The World Through a Different Pair of Eyes

Unit Summary

Students visit other countries through the eyes of their ePALS partners and learn to appreciate life in a different country. Using insights from research and their ePALS partners, students compare life expectancy rates in various countries and analyze factors that contribute to or limit longevity. After evaluating their research data, students describe problems related to low life expectancy in one country and present possible solutions at a mock United Nations Conference.

At a Glance

Grade Level: 6-8
Subject: Social Studies
Topics: World Geography
Higher-Order Thinking Skills: Problem Solving, Analysis
Key Learnings: Distribution of Global Resources, Human Health and Life Expectancy, Cultural Differences, Civics, Data Analysis
Time Needed: 5 weeks, 45 minutes, 2-3 times a week
Background: From the Classroom in New Mexico, United States

Curriculum-Framing Questions

- **Essential Question**
  How does where we live influence how we live?
- **Unit Questions**
  Why do some populations live longer than others?
  How do events in different parts of the world have an impact on our lives?
- **Sample Content Questions**
  What factors contribute to life expectancy?
  What does a low/high life expectancy rate tell you about a country?
  How are you similar and how are you different from your ePALS partner?

Assessment Processes

View how a variety of student-centered assessments are used in The World Through a Different Pair of Eyes Unit Plan. These assessments help students and teachers set goals; monitor progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Things You Need

Assessment
Standards
Resources

Instructional Procedures

Other topics can be used as the focus of this unit, such as hunger, poverty, employment, or education.

Prior to the Unit

Using your district's acceptable use guidelines, draft a letter to parents requesting permission for students to be assigned an e-mail account for school use.

Week One

Introduce the Project

Write the Essential Question, *How does where we live influence how we live*? on the board and have students take time to write their thoughts about it in their journals. Discuss initial responses and record them on poster paper. Have students reflect on where they live. Ask questions for them to respond to in their journals, such as:

- *What jobs are available?*
- *What types of homes do people live in?*
- *What level of medical care is available?*
- *What kinds of clothes do people wear?*
- *What kinds of food do people eat?*
- *How do people spend their free time?*
- *What is the availability of life's necessities?*

Conclude by asking the students how their answers to the preceding questions might change if they lived somewhere else. Have them reflect on how their life might be different if they lived in a different country.

Let students know they will be corresponding with a student in a different part of the world and will gather more

information to help them respond to the Essential Question.

Using a world map, show students the regions of the world represented in the ePALS Web site*. Have students develop a set of selection criteria (you may want a class theme), and then have each student select a region of interest and an ePALS partner from the region. Encourage students to choose different countries to study. Discuss E-mail Etiquette* with students.

To develop common themes for discussion, brainstorm a set of questions of general interest that students might ask their ePALS partners. These might include favorite types of music, family configuration, occupations of family members, how free time is spent, important holidays or celebrations, favorite subjects in school, current events, eating habits, and so on. Plot countries of ePALS partners on a wall map.

Start Writing!
Begin e-mail communication. Have students record notes, reflections, and questions in a journal while communicating with their ePALS partners. Make sure at least one common question is asked each week, and then conduct a weekly ePALS check, where students have a time to share what they are learning from their ePALS partners regarding the common themes. Set aside five minutes each day for students to summarize their conversations in their journals. Periodically, have students share some of their learning from their communication with their peers. Use the journal checklist to keep track of students' sharing, noting particular insights and feedback to others.

Investigating: What Are Current Events in My ePALS Partner's Country?
Discuss what students are learning about current events through their correspondence. Pose the Unit Question, *How do events in different parts of the world have an impact on our lives?* Have students do a quickwrite responding to this question.

Introduce students to electronic news sources, such as U.S. News & World Report* or CNN*, where they can read stories about their ePALS parenters' countries. The United Nations has a Web site called Cyberschoolbus* that has a section called "Country at a Glance" with links to specific countries' news stories. Have students take notes and ask their ePALS partners for personal analyses of these events.

Ask students to choose one or two compelling news stories to summarize and analyze for the class in a mini-report. Use the My Country Today worksheet to collect information. Have students share news items with one another, discuss the concept of the global village, and discuss how events occurring in different parts of the world impact our lives as well.

Week Two
How Do We Compare?
Refer to the poster paper from the introduction of the unit. Hold a brief discussion about the Essential Question, *How does where we live influence how we live?* Record any additional thoughts and comments students have on the paper.

Get students to think about the Content Question, *How are you similar and how are you different from your ePALS partner?* Using journal entries and current events research, have students complete Venn diagrams comparing their lives with those of their ePALS partners.

Create a sense of empathy and perspective by having students take the view of a student from the country they are studying. In their journals, have students describe what a day in the life of a student would be like.

How Long Do People Live?
Broaden and deepen an understanding of geographic differences in the human condition by discussing Life Expectancy Rates*. Ask students where in the world they think people live the longest. Pose the Unit Question, *Why do some populations live longer than others?* And explain that students will be researching this question.

Present students with the CIA World Fact Book* Web site, and its Life Expectancy Table*. Locate the countries with the highest and lowest life expectancies, and find them on a map. Briefly gather first impressions from students about why they think some people live longer than others.

Pair students and have them create a graph comparing rates of the country they live in with their two countries of study. You may want to collect data from all students and create a graph comparing all of the countries studied.

Have students contribute to a colored World Life Expectancy Wall Map* with a light-to-dark scheme reflecting expectancy rates in 5- or 10-year increments. As an extension, you may want a set of students to make maps and charts reflecting gender differences as well.

Using the class graph and the life expectancy map, promote a discussion about the variables that might affect life expectancy rates.

Week Three
What Factors Affect Life Expectancy?
Develop the idea of life expectancy further, and set students to work researching the variables that affect life expectancy in their countries of study. Have them explore the Content Question, *What factors contribute to life expectancy?* Students should develop a hypothesis for which factors (disease rate, calorie consumption, access to medicine, population growth, infant mortality, public health, nutrition, and so forth) are most likely to affect life expectancy. They

should then explore the Content Question, *What does a low/high life expectancy rate tell you about a country?* Ask students to make assumptions about living conditions in regions with low and high life expectancy rates. The country research worksheet is a useful organizer.

Use the life expectancy handout to help students explore more about situations that might affect life expectancy in their countries of study.

Help students investigate whether the primary variables they are studying exist in other countries that have either a similar or very different life expectancy rate. Enter data into a database, such as Microsoft Access*. (The PDF How to Use Microsoft Access* will help you use the database program.) This information will be assessed with their final presentations.

Weeks Four and Five
What Can We Do About It?
Model how to sort and make queries. Direct students to use the database to research whether a relationship exists between their data and their presumed greatest factor influencing low life expectancy. Have them explore relationships within the data. Be sure to discuss the difference between *correlation* and *causation*. Ask students to propose some possible solutions that could increase life expectancy in the countries they are studying.

Organize students to work in alliance groups consisting of countries that are within the same region or face similar problems. Have each team list some actions that could help their countries increase life expectancy. Share ideas as a whole class and narrow the list to 7 to 10 items. Some examples include the following:

- Provide nutrition, family planning, and hygiene classes
- Train health workers to immunize children
- Build sanitation facilities
- Train youth as peer educators
- Develop new industries for employment
- Offer free literacy classes
- Improve readiness plans for natural disasters
- Create and distribute disease-prevention posters
- Produce an education campaign about safe drinking water
- Help farmers change crops and improve local diets
- Train entrepreneurs in small business development
- Encourage greater access to medical drugs

Prioritize Solutions
Before proceeding with the next activity, build a project in the *Visual Ranking Tool* teacher workspace. (If you choose not to use the *Visual Ranking Tool*, have the students complete the prioritizing steps in writing.)
- Set up a project called *Life Expectancy*.
- Use the country or region name to create Student Team IDs.
- Describe the project and include the following prompt: *Which action do you think would be most beneficial in increasing your country's life expectancy rate?*
- Populate the list with the ideas established by the class.

Each team will rank the list of options from the point of view of their country or region. The team should rank the actions in the order in which they would implement them, and explain why they chose the ranking using the comment feature of the tool. After teams have finished ranking and commenting, have them compare their lists with the lists that were ranked by other teams. They should read each other's comments about the relative merit of each option.

Creating Proposals
Discuss the role of the United Nations (UN), read the Preamble to the UN Charter*, and present the Slideshow* to impart its basic tenets for global health and harmony. Take a Virtual Tour* of the UN. The UN site will help you set up a Model UN*.

Using their ranking and research, explain that students should develop proposals and a slide presentation to inform the class about their top recommendations. Share an example of a student presentation and the project scoring guide with the class. Proposals should include the following:
- Background of country's/region's circumstances
- Previous actions taken to improve life expectancy
- Graphical display of data
- Description and explanation of the team's prioritized action plan
- Reflection on the Essential Question

Select a student to be the President of the General Assembly and hold a Model United Nations Conference. After each alliance has presented, have the Model United Nations participants discuss the proposals.

Have students reflect on the connection of the Essential Question and the presentations by writing a short essay. They can respond to the following prompt: Using information you gathered through your research and by listening to the

presentations, reflect on the Essential Question, *How does where we live influence how we live?*

Finally, have the entire class discuss the several proposals and ask that the class come to consensus on each proposal—should it be shelved? amended? funded? Create a poster to record the class's decision on each proposal. Assess the presentations with the project scoring guide.

Prerequisite Skills

- Prior experience using the Internet, citing references, and working with spreadsheet software

Differentiated Instruction

Resource Student

- Provide modifications as dictated in the student's IEP
- Use cooperative grouping
- Employ written and oral instructions in a variety of ways
- Allow extra time for completing assignments
- Work with parent/teacher's aide for assistance
- Offer checkpoints and positive reinforcement throughout the duration of the unit

Gifted Student

- Encourage broader and deeper research by requiring the student to analyze differences over time in different countries
- Have the student work independently through the Life Expectancy Learning Module* on the World Bank Group's Web site

English Language Learner (ELL)

- Encourage support from common language speakers who are more proficient in English
- Provide extra time for completing assignments
- Work with parent/teacher's aide for assistance
- Provide teacher-created templates/graphic organizers for the student to fill in
- Use visuals, manipulatives, and illustrated text
- Promote work in cooperative groups

Credits

Dana Dawson participated in the Intel® Teach Program, which resulted in this idea for a classroom project. A team of teachers expanded the plan into the example you see here.

From the Classroom

From Engineer to Teacher
Dana Dawson has a degree in engineering and worked in this field until it came time to raise her children. When her kids were in school she volunteered in their classrooms and got to know the teachers well. “They conned me into teaching!” Dana recalls. Once she had her own fifth-grade classroom in Moriarty, New Mexico, a rural area 35 miles from Albuquerque, Dana found that her technology background was lacking. She had used supercomputers such as Crays in her engineering work, but didn’t have a good sense of how computers could be useful to her students. It wasn’t until she took a course in using databases that “the light bulb went on,” as Dana puts it. “I realized using databases would be a way to get students to put information together to make new information.”

Birth of a Teaching Plan
When she went to develop a social studies unit during the Intel® Teach Program course, Dana had trouble finding accessible databases. After a bit of looking, she found the CIA World Fact Book and determined that it was practical for students in the intermediate grades.

In “The World through a Different Pair of Eyes,” Dana’s students consider factors relating to life expectancy across the world. She starts the unit by asking kids to find out where in the world citizens live the longest. When students discover that it’s Andorra, they head straight to the map to find the tiny country (in the Pyrenees mountains between Spain and France), and are compelled to ask a multitude of questions: What causes an Andorran to live so long? How long might I live? Where in the world is life expectancy the shortest? And the biggest question: Why does life expectancy vary so greatly around the world? Using online sources such as the World Fact Book (http://www.cia.gov/cia/publications/factbook*), students consider the many factors that affect the general health and well-being of a population. For example, in Zambia, the nation with the lowest life expectancy (37 years), there are more than 70 indigenous languages. This information provides context for evaluating solutions to public health problems. A strategy such as “inform the populace” becomes more complex when the populace speaks so many languages.

If she teaches the unit again, Dana is interested in trying out a software program she came across recently. “Real Lives” (http://www.educationalsimulations.com*) allows students to engage in a simulation in which they are randomly assigned an identity. Real statistical data drive what happens; for example, because one of six people in the world is Chinese, many students start with a Chinese identity. Students “live” the life of a representative citizen in their country, and suffer or enjoy the same risks and opportunities. Students make realistic choices in how they spend their money and free time (should they have any), based on personal and local resources. The software links students to online reference sites they can use to learn more about their country and their “life.”

Moving to Math
Dana now teaches at Moriarty Middle School and is continuing to explore new uses of technology in the classroom. "I don’t believe in technology for technology’s sake," she says, "but I’ve found perfect applications for mathematics."

Integrating technology into math classes can be hard, she admits, "because there's so much to teach and little time for projects." Math teachers need to let go of “coverage” as a goal, Dana insists. "If you’re a mile wide and an inch deep, it doesn’t work."

She has developed a number of projects that take student understanding deeper through the use of databases (such as Microsoft Excel*), which allow them to capture and manipulate data. One project might have students tracking fluctuations in the stock market. In another, students conduct surveys then calcuate percentages, make charts and then interpret them. "These are real and important skills for the lower-level kids," she says. All students stand to gain from projects that engage them in "higher-order thinking."

Dana knows she's on the right track when she asks students what helped them learn math in her class. "Kids say, 'Technology!'" The smart board* alone "makes them want to come to school," she adds.

Advice for Others
For teachers new to project-based learning, Dana suggests tackling one project a quarter, "and pretty soon you have a good bank of teaching units." "Start with curriculum," she suggests, "and see how technology can enhance it. If you pick the right tool, it’s motivating."

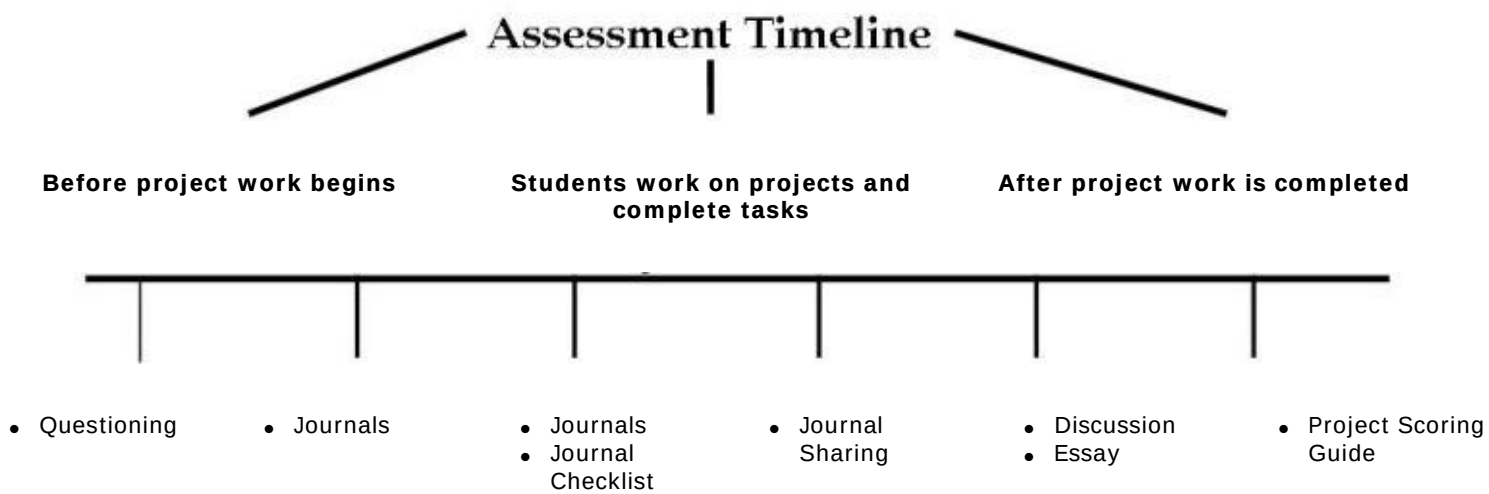
Now that she's teaching middle school students, she continues to draw on her elementary teaching experience to teach to "the whole child. At middle school, it's so compartmentalized." She also appreciates the value of introducing children

to technology during the elementary grades. "Kids can start making charts in Excel* and working with databases by third grade. They need opportunities earlier."

"Students also benefit," Dana says, "when teachers step out of the way and act as a facilitator instead of a controller." The teacher's role, she suggests, is "to guide the process where information is being exchanged rather than merely delivered."

Assessment Plan

Assessment Plan



Questioning strategies are used throughout the unit to probe students' understanding and assess their learning. Students reflect on their learning throughout the unit in journals. Students self-monitor their journal entries using the journal checklist, while the teacher assesses the journals with the same checklist during journal sharing time. Discussion throughout the unit helps the teacher to gauge student understanding and interest level, and to adapt the project accordingly. Final presentations are assessed with the project scoring guide. Students reflect on the Essential Question in a final essay.

Content Standards and Objectives

Targeted Content Standards and Benchmarks

National Geographic Standards

Standard 4

The Physical and Human Characteristics of Places. Students need an understanding of why places are the way they are. This understanding enriches their own sense of identity with a particular place, and it enables them to comprehend and appreciate both the similarities and differences in places around their own community, state, country, and planet.

Standard 5

The People Create Regions to Interpret the Earth's Complexity. Through understanding the idea of region, students can apply geographic knowledge, skills, and perspectives to solving problems. Most importantly, studying *regions* enables students to synthesize their understanding of the physical and human properties of the Earth's surface at scales that range from local to global.

Standard 6

How Culture and Experience Influence People's Perception of Places and Regions. Culture and experience shape belief systems, which in turn influence people's perceptions of places and regions throughout their lives. With a growing understanding of culture, students will appreciate the diverse values of others in a multicultural world, and will be able to engage in accurate and sensitive analysis of people, places, and environments.

Standard 11

The Patterns and Networks of Economic Interdependence on Earth's Surface. Students understand world patterns and networks of economic interdependence and realize that traditional patterns of trade, human migration, and cultural and political alliances are being altered as a consequence of global interdependence.

Student Objectives

Students will be able to:

- Learn about different countries from students living in those countries
- Understand how world events and conditions impact health and longevity
- Use a spreadsheet to collect and display data
- Use a database to manipulate data and identify relationships
- Synthesize data to identify problems and possible solutions
- Present information in a way that meets a prescribed goal (that is, prompts change)
- Communicate data in graphic form to support a position
- Learn collaboration skills that allow them to form alliances and solve problems in a mock UN meeting

Resources

Materials and Resources

Internet Resources

E-mail Communication

- I Will Follow...Services
  www.iwillfollow.com*
  Email etiquette resource
- ePALS.com
  www.epals.com*
  Epals.com classroom exchange

Country Research

- BBC News
  http://news.bbc.co.uk*
  Online news source
- CIA WorldFact Book
  www.cia.gov/cia/publications/factbook/index.html*
  Provides information on variety of countries
- CNN
  www.cnn.com*
  Online news source
- Globalis
  http://globalis.gvu.unu.edu*
  An interactive world atlas
- NationMaster
  www.nationmaster.com*
  Allows generation of graphs based on numerical data
- The World Bank Group
  www.worldbank.org*
  Provides information on poverty and living standards of people in the developing world
- United Nations CyberSchool Bus
  www.cyberschoolbus.un.org*
  Online education organization promotion international issues and the United Nations
- U.S. Census
  www.census.gov/ipc/prod/ib98-2.pdf*
  Resource covering a wide range of topics
- U.S. News
  www.usnews.com/usnews/home.htm*
  Online news source
- World Health Organization
  www.who.int/en*
  Health information for countries around the world

United Nations

- Model UN Headquarters
  http://cyberschoolbus.un.org/modelun/index.asp*
- UN Online Slideshow
  www.un.org/Pubs/CyberSchoolBus/unintro/unintro.htm*
- UN Virtual Tour
  www.un.org/Pubs/CyberSchoolBus/untour*

Technology—Hardware

- Internet connection for e-mail and research
- Projection system for database tutorial

Technology—Software

- Database to store country demographics
- Multimedia for creating the proposal as a slideshow presentation
- Spreadsheet software to create comparison of life expectancy data

Journal Entries Checklist

	Student	Teacher + Comments
Reflection on where you live		
Responds to questions about own community		
Considers immediate surroundings, city, state, and country		
Reflection on life in a different country		
Explores feelings and ideas		
Summaries for at least five entries		
Makes connections between your ePALS partner's life and your own life Entry #1 Entry #2 Entry #3 Entry #4 Entry #5 Additional:		
Poses questions Entry #1 Entry #2 Entry #3 Entry #4 Entry #5 Additional:		
Answers questions Entry #1 Entry #2 Entry #3 Entry #4 Entry #5 Additional:		
Writes concisely and reflectively Entry #1 Entry #2 Entry #3 Entry #4 Entry #5 Additional:		
Journal sharing		
Shares at least one summary		
Gives positive and constructive feedback to at least one peer		
Quickwrite		
Responds to the question, *How do events in different parts of the world have an impact on our lives?*		
Responses to at least two current events articles		

Summarizes articles Article #1 Article #2		
Demonstrates analysis of issues in articles Article #1 Article #2		
Shows how events in different parts of the world impact you Article #1 Article #2		
Venn diagram comparing your life with your ePALS partner's life		
Shows similarities and differences		
Day in the life of your ePALS partner		
Demonstrates thorough knowledge of life in another country		
Shows deep understanding of issues facing your ePALS partner		

PROJECT SCORING GUIDE: *The World through a Different Pair of Eyes*

CATEGORY	5	3	1	Weight	Total
Proposal Content	Our presentation shows in-depth background about a country's/region's circumstances. Our presentation shows a clear understanding of previous actions taken to improve life expectancy. Our presentation demonstrates analysis of data and information to evaluate causes and possible solutions to an issue. Our proposal clearly describes and explains our action plan in detail.	Our presentation shows general background about a country's/region's circumstances. Our presentation shows some understanding of previous actions taken to improve life expectancy. Our presentation demonstrates some analysis of data and information to evaluate causes and possible solutions to an issue. Our proposal describes and explains our action plan in some detail.	Our presentation shows minimal background about a country's/region's circumstances. Our presentation shows a limited understanding of previous actions taken to improve life expectancy. Our presentation demonstrates little analysis of data and information to evaluate causes and possible solutions to an issue. Our proposal describes and explains our action plan in general terms.	X 5	/25
Organization	The beginning of our proposal is very engaging and captures the audience's interest. Our transitions between ideas are smooth, logical, and seamless. Our conclusion effectively summarizes the proposal and is related to the whole. We answer the Essential Question knowledgably and thoughtfully.	The beginning of our speech is engaging and mostly captures the audience's interest. Our transitions between ideas are smooth and mostly logical. Our conclusion summarizes the speech and is related to the whole. We answer the Essential Question generally.	The beginning of our speech is somewhat engaging. Our transitions between ideas are somewhat logical, although rough or awkward. Our conclusion is ineffective and may not relate to the whole. We do not answer the Essential Question.	X 3	/15
Oral Presentation	I speak clearly and communicate my ideas in a convincing way.	For the most part, I speak clearly and communicate my ideas effectively.	I do not speak clearly, so my ideas are difficult to understand.	X 1	/5
Collaboration	I contribute many ideas and do my	I contribute some ideas and do some	I listen to my peers, but I do not contribute	X 1	/5

	share of research. I listen respectfully to my peers and provide constructive feedback.	research. I listen to my peers.	much.		
Sources	Source information is collected for all graphics and information sources. Documentation is in the desired format. A variety of sources (at least seven) are from valid Web sites.	Source information is collected for all graphics and information sources. Documentation is mostly in the desired format. At least five valid sources are used.	Source information is collected for some graphics and information sources. Documented is not in the desired format. Only a few sources are used.	X 2	/10
Graphics	Data is displayed graphically, and graphics strongly support the action plan.	Data is displayed graphically, and graphics show some support of the action plan.	Data is not displayed graphically.	X 2	/10
				TOTAL	**/70**

Dear Parent or Guardian:

We are about to start a new global communication project focusing on the Essential Question, *How does where we live influence how we live?* We will be connecting to classrooms around the world via email to learn more about how to answer this question. The students will be keeping journals to record notes, reflections, and questions while communicating with their ePALS. Please engage your student in a discussion about what he or she is learning through this global exchange.

To assure your student's safety while communicating, we will be using ePALS Classroom Exchange, an online classroom community. You can visit ePALS online to learn more about the program at www.epals.com*. ePALS provides a service that allows teachers to monitor email and assure messages are safe and appropriate. Your student will be given a free ePALS email account and password for school use. Your student's teacher will have a copy of your student's current password from ePALS and will therefore be able to access your student's messages at any time.

To allow us to assign an email account to your student, please complete the EPALS Consent Form and return it to your student's teacher. Your student will not be allowed to use ePALS email at school until we have received your signed consent form.

It is a privilege to have an ePALS email account and to correspond with students around the world. Any use of ePALS deemed inappropriate by the school will result in the cancellation of your student's email account, and a notification will be sent to you.

If you have any questions or concerns, please feel free to call or email me.

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EPALS Consent Form

I have read this letter, and, by signing this form, I give consent to allow my student to be registered with an ePALS email account.

Student's Name: _____

Parent's or Guardian's Signature: _____ Date: _____

Name _____ Date _____

(Country name:) Mozambique, Today

(Note to the teacher: This page can be used as an assignment sheet by deleting the sample responses.)

Online newspaper: *CNN* Address: http://www.cnn.com

Type of story: (Nation) Local Entertainment Education Human Interest

Date of event: *April 30, 2002*

Summary:

There is a huge shortage of grain in South Africa. Several countries are out of corn reserves and are short 3.2 million tons of grain. Mozambique is one of 20 African countries that does not have enough food. There are 2.6 million people already going hungry and the problem will get worse unless help is sent soon.

Online newspaper: *CNN* Address: http://www.cnn.com

Type of story: (Nation) Local Entertainment Education Human Interest

Date of event: *May 4, 2002*

Summary:

The Christian Council of Mozambique (CCM) is trying to help people leave a life of violence by trading needed goods for guns. After the war ended in 1992, the country was left with more than 7 million guns. CCM offers sewing machines, bicycles, and other goods so people can use them to work and earn a living. The old guns are then given to artists who use them to create new items — furniture, musical instruments, decorative art sculptures, and much more.

Country Research

(This template is an example. Students should have input as to what they feel is important in determining the following: How is the country I am researching the same as or different from the country I live in? What factors are important in determining life expectancy?)

Information Template

(Note to the teacher: This page can be used as an assignment sheet by deleting the sample responses.)

Name: _____ Partner's Name: _____

Country: *Mozambique* Partner's Country: *Bolivia*

Field	**United States**	**Country *Mozambique***	**Country *Bolivia***
Continent	North America	*Africa*	*South America*
Area in Square Miles	9,629,091	*801,590*	*1,098,580*
Arable Land	19%	*4%*	*2%*
Permanent Pasture	25%	*56%*	*24%*
Forest and Woodlands	30%	*18%*	*53%*
Land Use—Other	26%	*22%*	*21%*
Population	276 million	*19 million*	*8 million*
Environmental Issues	Air pollution resulting in acid rain, largest emitter of carbon dioxide, water pollution, limited water in southwest	*Long civil war and recurrent drought resulting in high urban population and coastal areas with desertification and pollution*	*Clearing of land for agricultural purposes and international demand for tropical timber contributing to deforestation; soil erosion from overgrazing and poor cultivation methods; loss of biodiversity; industrial pollution of water supplies*

Population Growth Per Year	.9 %	*1.3%*	*1.8%*
Births Per 1,000 Women	14.2	*37.2*	*27.3*
Deaths Per 1,000 People Per Year	8.7	*24.2*	*8.2*
HIV/AIDS Deaths Per Year	20,000	*98,000*	*380*
Physicians Per 100,000 People	276	*6*	*130*
People Living With HIV/AIDS	850,000	*1,200,000*	*4,200*
HIV/AIDS Prevalence	.6%	*13.2%*	*.1%*
Infant Mortality Rate Per 1,000 Live Births	6.8	*139.2*	*59*
Life Expectancy	77	*36*	*64*
Access to Safe Water, % of Population in 2000	100	*57*	*83*
Fertility, Average Births Per Woman	2.1	*4.8*	*3.5*
Ethnic Groups	White 83%, Black 12%, Asian 3%, Amerindian, Other 2%	*Indigenous Tribal 99%, Other 1%*	*Quechua 30%, Mestizo 30%, Aymara 25%, White 15%*
Religion	Protestant 56%, Roman Catholic 28%, None 10%, Other 4%, Jewish 2%	*Indigenous Beliefs 50%, Christian 30%, Muslim 20%*	*Roman Catholic 95%, Other 5%*
Languages	English, Spanish	*Portuguese, Indigenous Dialects*	*Spanish, Quechua, Aymara*
Literacy	97%	*42%*	*83%*
Government Type	Federal Republic	*Republic*	*Republic*
Capital	Washington, DC	*Maputo*	*La Paz*
GDP in U.S. $ Per Year	9.2 trillion	*19.1 million*	*20 billion*
GDP Per Capita in U.S. $ Per Year	33,900	*1,000*	*2,600*

Life Expectancy

Many factors contribute to the life expectancy of a country's population. Read the list of situations below and explain how each situation might increase or decrease life expectancy.

1. An economic recession leaves many without jobs.

2. Local health clinics offer free prenatal education classes.

3. Big industries are contributing to the pollution of water supplies.

4. A hurricane destroys local food crops.

5. Loans are given to entrepreneurs to start new businesses.

6. Give another example of a situation that might affect life expectancy. Explain whether it will likely increase or decrease life expectancy.

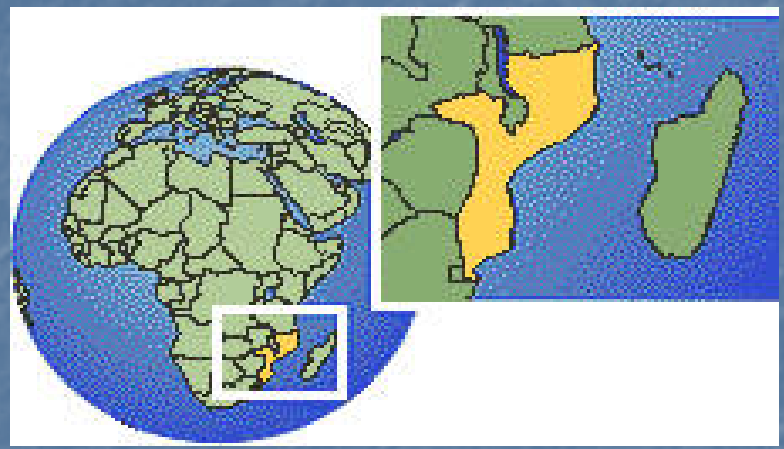
Life Expectancy in Mozambique

What actions can be taken?

by Ramon, Katie, and Monica
Period 3

Background

- Population: 18,644,000
- Former Portuguese colony
- Presidential Republic
- Long history of civil war
- Farming is largest employment opportunity



Previous Actions Affecting Life Expectancy

- Increased political stability encouraged foreign investment which helps the economy
- Some health education programs in place helps inform people about disease prevention
- Mosquito nets provided by aid agencies to help prevent malaria outbreaks

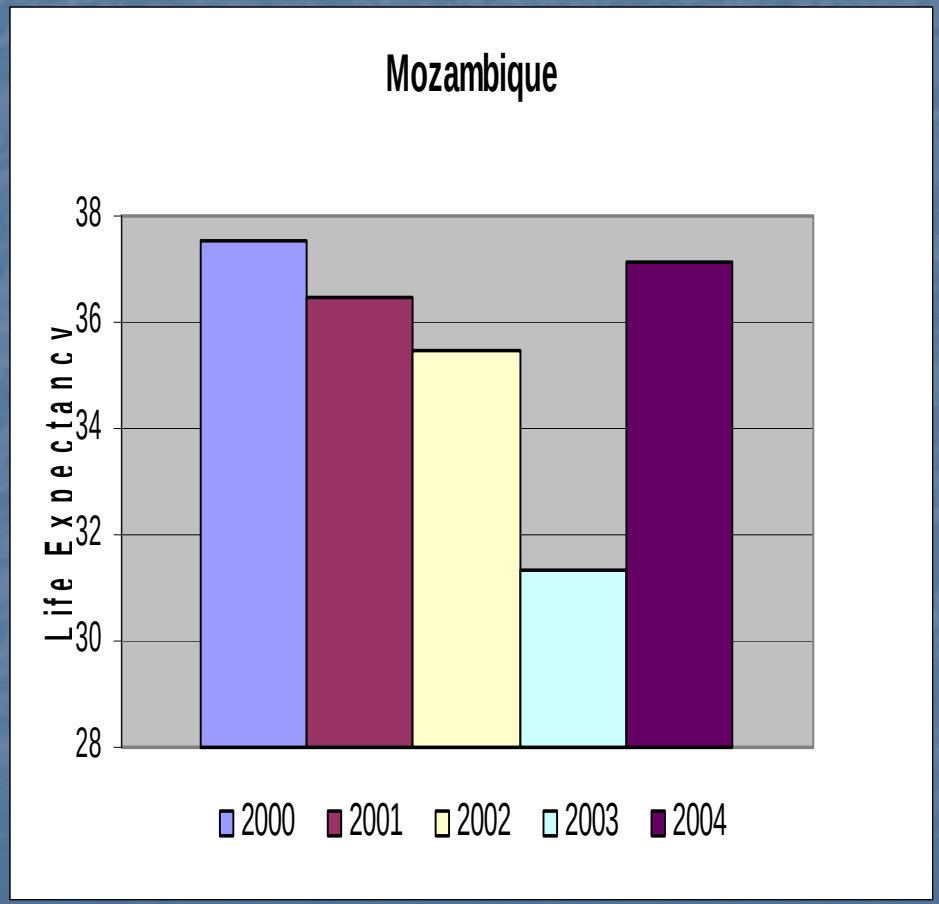
From My Epal in Mozambique

- *“It was so sad when my little cousin died. He was only 8 months old. He had a fever for a long time, and the family lived too far from the hospital.”*

Issues Affecting Life Expectancy

- Infant mortality rate: 139 per 1,000 live births
- HIV/AIDS rate: 15%
- Unemployment rate: 21%
- Safe drinking water availability: 57%
- Poverty rate: 70%
- Literacy of total population: 47.8%
- Severe weather: droughts and floods

Historical Life Expectancy Data



Year	LE
2000:	37.52
2001:	36.45
2002:	35.46
2003:	31.30
2004:	37.10

Action Plan

Problems	Possible Solutions
Poor medical care for pregnant women and infants; high infant mortality rate	Provide nutrition and family planning classes; train health workers to immunize children
HIV/AIDS:15% of adults HIV+; 1.1 million people living with HIV/AIDS; little access to education and medication	Drug companies could donate drugs so those suffering from HIV/AIDS would have greater access to them
Severe weather and natural disasters causes shortages of food and poor drinking water	Help farmers change crops, improve local diets; build sanitation facilities
70% of population lives in poverty; 21% of population is unemployed	Develop new industries; train and support entrepreneurs; offer free literacy classes

How does where we live influence how we live?

- Many aspects of your life are affected by where you live, including:
  - What type of education you receive
  - If you can get medical attention easily
  - What kinds of jobs are available
  - How long you might live

Works Cited

- Globalis: http://globalis.gvu.unu.edu
- CIA WorldFact Book: www.cia.gov/cia/publications/factbook
- World Bank Group: www.worldbank.org
- NationMaster: www.nationmaster.com

Population in Poverty	12.7%	*70%*	*70%*
Unemployment	4.2%	*21%*	*11.4%*
Exports in U.S. $ Per Year	663 billion	*390 million*	*1 billion*
Exports Products	Capital goods, automobiles, industrial supplies, raw materials, consumer goods, agricultural products	*Cotton, cashews, sugarcane, tea, cassava, corn, rice, coconuts, sisal, tropical fruits, beef, poultry*	*Soybeans, coffee, coca, cotton, corn, sugarcane, rice, potatoes, timber*
Imports in U.S. $ Per Year	912 billion	*1.4 billion*	*1.1 billion*
Economic Aid	Donor	*Recipient*	*Recipient*
Economic Aid in U.S. $ Per Year	6.9 billion	*1 billion*	*588 million*
Internet Service Providers	7,600	*8*	*9*
Natural Hazards	Tsunamis, volcanoes, earthquakes, hurricanes, tornadoes, forest fires, floods, permafrost	*Droughts, floods, cyclones*	*Floods*
Illicit Drugs	Consumer: cocaine, heroin, marijuana Producer: drug money laundering	*Consumer: South Asian hashish, South Asian heroin, South American cocaine* *Producer: cannabis and methaqualone*	*Producer: coca (world's third-largest)*

Attach pages to cite resources.