for many poor families, even if they received one of the loans. Many of the new homes were bought by middle-class people instead of poor people. The project created more places for people to live, but it did not really help those it was supposed to help.

Supporting traditional ways of life

There are many rural families in Mongolia who do not want to move to a city. What makes it hard for them to stay is losing their livestock in a dzud, the weather pattern of a hot and dry summer, followed by a long and cold winter. Since 1999, a charity called Save the Children has helped families that were impacted the most. First, it replaced the livestock that had died, and gave the families dried grass for their animals to eat in the winter. Second, it opened schools in those areas so the children there could receive a good education. The program was also supported by the Mongolian government and the United Nations. Rural families worry, though, that the money to support this program won't last forever.



Briefing Sheet 2g: Myanmar

Bike ban in Yangon

In 2003, the city of Yangon, the largest city in Myanmar, banned motorbikes. Bicycles were also banned in some areas of the city. Years later, people are still confused about the reason for the ban. Some people support it, though. They say that motorbikes are noisy, cause pollution, and take up too much space on the roads. Others disagree and say people should have choices about how to get around, especially people who can't afford a car. Some people live and work in areas that buses can't reach. A motorbike or even a bicycle would help them get there faster.

Clean water in the "City of Immortality"

Two hundred years ago, Amarapura was Myanmar's capital city. The name means "City of Immortality"—the city where people live forever. It's hard to live forever, though, if there is no clean drinking water. Amarapura is now part of a larger city called Mandalay. Mandalay has grown fast, but its water system has not. Many people in Amarapura and other areas of Mandalay don't have regular access to clean water. If people drink it, they will get very sick. Mandalay has asked other countries to help. Starting in 2016, the city worked with other countries to build water pipes and water pumps to reach more people. The residents of Amarapura may not be immortal, but with clean water at least they will be healthier.

Protecting city heritage

The city of Yangon has to prepare for its future. It is growing fast and needs more roads, offices, and housing. It also has to protect its heritage. Yangon has many beautiful old buildings like banks, palaces, and churches. If they are not protected, they may be torn down to make room for newer modern buildings. A group of people in Yangon is working to preserve these old buildings. The group has asked other countries, including Canada, to help pay for repairs to the old buildings. People can learn about the history of buildings from new signs that are being placed on the old buildings. Protecting the city's heritage will help the city in another way. People will visit Yangon to see these old buildings and will stay in nearby hotels and eat in nearby restaurants. This increase in tourism may provide local people with jobs and increase pride in the city's history.



Briefing Sheet 2h: The Philippines

Killing the “King of the Road”

Filipinos love jeepneys. Jeepneys are old jeeps that are turned into buses, only much more colourful. In fact, jeepneys are like works of art. Their owners paint beautiful designs on the front, back, and sides of the vehicle. Taking a ride in a jeepney is also very cheap. A person can take a short ride for about 20 cents. But the national government wants to replace jeepneys with modern vans and buses. It says jeepneys are uncomfortable, unsafe, and bad for the environment. New buses will have seatbelts, cushioned seats, free wi-fi, and will produce less air pollution. They will also be more expensive for passengers—maybe twice or three times more expensive. People who need a cheap form of transportation say that is too much money. They also say jeepneys are a part of traditional Filipino culture.

Doing it all at the mall

Manila, the capital city of the Philippines, has many shopping malls. It is estimated that there are more than 50 malls across the city. Many Filipinos spend a lot of time in malls. That's because malls are not just for shopping. Electricity is expensive in the Philippines, so not many people have air conditioning in their homes. When the weather is hot, many people go to a mall with family and friends to cool off. Also, people can pay their do various errands at the mall. Malls are also a good place to get people signed up to vote. Some people think that malls have replaced parks as the most popular public places in Manila.

Smokey Mountain slum

Smokey Mountain was a well-known slum in Manila. In the 1980s, with a population of 30,000, this slum was located near a huge garbage dump. Many people living there were waste pickers. They sorted through the garbage looking for things to use or sell. By 2001, the Philippines government tore down the slum and dumpsite and built new apartments for the people to live in. The new homes were cleaner and safer, but without the dumpsite, people weren't able to sell garbage to earn money. Now waste pickers are learning new ways to use their skills. For example, they find old magazines and use their pages to weave baskets and trays with beautiful designs. Many of these baskets are sold to tourists. Other people are using rainwater to provide laundry service. The people of Smokey Mountain are poor, but still work hard to support themselves.



Briefing Sheet 2i: Vietnam

Too much traffic

The roads in Ho Chi Minh City, Vietnam's largest city, are very crowded. Most people in the city drive a motorbike. In fact, 90 percent of households in Ho Chi Minh City own at least one motorbike. Why are motorbikes so popular? They are cheaper than a car, and faster than a bicycle or public bus. They also crowd the streets during busy times of the day. As people earn more money, they want to trade in their motorbikes for cars. After all, cars provide shelter from rain and heat. The problem is that cars take up even more space on the roads than motorbikes. The city government is trying two ideas to convince people to not switch to cars. The first idea is to tax cars, make them more expensive to own. Another idea is to add more public buses in the city. It will be challenging, though, to convince people to give up their cars and motorbikes.

Finding help away from home

Big cities are like a magnet for many teenagers living in rural Vietnam. Many teenagers think cities full excitement and opportunities to earn money. If young people do find work, they can send some of the money back to their villages to help their parents. They may even be able to pay school fees for their younger brothers and sisters. These young migrants can also save money for fun things like skateboards, cell phones, and stylish clothes. However, living and working in cities can be difficult and lonely. Many rural teenagers do not have skills needed for urban jobs, like using a sewing machine or using tools for construction jobs. To help these young people, the Vietnamese government is opening training centres to give them new skills. Also, they are trying to help them deal with feelings of loneliness from being away from their families.

Small loan, big improvement

Some people in Vietnam's cities cannot afford to buy houses or apartments. Some people try to build their own small houses with materials they can find. Unfortunately, most of these materials are not very good. Many of these do-it-yourself homes do not have leak-proof roofs, electricity, or running water. The government is trying to help by providing "micro-credit." Micro-credit is a very small loan that people can use to add a stronger roof or replace a dirt floor with a tiled floor. These improvements can help keep homes clean, which also helps people stay healthy.



Activity Sheet 7: Identifying Powerful Ideas

- Identify the opportunities and challenges of urbanization in your assigned country.
- Indicate which area of life it is from.
- Summarize the idea used to address the opportunity or challenge.
- Use the criteria to assess each idea.

A powerful idea:

- promotes big ideas that can be used in many areas
- prompts actions that help the problem
- is easy to remember
- is supported by evidence

My assigned country:			
Opportunities/ challenges	Area	Idea used to address opportunity/challenge	Criteria
	<input type="checkbox"/> Economic <input type="checkbox"/> Environmental <input type="checkbox"/> Political <input type="checkbox"/> Social <input type="checkbox"/> Other:		<input type="checkbox"/> Deep understanding <input type="checkbox"/> Helpful actions <input type="checkbox"/> Easily remembered <input type="checkbox"/> Supported by evidence
	<input type="checkbox"/> Economic <input type="checkbox"/> Environmental <input type="checkbox"/> Political <input type="checkbox"/> Social <input type="checkbox"/> Other:		<input type="checkbox"/> Deep understanding <input type="checkbox"/> Helpful actions <input type="checkbox"/> Easily remembered <input type="checkbox"/> Supported by evidence
	<input type="checkbox"/> Economic <input type="checkbox"/> Environmental <input type="checkbox"/> Political <input type="checkbox"/> Social <input type="checkbox"/> Other:		<input type="checkbox"/> Deep understanding <input type="checkbox"/> Helpful actions <input type="checkbox"/> Easily remembered <input type="checkbox"/> Supported by evidence
	<input type="checkbox"/> Economic <input type="checkbox"/> Environmental <input type="checkbox"/> Political <input type="checkbox"/> Social <input type="checkbox"/> Other:		<input type="checkbox"/> Deep understanding <input type="checkbox"/> Helpful actions <input type="checkbox"/> Easily remembered <input type="checkbox"/> Supported by evidence
<p>The most powerful idea used to address the opportunities and challenges in this country is:</p> <p>My reasons for selecting this idea are:</p>			







Activity Sheet 8: Addressing Urbanization in Canadian Cities

Most important opportunity or challenge of urbanization to Canadian cities	Ideas from Asia Pacific countries that might address the opportunities and challenges	The most powerful idea is...	Reasons
Economic			
Social			
Political			
Environmental			
Other			



Assessment Materials: Assessing Thinking About Urbanization

To rate your understanding of urbanization, consider the extent to which you are able to accurately explain each aspect in your own words and offer specific information and examples to support your ratings.

Aspect of understanding	Level of understanding	Evidence
I understand what it means to identify opportunities and challenges.	 <p>1 Beginning</p> <p>2</p> <p>3</p> <p>4 Very Strong</p>	
I can explain how urbanization can present both opportunities and challenges.	 <p>1 Beginning</p> <p>2</p> <p>3</p> <p>4 Very Strong</p>	
I can explain how consequences can be direct or indirect and how actions often have unintended consequences.	 <p>1 Beginning</p> <p>2</p> <p>3</p> <p>4 Very Strong</p>	
<p>I can use criteria to assess the consequences of urbanization in Asia Pacific countries:</p> <ul style="list-style-type: none"> • <i>Depth of impact: deeply felt or profound consequences</i> • <i>Breadth of impact: widespread impact</i> • <i>Duration of impact: long-lasting consequences</i> 	 <p>1 Beginning</p> <p>2</p> <p>3</p> <p>4 Very Strong</p>	



Overarching inquiry question

Does the growth of cities improve our lives?

Case Study Inquiry Question

What are the most significant impacts of urbanization in China?

Case Study Challenge

Create a collage of powerful words and phrases to effectively describe the most significant impacts of urbanization in China.

Case Study Summary

In this case study, students learn about the impacts of urbanization in China. To begin, students identify what distinguishes direct impacts from indirect impacts. Working in small groups, students then examine the impacts of urbanization on specific groups of people in China. Students first identify impacts of urbanization on their assigned group, then judge the significance of each impact. After sharing their decisions with the class, individual students consider all the impacts of urbanization in China and decide which are the most important. To conclude the case study, students create a collage of powerful words and phrases to effectively describe the most significant impacts of urbanization in China.

Learning activities

Develop criteria for powerful words and phrases

1. Show or display *Urbanization Image Set 3, Urbanization and Daily Life in China*, that portrays a number of impacts of urbanization in China. Display or project the following words for students to consider:
 - air pollution
 - factory work
 - loss of neighbourhood
 - nail house
 - left-behind children
2. Ask students to select the three words that most powerfully and accurately describe what is happening in the image.



What are the most significant impacts of urbanization in China?

3. Invite students to share their selections and thinking. Discuss both the selections made as well as the reasons why some other words were not chosen. Explain to students that choosing powerful words and phrases can help to create an effective description.
4. Prompt students to review the list of words presented at the beginning of the lesson. Invite students to suggest what makes some words more powerful than others. As students share their ideas, co-develop or present the criteria for powerful words and phrases. Powerful words and phrases:
 - are clear and interesting
 - accurately describe details
 - create pictures in the reader's mind
5. Share the case study inquiry question, "What are the most significant impacts of urbanization in China?", and the challenge, "Create a collage of powerful words and phrases to effectively describe the most significant impacts of urbanization in China."

Rate the impacts of urbanization

1. Organize students into small groups (2-4 students) and assign each group one of the groups of people featured in *Briefing Sheet 3*. Provide each group with the briefing sheet for their assigned group of people and a copy of *Activity Sheet 9, Rating the Impacts of Urbanization in China*. Inform students that their first task is to identify the impacts of urbanization on their assigned group of people.
2. Instruct students to note the impacts they identify for their assigned group of people in the left-hand column of the activity sheet. Remind students to look for both positive and negative impacts of urbanization on their assigned group. Prompt them to then indicate the related area of life for each impact.
3. Draw students' attention to the right-hand column of the activity sheet. Inform students that their next task is to rate the significance of each impact. Remind students to use the criteria for determining significant impacts to guide the selection of the opportunities and challenges. Encourage students to reflect on previous lessons when this criteria was used, or present the following criteria:
 - **Depth of impact:** How deeply felt are the effects?
 - **Breadth of impact:** How many areas of life are affected?
 - **Duration of impact:** How long-lasting are the effects?
4. Provide each student with a copy of *Activity Sheet 10, Identifying the Impacts of Urbanization in China*. Invite each group to share with the whole class the impacts of urbanization on their assigned group of people. Instruct students to note on their activity sheet the most significant impacts for each group in China.



What are the most significant impacts of urbanization in China?

5. Invite students to look for similarities and differences among how the various groups of people are affected by urbanization. Ask students to consider if some groups are more negatively affected than others.

Respond to the challenge

1. Distribute a copy of *Activity Sheet 11, Creating Powerful Phrases*, to each student. Instruct students to select five of the impacts of urbanization and record each one in the left-hand column.
2. Draw students' attention to the middle column of the activity sheet. Instruct students to create a powerful word or phrase for each of the impacts.
3. Inform students that their next task is to turn these words into more powerful phrases that describe the impacts of urbanization in China. Remind students of the criteria for powerful words and phrases and encourage them to refine their original words by considering questions such as the following:
 - How might we create a phrase that expresses that impact in an interesting way?
 - What is the most descriptive and expressive phrase we could use to describe that impact?
 - What might this group of people want us to think or feel about what they are experiencing?
4. Guide students in using the criteria and the questions to create five to eight powerful words and phrases.
5. Remind students of the case study challenge: *"Create a collage of powerful words and phrases to effectively describe the most significant impacts of urbanization in China."*
6. Organize students into pairs and provide each pair with a copy of the *Urbanization Image Set 4, Sample Word Collages*.
7. Instruct pairs to compare the two sample collages. Begin by asking students to identify the three most important features of a word collage. Encourage them to discuss their ideas with their partner.
8. Invite students to share their thinking with the class. Record their observations for use later in the lesson.
9. Encourage students to consider how they might effectively use similar styles and organizational elements to highlight their most powerful words and phrases in order to communicate the most significant impacts of urbanization in China. For example, they might discuss how they could use vertical lettering or change the colour or size of the words.
10. Provide each student with a copy of *Activity Sheet 12, Planning My Word Collage*.



What are the most significant impacts of urbanization in China?

11. Draw students' attention to the left-hand column of the activity sheet. Encourage students to note their planning ideas beside each of the elements listed on the design table.
12. Invite students to complete a first draft of their word collage by sketching it in pencil in the blank box at the bottom of the activity sheet.
13. After students have completed an initial draft, organize students into pairs. Guide them in using the criteria for powerful words and phrases and the design features to provide feedback on their classmates' work.
14. Provide materials for students to use in the creation of their finished collage. Remind students that their collage should focus on communicating the most significant impacts of urbanization in China. Consider providing everyday materials such as magazines, newspapers, or advertising flyers for students interested in creating a mixed-media collage. For students who may be interested in creating digital word clouds, introduce the free software at www.wordle.net.

Reflect on the learning

1. Display the completed word collages around the classroom.
2. Organize students into small groups (2-4 students) and provide each group with a copy of *Activity Sheet 13, Reflecting on the Impacts of Urbanization in China*. Assign each group one of the collages displayed in the classroom.
3. Explain to students that their final task is to select the words and phrases from each word collage that best describe the impact of urbanization in China. Prompt students to examine their assigned collage for recurring words and phrases. Ask students to select three important words from each collection that best express the impacts of urbanization in China.
4. Direct students to visit each word collage and repeat the selection process.
5. Invite students to share the words they selected and discuss them as a class. Prompt students to propose what this collection of words suggests about the impacts of urbanization in China.
6. To conclude the case study challenge, invite students to respond to the overarching question, "Does the growth of cities improve our lives?", by asking students to suggest the extent to which urbanization has improved the lives of people in China.

Assess the learning

Assessment Materials: Assessing the Word Collage may be used to assess students' ability to effectively describe the impacts of urbanization in China.



Briefing Sheet 3a: The Old Beijinger

Old Wang is 64 years old. He was born in Beijing, the capital city of China, and has lived there all his life. His home is in a traditional type of Beijing neighbourhood called a *hutong*. All *hutong* homes have an open courtyard in the middle where the family can spend time together. Each home is connected to its neighbours by a narrow alley. Old Wang feels lucky. He has good memories of growing up in the *hutong*. When he was a boy, he played with his friends in the alley and knew all the neighbours.

When many people started moving to Beijing, it helped Old Wang's family. For many years, his family owned a restaurant near his neighbourhood. As the city grew, more people ate at his restaurant. That was good for business. Also, many newcomers to the city worked as cooks, servers, and dishwashers in his restaurant. They didn't ask for high wages, so Old Wang's family were able to save money. That helped them expand their business. They now own seven restaurants in Beijing.

One day, Old Wang received a letter that said that his *hutong* neighbourhood would be torn down. The city government said it needed the space for the new subway. With so many people in Beijing, the subway would help provide faster transportation. Old Wang and his neighbours would have to move to a new apartment building. It will be modern, but he won't get to see his neighbors as often and the community he grew up in and loves will vanish.



Briefing Sheet 3b: The Migrant Worker

Peng's home is far away from where he lives now. He is 26 years old and comes from a village in southwest China. His parents live on a small farm and have been poor all their lives. Ten years ago, Peng's cousin left the village. He got a job building new roads and sidewalks in a city called Wuhan. It is more than one thousand kilometers away.

One year after he left, his cousin came back to the village for a visit. He said his work in the city is hard and sometimes dangerous. And, he said, his boss does not always treat him very well. But he is earning more money than any farmer in the village. He told Peng he could get a job in Wuhan, too.

The next month, Peng rode the train eight hours to Wuhan, sitting on a hard seat the whole way. When he arrived, he was surprised by some things in the city. He couldn't believe how tall and modern the buildings were. He had never seen buildings so tall! So many people owned their own car. None of his friends in his village had their own car.

Peng's cousin was right—the work was really hard. He had to lift heavy machines all day. Every night, his back and shoulders hurt. Even though he had to work extra hours his boss did not pay him extra. He didn't say anything to anyone because he did not have a permit to work in the city. He would lose his job if his boss found out. This would make it difficult for him to get a different job.

His cousin was also right about was the money. He lived in a small dorm room with three other men. It was crowded and cold at night, but it was also cheap. He saved money to send back to his parents. He did not have enough money left over to live like the other people in Wuhan. But he dreamt that someday he might live in a tall building and drive his own car.



Briefing Sheet 3c: The “Left Behind” Child

Yushu is 10 years old and lives with her grandparents in a small village. She only sees her parents a few days a year. That’s because they live far away in a big city called Shanghai. They work in a factory there. One time, they tried to explain what they make in the factory, but she didn’t really understand. She only knows that it’s something that goes on the inside of a car.

Yushu’s grandma says her parents work in Shanghai so they can help the rest of the family. When her parents visit, they always bring bags of nice things. The last time they visited, they gave Yushu new shoes and a cell phone. The year before, they sent money to her grandparents. They used it to get some medicine for her grandpa and to buy a new television. Yushu’s grandma loves watching that television.

They also paid a tutor to help Yushu with her studies. She’s not a bad student, but she thinks the math tests are too hard. Even though her parents are far away, she wants them to know that she is working as hard as they are. So she tries to study. But the truth is, she would rather be climbing trees with her friends or watching television with her grandma.

Yushu misses her parents a lot. When they come home to visit, she asks if they can stay. No, they tell her, they have to go back to Shanghai to make more money for her and the family. Then she asks if she can go with them to Shanghai. That’s not possible either, they say, at least not yet. There was a rule in China that children could only attend school in the town where they were born. But her father heard a rumour that the rule might change. If it does, her parents will try to bring Yushu to Shanghai to live with them. In the meantime, her mother says she has to spend more time learning math and less time watching TV.



Briefing Sheet 3d: The Factory Girl

Chen spends most of her time looking at blue jeans. She works in a factory where she sews the jeans and adds the sparkly bits on the back pockets. Her boss told her that people in America pay \$150 for those jeans. She can't believe anyone would pay that much!

Chen is 19 years old and has worked at this factory for one year. The factory is in a city called Guangzhou. Her hometown is seven hours away by bus. Her parents wanted her to go to university, but the test to go to university was really hard. On the day she had to take the test, she felt nervous and couldn't focus very well.

Chen's older sister told her not to worry. She got a job in Guangzhou and could get her a job there too. Chen admired her sister. She thought she was brave to leave their small town and try life in a big, busy city. Chen decided she wanted to be brave too. She called her sister and told her she was coming.

At first, Chen was miserable in Guangzhou. She worked as a cleaner in a big office. The people looked down on her because she was not from the city. The work was also lonely. She worked late at night when no one was there. After six months, she quit her job. Her sister's friend helped her get the job at the jeans factory.

The work is still long and hard, but Chen is happier now. She has made a lot of friends at the factory. All of them are young women like her. She is also earning her own money. She sends some of the money back to her parents. She keeps the rest and uses it to pay for English classes at night. She hopes that someday she will be able to be like the people who work in the offices. And she hopes that other people will admire her, too.



Briefing Sheet 3e: The Member of the “Ant Tribe”

Lei isn't sleeping well these days. He shares a small apartment with five other people. One of his roommates snores at night. Another one stays up late playing video games. But Lei can't afford to move to a bigger apartment with fewer people. That's because he lives in the capital city of Beijing. So many people want to live there and it has gotten very expensive to rent an apartment. Lei is only 24 years old and he doesn't earn much money.

Lei's hometown is about 12 hours away by car. He studied really hard in high school and got accepted into a good university in Beijing. In fact, when he got the news, his mother was so happy that she cried. Lei's mother almost never cries. Lei worked hard in university too. He studied science and took extra classes at night to learn English and Japanese.

After he graduated, it was hard for Lei to find a good job. He had to compete with so many other smart students. He does some odd jobs like tutoring high school students at night and on the weekends. But the students live near the city centre. It takes him almost two hours each way to get there. Lei doesn't want to give up on living in Beijing. He doesn't have much money to do many fun things, but he hopes that one day his luck will change. In the meantime, he will keep working hard and trying to learn new things.

Lei shares his hopes and worries with his friends. Like him, they also worked hard in school and went to good universities. And like him, they are trying to find a good job. For now, they are combining their small salaries to live together in a crowded apartment. Some people call them the “ant tribe.” They think so many people going in and out of a small space looks like an ant colony. Lei doesn't mind the nickname, but he also doesn't want to live in an ant colony forever.



Briefing Sheet 3f: The Nail House Owner

Some people call Ling a hero. Other people call her selfish and stubborn. If you ask her, she says she's just a farmer and a grandmother who doesn't want to leave her home. Ling lives in a village near the city of Nanjing. The city used to feel far away. But about 20 years ago, Nanjing started growing bigger, and slowly the city seemed to get closer and closer to her village.

Ling remembers the day she could see a crane in the distance. It was building a lot of tall new buildings. Then, there was a new road connecting these tall buildings to her village. Last year, someone from Nanjing visited their village to tell them they would have to leave. The village only had about 400 people living there. With the new apartment buildings, they could fit 4,000 people in that area.

The government offered her and the other farmers money to leave the village. Most of them agreed, but not Ling. She and her husband refused. She said the money from the government was not enough to buy one of the new apartments. She said it was not fair that she and the other farmers had to give up their homes for rich people. She also worried. She has been a farmer all her life. What kind of job could she learn to do? Would she ever see her neighbours again?

As more and more neighbours left, the city tore down their homes. Eventually, Ling's home was the only one in an empty field. People called it a "nail home" because it was like a nail sticking out of a board. Then, the city cut off her electricity and running water. Still, Ling and her husband refused to leave. Some people encouraged her to keep fighting to stay. Others told her she was a foolish old woman who could never beat powerful people like the city government.



Activity Sheet 9: Rating The Impacts Of Urbanization In China

Criteria for determining significant impacts:

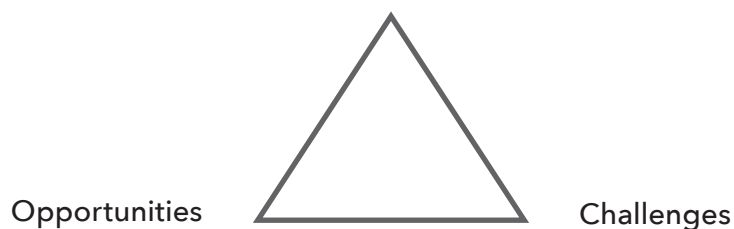
- **Depth of impact:** How deeply felt are the effects?
- **Breadth of impact:** How many areas of life are affected?
- **Duration of impact:** How long-lasting are the effects?

Impact of urbanization	Area	Rating	Reasons
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Significant ↑ 1 2 ↓ 3 4 Very Significant	
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Significant ↑ 1 2 ↓ 3 4 Very Significant	
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Significant ↑ 1 2 ↓ 3 4 Very Significant	
	<input type="checkbox"/> <i>Economic</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Political</i> <input type="checkbox"/> <i>Social</i> <input type="checkbox"/> <i>Other:</i>	0 Not Significant ↑ 1 2 ↓ 3 4 Very Significant	



Activity Sheet 9: Rating The Impacts Of Urbanization In China

Consequence	Area	Rating	Reasons
	<input type="checkbox"/> Economic <input type="checkbox"/> Environmental <input type="checkbox"/> Political <input type="checkbox"/> Social <input type="checkbox"/> Other:	0 Not Significant ↑ 1 2 ↓ 3 4 Very Significant	
	<input type="checkbox"/> Economic <input type="checkbox"/> Environmental <input type="checkbox"/> Political <input type="checkbox"/> Social <input type="checkbox"/> Other:	0 Not Significant ↑ 1 2 ↓ 3 4 Very Significant	



After reviewing the evidence, I think that the challenges | opportunities of urbanization
 (circle one)
 outweigh the challenges | opportunities in my assigned country. I think this because:
 (circle one)



What are the most significant impacts of urbanization in China?

Activity Sheet 10: Identifying The Impacts Of Urbanization In China

Group of people	Most significant impacts of urbanization

Activity Sheet 11: Creating Powerful Phrases

Powerful words and phrases:

- are clear and interesting
- accurately describe details
- create pictures in the reader's mind

Impact of urbanization	Original wording	Powerful phrases



Activity Sheet 12: Planning My Word Collage

Possible design elements	Planning ideas
Colour	
Size/style (bold, italic, lettering, font)	
Organization (horizontal, vertical, diagonal, circular, spiral, shape)	
Other elements	
First draft of my word collage	



What are the most significant impacts of urbanization in China?

Activity Sheet 13: Reflecting on the Impacts of Urbanization in China

Word collage	Three powerful words and phrases



Assessment Materials: Assessing the Word Collage

Criteria	Excellent	Very good	Satisfactory	Developing
Identifies suitable, effective details	Identifies many important details about the impacts of urbanization, including details that stand out as well as many details that are less obvious.	Identifies many important details about the impacts of urbanization, including details that stand out and a few details that are less obvious.	Identifies a few important details that stand out about the impacts of urbanization.	Identifies a few details that describe the impacts of urbanization.
Uses descriptive language	Uses strong, clear, descriptive language. Many of the words are interesting and help create a vivid picture of urbanization.	Uses strong, clear, descriptive language. Most of the words are interesting and help create a vivid picture of urbanization.	Uses clear, descriptive language. The words create an interesting picture of urbanization.	The words create a basic picture of urbanization.

