



PEOPLE, POWER & PROSPERITY



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Video Page



People, Power and Prosperity

Teacher's Guide

This Teacher's Guide includes the following:

- Suggested Lesson Plan
- Preview Questions
- Key Terms
- Viewing Guide
- Discussion Questions
- Activity: Who Chooses
- Quiz
- Enrichment and Integration Activities
- Answer Key

Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- As a class or in small groups, complete the Who Chooses Activity.
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using Answer Key as a guide.
- Optional: Assign one or more Enrichment Activities as homework.

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Preview Questions

(These are meant to be read aloud by the teacher.)

1. What is energy?
2. List three things you did today relying on your own energy.
3. List three things you did today that required external sources of energy.
4. What do you think life would be like without electricity?

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Key Terms and Definitions

Developing world – nations that are less economically and technologically advanced; Third World

Energy – power derived from the utilization of physical or chemical resources, especially to provide light and heat or to work machines

Mortality rate – the relative frequency of deaths in a specific population; death rate

Productivity – the ability to generate, create, enhance, or bring forth goods and services; the rate at which goods are produced or work is completed, especially output per unit of labor

Standard of living – the level of wealth, comfort, or material goods available to an individual, group, or nation

Name: _____

Date: _____

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1. Almost everything you do is dependent on modern sources of _____.
2. Most people in _____ countries aspire to a better, richer life.
3. Many environmentalists fear that this growing _____ of energy will spiral upward and the earth's ecosystems will suffer as a result.
4. In the Atlas Mountains of Morocco...people _____...much like they did hundreds of years ago.
5. _____ is a staple of the Berber diet. It's cooked twice each day...over an open flame.
6. The Ait M'Rim family lives...significantly better than much of the world's population. They have food, clothing, shelter and a means of _____.
7. There is something no one in their village has..._____.
8. Living without electricity makes everything more difficult. ... Any...farming or manufacturing...must be done with manual or animal _____.
9. So much of your time...is occupied by providing this energy for yourself, that it leaves you very little time to do anything else that's _____.
10. Almost half of the world's population cooks food on open fires _____, usually with wood or animal dung, because they don't have electricity or gas.
11. In Africa indoor smoke from solid fuels are responsible for around half a _____ deaths every year.
12. Tamayoust was _____ to the national grid eight years ago, and it's made a huge change in their lives.

Name: _____

Date: _____

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13. We were happy because we could buy refrigerators. The day we got electricity we felt _____.
14. This increase in power use...has contributed to an unprecedented reduction in _____ and _____ in poorer countries.
15. When villages in India were electrified, the lives of _____ children per thousand born were saved.
16. Don't they deserve the same kind of life-changing _____ that power has brought the West?
17. We're going to need more energy in the world, not less. So we have to develop new, better and _____ sources of energy.

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Discussion Questions, page 1

1. Think of three examples not mentioned in the film of ways your life would be different without modern sources of energy.
2. Why do people in the developing world want to use more energy?
3. How does access to energy improve living standards?
4. Why are some people concerned about the world's growing consumption of energy?
5. How does energy make people more productive? How does this reduce poverty?
6. How does the Berber family in the Atlas Mountains make their living?
7. How is the Ait M'Rim family – poor by U.S. standards – better off than many people in the world?
8. Why is life still hard for the Ait M'Rim family?
9. How does the lack of energy affect the productivity of agriculture and manufacturing?
10. What happens when people must rely on their own labor or animal labor to get things done? How does this affect their use of time?
11. What if farmers in the U.S. had to plow their fields using oxen? How would this affect the quantity of food they could produce? How would this affect you?
12. Why does almost half the world's population cook on open indoor fires? Why is this a problem?
13. Why do people in rural areas gather branches for fires even though this contributes to deforestation?
14. What changed when the village of Tamayoust got electricity? What are some things people there are able to do that they couldn't do before?

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Discussion Questions, page 2

15. Why has increased power use reduced poverty and mortality in poorer countries?
16. How does a country's poverty relate to low levels of energy use? Why are parts of the world that were not previously in a position to use very much energy or electricity now increasingly in a position to do so?
17. Have you ever been without electricity or clean water? How did you cope? What if you had to live that way every day?
18. How can we balance environmental concerns with the energy needs of people in developing countries?
19. What are some possible "new, better and cleaner sources of energy"? Why don't all countries use these right now for all their energy needs?

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Activity:

Who chooses? Who benefits? Who pays? What's fair?

[These four questions can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking.]

As a class, or in small groups, discuss the following:

(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)

“Energy is coming to the developing world.”

- Who is choosing for this to happen? Who would choose for this not to happen? Who should have a say in this?
- Who benefits from energy reaching the developing world? In what ways do they benefit?
- What are the costs of making energy available to the developing world? Who pays these costs? Who should pay?
- What's fair?

Name: _____

Date: _____

People, Power and Prosperity **Quiz, page 1**

1. In Africa, indoor smoke is responsible for _____.
 - A) dozens of deaths a year
 - B) 20,000 deaths a year
 - C) half a million deaths per year
 - D) 20 million deaths per year

2. Since the village of Tamayoust got electricity eight years ago, _____.
 - A) life has gone on pretty much the same as it has for centuries
 - B) life has improved significantly for the people of the village
 - C) the people are unhappy about losing their simple, traditional way of life
 - D) the people are not as healthy or productive as before

3. The video compares life in two villages in the _____ Mountains.
 - A) Andes
 - B) Atlantika
 - C) Adirondack
 - D) Atlas

4. The Ait M'Rim family in the village of Issidan Izdar does not have _____.
 - A) electricity
 - B) shelter
 - C) any means of earning money
 - D) enough food to eat

5. _____ is a staple of the Berber diet.
 - A) Rice
 - B) Bread
 - C) Pasta
 - D) Quinoa

Name: _____

Date: _____

People, Power and Prosperity Quiz, page 2

6. Environmentalists are concerned about _____.
- A) the impact of growing energy consumption in developing countries
 - B) the impact of the lack of electricity on health and mortality
 - C) ongoing deforestation due to the use of wood for cooking fires
 - D) both A and C
7. Most people in developing countries _____.
- A) aspire to a richer, better life with modern conveniences
 - B) reject electricity due to concerns about climate change
 - C) are satisfied with their current lifestyle and standard of living
 - D) do not realize how the rest of the world lives
8. Without modern sources of energy, people's productivity _____.
- A) is higher because there are no distractions like TV and the Internet
 - B) is very low because so much time and effort must be spent on manual labor
 - C) is sufficient to meet their simple needs and desires
 - D) must be increased through training by development experts
9. The Ait M'Rim family makes _____ to be sold in the local market.
- A) bread
 - B) bundles of firewood
 - C) wool rugs
 - D) dried dates
10. The increase in power use in poorer countries has reduced _____.
- A) poverty
 - B) mortality
 - C) both A and B
 - D) neither A nor B
11. List at least two ways modern energy sources improve health in developing countries.

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Enrichment and Integration Activities, page 1

- I. Research: Find out more about the global problem of respiratory illness caused by indoor cooking fires. Be sure to include the World Health Organization as a resource. Which countries have the highest rates of respiratory illness due to this cause? What solutions have been proposed? What has been done to alleviate the problem? Present your findings in an oral or written report.

- II. Research: Learn about the history and culture of the Berber people. Where have they lived? What is their traditional way of life? What are their beliefs and practices? What role have they played in the major historical events and developments in their part of the world? How have they adapted to modern times?

- III. Persuasive Writing: Imagine you work for an international aid agency. Write a letter to donors asking them to support a project to bring electricity to rural villages in Africa. Keep in mind that prospective donors have limited funds and many worthwhile projects they could contribute to. How would you convince them to fund your project?

- IV. Writing: Imagine that the electrical grid in the United States is shut down indefinitely. What would happen? What are some ways people would try to cope? What would you and your family do?

- V. Research: Electricity production. What are Morocco's sources of energy for electricity production? Does Morocco produce all of its own electricity? What percentage of the country's electricity comes from fossil fuels? Which fossil fuels? How much comes from renewable sources? Are there any plans to increase electricity production? How much additional energy will be produced and what will the sources be? Create a report that presents your data in both spreadsheet and graphical formats.

People, Power and Prosperity **Viewing Guide Answer Key**

1. energy
2. developing
3. consumption
4. live
5. Bread
6. earning money
7. electricity
8. labor
9. productive
10. indoors
11. million
12. wired
13. joy
14. poverty, mortality
15. eight
16. benefits
17. cleaner

Quiz Answer Key

1. C) half a million deaths per year
2. B) life has improved significantly for the people of the village
3. D) Atlas
4. A) electricity
5. B) Bread
6. D) both A and C
7. A) aspire to a richer, better life with modern conveniences
8. B) is very low because so much time and effort must be spent on manual labor
9. C) wool rugs
10. C) both A and B



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