

Exploring Disparities in Development between an EU Country (Ireland) and an EU Candidate Country (Turkey)

Unit Plan**3 Credits**

Year	NCEA Level	Duration
12	2	6–8 weeks

This unit has been developed in relation to Geography Achievement Standard 90333–3 (2.3). Teachers should ensure that they adjust the unit to meet the needs of their students and NCEA requirements.

Introduction

This unit of work requires students to focus on the development issues facing Turkey in its bid for accession to the European Union (EU). To provide a comparative context, Turkey is compared with Ireland – a wealthy Western European country with a long-established membership to the EU going back to 1973.

The unit is divided into:

- **Curriculum links** – including vision, principles, key competencies, and values.
- **Context background** – this briefly describes the history of the EU and related geographic issues.
- **Teaching activities** – a list of suggested discussion topics and activities. Adapt and modify the activities to meet the needs of your students.

Also included as part of this unit (but as separate PDFs) are:

- **Student inquiry project** – teachers may consider giving this inquiry project to students at the conclusion of the unit or it could be done concurrently with the teaching of the unit over the 6–8 weeks.
- **Student formative assessment** – the formative assessment is designed to prepare students for external assessment. This assessment would ideally be used in the practice/mock/final trial school examinations. Teachers should check the NCEA website to find out the assessment specifications for any particular year:
<http://www.nzqa.govt.nz/ncea/>
- **Resources** – including additional background information, website links, recommended further reading, and blank maps of Europe, Ireland, and Turkey.

Curriculum Links

Note: In this section, links of primary relevance have been given an asterisk.

Vision for young people

- International citizens*
- Literate and numerate
- Connected*
- Effective users of communication tools
- Active seekers, users, and creators of knowledge*

Principles

- **Learning to learn** – students will focus on the process of learning and have the opportunity to reflect, critique, analyse, and enhance their own learning.
- **Future focused** – students will consider contexts that have consequence for the future.

Key competencies

- **Thinking*** – students will make comparisons, synthesise information, draw conclusions, and process information.
- **Using language, symbols, and texts** – students will express ideas and information, both orally and in writing, using appropriate language conventions.
- **Managing self*** – students will determine areas of interest and motivate themselves to conduct independent research.
- **Relating to others** – students will actively listen, recognise different points of view, negotiate, and share ideas. Students will also examine how nations work together in an international relations context.
- **Participating and contributing*** – students will see the benefits of nations working together to solve issues.

Values

- **Excellence** – students will strive for personal standards of excellence when they use high-level thinking and research skills to investigate complex issues.
- **Innovation, inquiry, and curiosity** – students will problem solve, create innovative solutions, identify their own areas for investigation, and discover topics that inspire them.
- **Diversity** – students will examine a variety of different cultural contexts and engage with global issues.
- **Equity** – issues around human rights may be identified and examined.

- **Community and participation** – students will work together and examine models where nations work together for communal benefit.
- **Integrity** – students will examine how countries conduct themselves in a global context.

Learning area: Social Sciences – Geography

- In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

Achievement objectives (Curriculum Level 7 – Year 12)

Students will gain knowledge, skills, and experience to:

- understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns
- understand how people’s perceptions of, and interactions with, natural and cultural environments differ and have changed over time.

Key concepts

- **Disparity** – refers to differences. These differences may result from differential access to social, economic, environmental, political or other resources.
- **Spatial** – to do with space or area on planet Earth.
- **Spatial inequality** – the differences in inequalities from one place to another place. Think: where are the wealthy areas? Why are they wealthy? Where are the poorer areas? Why are they poorer?
- **Spatial variation** – the difference from one place to another place.

Conceptual understandings

Students will understand that:

- Some **spatial patterns** are the result of human organisational structures – either social, economic or political.
- Spatial patterns of change may be affected by the **diffusion of ideas**.
- Changes, such as destruction or development, may be viewed as good or bad according to the value judgements of the people involved.
- People’s **appraisal and use of resources** depends on such things as their natural environment, social systems, values, and technology.
- As societies change through innovation and contact with other cultures, their appraisal and use of their environments change.

Context Background

Many New Zealanders can trace their ancestry to Europe. The Treaty of Waitangi (1840), New Zealand's founding document, was signed between the British Crown and more than 500 Māori chiefs, and began an ongoing process of immigration to New Zealand from the United Kingdom and Europe.

While New Zealand has increasingly become a nation focused on the Asia-Pacific region, there are strong social, economic, cultural, and legal ties to Europe. It is important that New Zealanders understand and appreciate the role the EU plays in the world. The EU is New Zealand's largest trade partner in the world after Australia. The EU's economy is the biggest in the world, now surpassing the United States in size.

Since the European Economic Community (EEC) was formed in 1957 by the Treaty of Rome, European countries have looked for opportunities to integrate political, legal, economic, and social policies. One of the objectives of the EU is to achieve this integration for the mutual benefit of its Member States.

Until 2004, there were 15 Member States of the EU. These states were located in wealthier parts of Western Europe and Scandinavia. After the fall of the Iron Curtain and the dismantling of communism in Eastern Europe in the late 1980s and early 1990s, a number of former Eastern European countries transformed their economies to such an extent that they became eligible to join the EU, and did so in 2004 and 2007. In 2004, the two island states of Cyprus and Malta joined after meeting EU criteria as well, bringing the total number of Member States by 2007 to 27 with a combined population of nearly half a billion people.

Countries like Poland, Hungary, the Czech Republic, and the Baltic states of Estonia, Latvia, and Lithuania now enjoy the benefits of being members of the EU. These benefits include:

- peaceful relations within Europe
- improved economic opportunities through trading within a single Europe-wide market
- harmonisation of rules and regulations
- access to regional aid
- rebates and subsidies in some areas, notably agriculture
- increased movement of people due to reduced travel restrictions, and subsequent freer labour markets
- modernisation
- involvement in EU decision-making processes
- greater impact on the international scene when the EU speaks with one voice.

In 1973, Ireland joined the EEC, now the European Union (EU). It became part of the Single European Market in 1993 and changed its currency to Euro notes and coins in 2002.

Turkey has a population of 72 million and is a secular state. It straddles Europe and Asia, therefore it has been, and still is, of major strategic importance for the West. Turkey is a member of the North Atlantic Treaty Organisation NATO, the Council of Europe and the Organisation for Security and Co-operation in Europe. There are a number of issues that Turkey must address before membership is granted. Many of these issues are to do with social, political, economic, and cultural diversity.

Teaching Activities

Please note: Teachers should adapt these activities to the needs and interests of their learners.

Activity 1: What is development?

This activity is designed to check students' understanding of development and apply that knowledge to the context of this unit. It is expected that teachers will have already introduced the students to this concept.

- Ask the students to write down what they understand 'development' to mean.
- Have students discuss development in New Zealand.
- Conduct a teacher-led discussion to discuss the following development models:
 - Capitalist free market views – Rostow, Western ways.
 - Socialist planned economy views – Marxism, Dependency.
 - Sustainable development views – Schumacher, Club of Rome, people-centred.
 - Social market economy – EU model focusing on full employment and social progress, and a high level of protection and improvement of the quality of the environment.
- Conduct a teacher-led discussion to determine which of the above models can be applied to Ireland and Turkey.
- Some useful websites are:
 - http://en.wikipedia.org/wiki/Development_geography
 - http://en.wikipedia.org/wiki/Human_Development_Index
 - http://www.hi.com.au/geogglobal1/pdf/global1_2_3.pdf
 - <http://www.globaled.org.nz/>
 - <http://www.dev-zone.org/>

Activity 2: Measuring development levels in Ireland and Turkey

- Ask students to brainstorm how development levels can be measured. For each measure, ask them to give a hypothetical example of how that measure would work in New Zealand.
- List the development measures the students have come up with, and ask the students to rank them in order of effectiveness.
- Discuss with students how development levels in Ireland and Turkey can be measured. Consider the following aspects:
 - Objective indicators – including composite measures, for example, GNP, HDI, literacy rates.
 - Subjective indicators, for example, happiness, satisfaction.
 - Problems associated with the measurement of development.

- Ask students to create a chart showing the most useful indicators of development for Ireland and Turkey.
- Some useful websites on Ireland:
 - http://europa.eu/abc/european_countries/index_en.htm
Website contains country profiles of EU Member States.
 - <http://www.gov.ie/en/>
Irish government website.
 - <http://www.economist.com/countries/Ireland/>
Website contains a country briefing prepared by *The Economist* magazine.
 - <http://en.wikipedia.org/wiki/Ireland>
Website provides broad overview, but students should be aware of the process by which information is placed on Wikipedia and recognise the issue of validity of the information on the website.
 - <http://www.state.gov/r/pa/ei/bgn/3180.htm>
 - http://www.ndp.ie/docs/NDP_Homepage/1131.htm
Website outlines The National Development Plan 2007–2013 entitled *Transforming Ireland – A Better Quality of Life for All*.
- Some useful websites on Turkey:
 - <http://www.mfa.gov.tr/default.en.mfa> and <http://www.abgs.gov.tr>
Turkish government websites in English
 - <http://ec.europa.eu/enlargement/candidate-countries>
EU website containing information about Turkey.
 - <http://www.economist.com/countries/Turkey/>
Website contains a country briefing prepared by *The Economist* magazine.
 - <http://en.wikipedia.org/wiki/Turkey>
Website provides broad overview, but students should be aware of the process by which information is placed on Wikipedia and recognise the issue of validity of the information on the website.
 - <http://www.state.gov/r/pa/ei/bgn/3432.htm>
 - <http://ww.avrupa.info.tr/DelegasyonPortal.html>
The web portal of the European Commission Delegation to Turkey.

Activity 3: Introduction to the European Union

- Ask students to write down the main things they know about the EU and write their ideas on the board, grouping them into key points.
- Using this information, have the students frame some brief research questions that give them background knowledge about the EU and then work in groups or individually to gather the relevant information and present it to the class.

- The questions could cover the EU's formation, its structure and institutions, Member States, and changes over time. Some useful introductory websites are:
 - <http://europa.eu> EUROPA is the website of the EU and provides information about the EU as well as access to documents produced by the EU.
 - http://news.bbc.co.uk/1/hi/world/europe/country_profiles/3498746.stm The BBC's profile page of the EU, which provides extensive summarised information about the EU and links to relevant articles.
 - http://news.bbc.co.uk/1/hi/in_depth/europe/2002/eu_enlargement/default.stm An interactive site about enlargement.
 - http://en.wikipedia.org/wiki/European_Union While this website provides background information about the EU, students should be aware of the process by which information is placed on Wikipedia and recognise the issue of validity of the information on the website.
- Teachers should clarify students' understanding that Ireland is an EU Member State and that Turkey is a candidate state with a range of development-related issues that need to be resolved before membership can be achieved.

Activity 4: A consideration of factors that contribute to disparities in and between Ireland and Turkey

- Discuss which natural factors contribute to disparities in and between Ireland and Turkey. Consider the following aspects:
 - extreme natural events, for example, drought, floods, earthquakes
 - environmental conditions, for example, soil type, landform, rainfall, minerals, location.
- Some useful websites on Ireland:
 - <http://www.ireland-information.com/reference/geog.html>
Website provides comprehensive information about Ireland's geography.
 - http://en.wikipedia.org/wiki/Geography_of_Ireland
Website provides useful information, but students should be aware of the process by which information is placed on Wikipedia and recognise the issue of validity of the information on the website.
- Some useful websites on Turkey:
 - <http://www.worldturkey.com/lang/eng/geography.php>
Website has useful information, but viewers should recognise that this is a tourism website.
 - <http://countrystudies.us/turkey/18.htm>
Website has useful information about Turkey's physical geography.
 - http://en.wikipedia.org/wiki/Geography_of_Turkey
Website provides useful information, but students should be aware of the process by which information is placed on Wikipedia and recognise the issue of validity of the information on the website.

Activity 5: Discuss which cultural factors contribute to disparities in and between Ireland and Turkey

- Consider the following aspects:
 - health
 - educational opportunities
 - government/political systems
 - migration
 - political stability
 - language
 - trade
 - religious diversity
 - gender
 - multiculturalism
 - social class.
- Spend time as a class examining the impact that EU membership has had on Ireland and why Turkey wants to become a member.
- In addition to those websites listed above, further useful websites on Ireland are:
 - http://ec.europa.eu/ireland/general_information/ireland_eu/index_en.htm
Information from the European Commission website. Further links to Ireland–EU relations at bottom left of website.
 - <http://www.cpa.ie/povertyinireland/index.htm>
Website of the Irish Combat Poverty Organisation.
 - <http://www.eapn.ie/>
European Anti Poverty Network (EAPN) Ireland website that has key information.
 - http://ec.europa.eu/employment_social/fundamental_rights/index_en.htm
The European Commission anti-discrimination website contains information about the EU anti-discrimination policies and information about each Member State.
- In addition to those websites listed above, further useful websites on Turkey are:
 - <http://ww.stked.org/rapor1.doc>
A discussion paper on poverty in Turkey.
 - <http://www.povertymap.net/publications/inventory/country.cfm?iso=tr>
Website outlines the use of poverty maps and provides a poverty map for Turkey.
 - <http://www.unicef.org/turkey/pc/cp28.html>
Unicef in Turkey website.

- <http://www.euractiv.com/en/enlargement/eu-turkey-relations/article-129678>
The EU Information website provides background information, a summary of the issues involved, and links to other websites and sources of information.
- <http://www.economist.com/countries/Turkey/>
Information from *The Economist*, including access to a range of articles and links to other websites and sources of information. This website provides access to articles that present a particular viewpoint on the issues.
- <http://news.bbc.co.uk/1/hi/world/europe/4107919.stm>
Information page from the BBC regarding Turkey's accession process to the EU.
- http://en.wikipedia.org/wiki/Accession_of_Turkey_to_the_European_Union
Students should be aware of the process by which information is placed on Wikipedia and recognise the issue of validity of the information on the website.
- http://ec.europa.eu/public_opinion/archives/eb/eb70/eb70_en.htm
This website contains the results of surveys of people in countries in the EU and in candidate countries. Survey questions include exploring people's perceived value of their country's current or proposed inclusion in the EU.

Activity 6: How do internal forces change the spatial disparities within and between Turkey and Ireland?

- Discuss what is happening inside Ireland and Turkey to improve the lives of people in those countries. Be sure to include how EU policy impacts on Ireland and how the bid to become a member is influencing Turkey.
- Students and teachers should consider the influence that religious, gender, political, human rights, and ethnic groups have on change within the case study countries.
- Use the websites listed above.

Activity 7: How do external forces change the spatial disparities within and between Turkey and Ireland?

- Consider what forces outside of Ireland and Turkey are changing the lives of people in those countries.
- This would be a good place to look in detail at the role of the EU and how the desire for membership is encouraging Turkey to address a number of human rights, economic, and ethnic disparities in the country.
- Use the websites listed above.