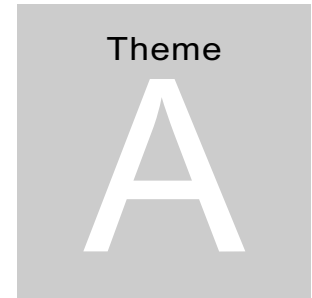


# EAST BRIEF:

## Bringing Reality into Effective Focus

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### PURPOSE

To create a “thumbnail” sketch of a country by describing its physical, biological, and cultural environments in a very concise manner.

### THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

### SUGGESTED TIME

Generally about two class periods of fifty minutes, but time will vary according to availability of library resources.

### KEY VOCABULARY & CONCEPTS

(see Student Handout #2)

### MATERIALS NEEDED

- EAST BRIEF research packet (Student Handouts #1-5)
- EAST BRIEF assessment forms (Student Handouts #6-8)
- world almanac (most recent edition)
- *World Population Data Sheet* from Population Reference Bureau (published annually)
- general library resource material
- world atlas
- classroom textbook
- *Culturgrams* from Brigham Young University

### INITIATION (Inquiry, Preview, Involvement)

1. Each student receives an EAST BRIEF research packet (Student Handouts #1-#5) and is then paired with another student. Countries for research can be either selected by the student pairs or assigned by the teacher.
2. Have each student read carefully what data is to be collected. Students will then determine how to divide up the responsibilities of research (*i.e.*, job requirements).

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### SUMMARY

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Adaptable Levels  
Grades 6-12

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Related Themes  
TPDC, CCC, ACV, IPG

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Values  
Respect, understanding

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Skills  
Researching, observing,  
writing

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Integration  
Language arts, math, science,  
social studies, health

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**DEVELOPMENT (Instruction, Data Collection, Organization)**

3. Having determined job requirements, students will then proceed to the library to collect all the data that they have been assigned.
4. Once finished, each will share their findings with the other, thus completing the basic requirements of the research packet.

**EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)**

- Students may add new material to the research sheet, expanding upon what has already been collected. Each selection and development of that selection should show individuality, focusing on that particular student's interests.
- Have students construct a population pyramid depicting various age groupings of the population in their selected country. Compare it with the different countries researched by other groups.
- Have students draw a map of the region within which their country is located (see lesson "World at Your Fingertips: Cartographic Skills").
- Keep a portfolio compiling the students' research, maps, and writings throughout the year.

**ASSESSMENT OF ACHIEVEMENT**

Divide the class into four groups. Make a copy of each EAST BRIEF research packet for group analysis. Have each group carefully read the finished reports, discussing their strengths and weaknesses. (A rubric with a detailed list of what is to be analyzed would be helpful.) Distribute assessment forms (Student Handouts #6-#8) which are then to be completed by the initial research team.

**KEY QUESTIONS**

- Is each item in the EAST BRIEF research packet written in a concise form yet complete enough to fulfill the required information?
- Is there enough information in the EAST BRIEF research packet to offer a basic understanding of the country in question?
- Could a comparative analysis of each of the researched countries be accomplished using the data collected in the EAST BRIEF research packet?

**REFERENCES & RECOMMENDED RESOURCES**

- *Culturgrams*. Brigham Young University, P.O. Box 24538, Provo, UT 84602-4538. Tel.: (800)528-6279
- *World Population Data Sheet*, Population Reference Bureau, 1875 Connecticut Avenue NW, Suite 250, Washington, D.C. 20009. Tel.: (202) 483-1100

## STUDENT HANDOUT #1:

*EAST BRIEF: Basic Data Sheet*

1. country
2. geographic location  
(use relative location to describe this)
3. area (in square miles)
4. capital city
5. chief ports and/or principle cities
6. climate(s)
7. natural vegetative regions
8. major bodies of water
9. major land formations
10. ethnic diversity
11. government:
  - a. head of state
  - b. type of government
  - c. date of independence and  
from whom (age of country)
12. language(s)
13. religion(s)
14. education:
  - a. literacy rate
  - b. years of compulsory education
  - c. secondary school enrollment  
(male/female)
15. travel to country:
  - a. passport?
  - b. visa?
  - c. restrictions?
  - d. tourist attractions
  - e. embassy address
16. food
17. holidays
18. economy
  - a. Gross Domestic Product (GDP)
  - b. per capita Gross Domestic  
Product
  - c. major exports
  - d. major imports
  - e. major agricultural products
  - f. major industries
  - g. significant natural resources
20. population statistics
  - a. population (current)
  - b. population density  
(per square mile)
  - c. birth rate
  - d. death rate
  - e. growth rate (see math  
functions)
  - f. actual growth (see math  
function)
  - g. infant mortality rate
  - h. doubling time
  - i. projected population (2010)
  - j. projected population (2025)
  - k. percentage of the population  
<15 (under 15 years old)
  - l. percentage of the population  
>65 (over 65 years old)
  - m. life expectancy (men/women)
  - n. projected population change  
(see math functions)
  - o. age dependency analysis  
(see math functions)
  - p. televisions
  - q. radios
  - r. telephones
  - s. newspapers
  - t. physicians
  - u. hospital beds
  - v. urban population
  - w. government view of the birth  
rate
21. list research sources

## STUDENT HANDOUT #2:

*EAST BRIEF: Vocabulary Development*

*actual growth*: the actual increase of population within a given country during the course of one year

*ethnic diversity*: a composite of the different ethnic groups living within a given region

*Gross Domestic Product (GDP)*: the national income, which equals “private consumption + gross capital formation + public consumption + net exports (exports-imports).”

*per capita GDP*: the average income of the population of a given country

*literacy rate*: the percentage of the population within a given country over the age of fifteen who can read and write

*population density*: the average number of people found per square mile or square kilometer within a given country

*birth rate*: in a randomly selected group of 1000 people (men, women, and children of all ages), the number of births attributed to that group over the course of one year

*death rate*: in that same group of 1000 people found within the birth rate, the number of deaths attributed to that group during the course of the same year

*growth rate*: the difference between the birth rate and death rate in a given country

*life expectancy*: the average number of years that men and women can expect to live

*infant mortality rate*: for every 1000 live births, the average number of babies which die before the age of one

*urban population*: the percentage of a country’s population living in cities

*doubling time*: based upon a country’s growth rate, the estimated number of years it will take the country to actually double its population

*population policy*: the general attitude that the leaders of a nation have towards the growth of their country

*projected population*: an estimate of a nation’s growth, aimed at a given year yet based upon the country’s current growth rate

*infrastructure*: a country’s basic support facilities: highways, railroads, cabs, telephones, etc.

## STUDENT HANDOUT #3:

*EAST BRIEF: Math Functions*

## GROWTH RATE (GR):

- terminology and abbreviations: birth rate (BR), death rate (DR)
- formula:  $BR - DR = GR$
- example: if  $BR=16$  and  $DR=9$ , then  $GR=7$

## ACTUAL GROWTH (AG):

- terminology and abbreviations: population (P), growth rate (GR)
- formula:  $P/1000 \times GR = AG$
- example:  
if  $P=3,200,000$  and  $GR=6$   
then:  
 $[3,200,000 / 1000] \times 6 = AG$   
 $3,200 \times 6 = 19,200$

## PROJECTED POPULATION CHANGE (%) (PPC):

- terminology and abbreviations:  
projected population in 2025 (PP 2025)  
current population (CP)  
population increase (PI)
- two formulas:  
 $PP\ 2025 - CP = PI$   
 $PI / CP = PPC\ (\%)$
- example:  
if  $PP\ 2025=7,400,000$  and  $CP=3,700,000$   
then:  
 $7,400,000 - 3,700,000 = 3,700,000$   
 $3,700,000 / 3,700,000 = 1.00$  or 100%

## AGE DEPENDENCY ANALYSIS (see Student Handout #4 for worksheet):

$$\begin{array}{r}
 \underline{\hspace{2cm}} \quad (\text{percentage of people under age 15}) \\
 + \underline{\hspace{2cm}} \quad (\text{percentage of people over age 65}) \\
 = \underline{\hspace{2cm}} \quad (\text{percentage of people in the "dependent" ages}) \\
 \\
 \underline{\hspace{2cm}} \quad 100 \\
 - \underline{\hspace{2cm}} \quad (\text{percentage of people in the "dependent" ages}) \\
 = \underline{\hspace{2cm}} \quad (\text{percentage of people in the "working" ages for total population}) \\
 \\
 \underline{\hspace{2cm}} \quad (\text{percentage of people in the "dependent" ages}) \\
 \div \underline{\hspace{2cm}} \quad (\text{percentage of people in the "working" ages}) \\
 \times \underline{\hspace{2cm}} \quad 100
 \end{array}$$

$\underline{\hspace{2cm}}$  AGE DEPENDENCY INDICATOR: percentage of population that supports the people under ages 15 and over ages 65

STUDENT HANDOUT #4:

*EAST BRIEF: Age Dependency Analysis Worksheet*

	YOUR COUNTRY	UNITED STATES
Percentage of people under age 15		
Percentage of people over age 65	+	+
Percentage of people in “dependent” ages		



	100	100
Percentage of people in “dependent” ages	-	-
Percentage of people in “working” ages		



Percentage of people in “dependent” ages		
Percentage of people in “working” ages	,	,
	x 100	x 100
AGE DEPENDENCY INDICATOR		

## STUDENT HANDOUT #5:

***EAST BRIEF: World Health Rating Scale***

[Malone, Lyn. "Learning Activity: Using Demographic Data to Analyze World Health" in National Council for Geographic Education Perspective. Vol. 24, No.4, April 1996, p.14.]

COUNTRY: \_\_\_\_\_

1. Look up the most recent information about your country in the following categories:

\_\_\_\_\_ male life expectancy                      \_\_\_\_\_ crude death rate  
 \_\_\_\_\_ female life expectancy                      \_\_\_\_\_ population per physician  
 \_\_\_\_\_ per capita GNP                                      \_\_\_\_\_ percent of population under age 15  
 \_\_\_\_\_ infant mortality rate

2. Rate the country on a scale of 1-10 for each of the above categories in the following manner. In the chart below, circle the number in each category which is closest to the number you listed above. If a country's number is midway between the two points on the chart, give it the number to the right representing a higher level of development. On the top line of the chart, find the rating for each category and enter it in the spaces below the chart. When you have entered all seven numbers, add them and divide by seven to get an overall "Health Rating" for the country.

<b>RATING:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Life Expectancy (M)	43	47	51	54	58	61	65	68	72	76
Life Expectancy (F)	46	50	54	57	61	65	69	73	77	81
Infant Mortality (per 1000)	143	127	111	96	81	66	50	35	20	5
Crude Death Rate	20	18	16	14	12	10	8	6	4	3
People/Physician	44,761	39,812	34,863	29,914	24,965	20,016	15,067	10,118	5,169	1,142
% Population Under 15	50	46	43	39	36	32	28	24	20	17
Per Capita GNP	149	3,202	6,255	9,308	12,361	15,414	18,467	21,520	24,573	27,622

## RESULTS:

Male life expectancy: \_\_\_\_\_                      Crude death rate: \_\_\_\_\_  
 Female life expectancy: \_\_\_\_\_                      Population per physician: \_\_\_\_\_  
 Per capita GNP: \_\_\_\_\_                                      % of population under 15: \_\_\_\_\_  
 Infant mortality rate \_\_\_\_\_

TOTAL (from results above) = \_\_\_\_\_  
 DIVIDED BY SEVEN (7) = \_\_\_\_\_ = HEALTH RATING

## STUDENT HANDOUT #6:

*EAST BRIEF Assessment: Narrative Description*

*Imagine yourself as a foreign exchange student from (Country X) attending a middle school here in the United States. As a foreign national, you have had to make many adjustments which, at times, have been very difficult. Language (both speaking and understanding), dress, cultural habits, food, attitudes, and religious beliefs are all quite different than you are accustomed to. With the help of your sponsoring family, however, your life has become a little easier.*

*Being separated from your family by literally thousands of miles during this time of your life has made you aware how much you appreciate your own home environment. There is something exciting about the United States, however. Here your freedoms seem limitless. Access to televisions, radios, and other forms of media exposure have opened up a whole new world to you. With this freedom, you soon realize, comes responsibilities. You don't want to forget why you are here. You are not only representing (Country X), you are also the sole representative of your family. They have gone to a lot of expense and hardship to allow you this good fortune.*

*As the school year progresses, both your schoolmates and teachers have become quite curious about (Country X) and would like to know about the differences as well as the similarities between the United States and (Country X). Realizing this, you have volunteered to relate to them just what life is like in your hometown. Knowing you are perhaps the very first person from (Country X) anyone here has ever met, you want to make sure everything you tell them is accurate and interesting.*

\* \* \*

Having read the above scenario, your task is now to develop a group report about (Country X) from a "first person" perspective. You are to place yourself in the position of a foreign exchange student and tell us about your country.

## STUDENT HANDOUT #7:

*EAST BRIEF Assessment: Research Assistance*

A college professor is doing a research project pertaining to (Country X) and needs your assistance. Knowing you have done much research and have compiled vast quantities of data and information about (Country X). Professor Jones would like you to write a simple *statement* when answering each of the following questions:

1. Describe the country's geographical setting, including its physical and biological environment/s. In addition, is it landlocked? If so, which countries surround it?
2. What is the country's predominant economic activity? Describe its major industrial and agricultural products.
3. Compared to the United States, how crowded is the country? [Hint: Compare population density graphs.]
4. Historically, how old is this country and from whom did it gain its independence?
5. What statistics would you need to analyze in order to make a statement about the healthcare in this country? How does the healthcare of this country compare to that of the United States?
6. Remember the term "infrastructure"? What information could you use to make a statement about the country's basic support facilities? Compared to the United States, how would you describe the infrastructure of your country?
7. What information and statistics could you use to describe the educational system in the country? How does it compare to the United States' system?
8. What does the future of this country look like?
9. What appears to be the major means of transportation in this country?
10. What is the most disturbing fact you have found about the country? How does this compare with facts that you find disturbing about the United States?
11. What are the most interesting features that you have discovered about the country?

## STUDENT HANDOUT #8:

*EAST BRIEF Assessment: Comparative Narratives***SCENARIO #1:**

Zhao Xiongmei is a child who lives with her mother in a farming village near the Great Wall in northern China. Life has not been easy for them lately. An earthquake knocked over their mud-and-brick home, injuring her mother and leaving them homeless. Her father lives in Beijing because good-paying jobs are more plentiful there; he has been trying to get back to their village, but the buses are crowded with anguished family members. Xiongmei hopes her father will arrive soon.

Xiongmei's younger brother hasn't seen their devastated house yet, either. During the school year, he lives in a big city, where he attends middle school. Xiongmei wanted to go to middle school, but the family decided she should help her mother with the farming. Although equality for women once was a cornerstone for communist China, girls today are often taken out of school. Sons are more prized in China because they carry on the family line, while daughters marry into another family. Xiongmei wishes she could enjoy the same opportunities as her brother, but she is discovering that her "proper role" is at home.

(1) Compare your life with Xiongmei's. How is your standard of living different from hers? Be specific, sighting several examples (statistics) backing up your conclusion. Is it fair that Xiongmei has to live as she does, perhaps not having the same opportunities as you? Explain your answer.

(2) Environmentally speaking, which sector/s of our global society has/have the greatest impact upon this planet and its resources? What changes could you make in your life today that might influence the standard of living in other countries?

\*

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**SCENARIO #2:**

Dreams are something everyone has, but how many actually come true? Chen Yihu is the son of a beekeeper. In China, beekeeping and honey production involve following the flowers. When spring comes, his family moves to Gansu, where early flowers enable production of the first honey. From there, it's on to Qinghai. Although his family moves often, life has been good to them. Selling their honey and bee pollen for export to health food markets in countries like the United States, Germany and Japan has been a lucrative business for them. This year, however, bad weather has hurt honey production. This has created some hardships, but Yihu and his family are used to that.

Having seen so much of his country, Yihu would like to travel to other places besides China. One of those is the United States. From what he can read and understand, that country is so full of wonders that it would take quite some time to see it all. In addition, the people there appear to live much better than he does. The more he reads, the more he wants to go there. Oh well, it doesn't hurt to dream. Maybe someday....

(1) Instead of China (if that is not the country you researched), imagine Yihu was from your country. How does his life compare to yours? What does his future hold for him? Now compare the United States to your country.