A Geographic Profile: The Health of Nations
By reading and interpreting data, students will then be able to draw conclusions about why some countries are healthier than others.

*Adapted from a lesson by Lyn Malone, Rhode Island

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Grade Level
6-8
Duration
1 class period

National Geography Standards
ELEMENT FIVE: ENVIRONMENT AND SOCIETY
16. The changes that occur in the meaning, use, distribution, and importance of resources.

Arizona Geography Strand 4
CONCEPT 5 Environment and Society
GRADE 6
PO 1 Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration.
GRADE 7
PO 7 Compare different points of view and research on environmental issues.
GRADE 8
PO 5 Analyze changing ideas and viewpoints on the best use of natural resources.

Arizona Math Standard
STRAND 2 Data Analysis, Probability and Discrete Math
CONCEPT 1 Data Analysis
GRADE 6
PO3: Interpreting simple displays of data.
PO6: Identifying a trend from displayed data.
PO7: Compare trends in data related to same investigation.
GRADE 7
PO5: Answer questions based on data displays.
PO8: Compare trends in data related to the same investigation.
GRADE 8
PO7: Formulate reasonable predictions based on a given set of data.
PO8: Compare trends in data related to the same investigation.

Overview
Becoming aware of the reasons global decisions are made would foster an understanding of the circumstances that influence and impact nations and would provide a worthwhile perspective to those of us living in the US. By using available data resources, students have the opportunity to study and develop meaningful conclusions concerning the state of health care in numerous countries around the world, while making thoughtful comparisons and connections to home.

Purpose
The math aspects of the lesson focuses on the ability to collect, read, and interpret information or data. The geography aspect focuses on drawing conclusions based on the data, specifically, what factors influence the distribution and use of valuable resources in
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particular places and at certain times. Ultimately, the goal is for the student to understand how and why global choices are made helping the student to be better prepared to predict patterns, analyze global agendas, and create workable solutions in the world.

Materials
- World Health Rating Scale
- World Health Rating Scale key
- Health and Development Data Profile Chart
- Posttest assessment
- Posttest assessment answer key
- Note cards (48 cards with the names of each of the countries written on them one time)
- Markers
- Chalkboard or Whiteboard
- Tape

Objectives
The student will be able to:

1. Read and interpret data from a demographic profile and then draw simple but relevant conclusions.

2. Anticipate the factors associated with economic growth and predict the factors connected to a healthy nation when given a set of meaningful data

Procedures
1. Introduce the lesson by reviewing the title and reading and discussing the overview and purpose. Mention that some of the countries being studied are well known to them, some have been in the news recently, and perhaps some they have never heard about until today.

2. Review any vocabulary from the handouts that may seem unclear or cause confusion.

3. Distribute the Health and Development Data Profile Chart.

4. Place a transparency of the World Health Rating Scale on the overhead. Practice profiling the health factors, using Afghanistan on a transparency as an example. Once the procedure is clear, assign each student one of the 48 nations from the profile.
   a. They can pick a note card at random or teacher can designate specific countries.
   b. Distribute blank copies of the World Health Rating Scale.
   c. Follow the directions on the rating scale.
   d. To total the rating, divide by 7 to determine the average/mean.
   e. Round to the nearest whole number, somewhere between 1 and 10. For example, if the mean were 5 2/7, the final answer would be 5 and if the mean were 6 4/7, it would be 7.
   f. Across the board or along one wall, post the numbers 1-10 at two-foot intervals. When a student has determined the average health rating for the country they are studying, they will place the individual note card for that country, on the board, next to or under the number corresponding to the average with a piece of tape.
   g. If time is available, assign a second nation for students to evaluate.

5. When all students have completed the task of rating their country and locating it on the board, it is time for explanations and discussion. Students should locate their nation on the world map. They should then be given the opportunity to tell how they arrived at their average and what they think it signifies for their particular country. When interpreting the results
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as seen on the board, students should begin to observe patterns and trends. Traditionally poor nations tend to be rated 5 or below, while higher standards of living are usually rated from 8-10. Discussion questions should include: a) which continents have certain tendencies? b) Where are the exceptions? c) What other factors, according to the profile, also influence the health of a nation? (include economy, education, government, resources, population, gender, human rights, and customs)

Assessment
Math: Students should complete the posttest assessment worksheet. The bar graph can be graded for accuracy and proper labeling. Mastery would be 80% or higher. Geography: Questions 1 and 2 would be one point each. Questions 4 and 5 would have a value of five points each. Mastery is considered ten points or higher.

Extensions
Have the students research one of the given countries. Look for photos of life, especially concerning health care in this nation. Have the students create a graphic illustration of health care in the country. This graphic illustration could be done on poster board or it could be computer generated.

Have students research world health organizations (WHO, UNICEF, Doctors Without Borders, etc).

Have students write a paragraph on the factors that are related to national and global health issues or they could be required to do more extensive research on their selected nation.

Sources
The ideas for this lesson were borrowed from Lyn Malone from the Rhode Island Geography Education Alliance.

Culturegrams by Brigham Young University.

WHO Estimates of Health Personnel by the World Health Organization.

The World Almanac and Book of Facts by Funk and Wagnalls Corporation

Junior Scholastic Magazine (Oct.’02) by Scholastic, Inc.

RECOMMENDED WEBSITES
www.prb.org Population Reference Bureau
www.popplanet.org Population Planet
www.facingthefuture.org Facing the Future
www.culturgrams.com Culturegrams
www.worldbank.org WorldBank
www.who.int/en/ World Health Organization
www.cia.gov/publications/factbook CIA Factbook
www.populationaction.org Population Action International
www.zpg.org Zero Population Growth
www.unfpa.org United Nations Population Fund
www.census.gov United States Census Bureau