

2012

What Makes a Healthy (or Unhealthy) Nation?

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Johnston High School: Johnston, IA

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Recommended Citation

Dowell, Jesse, "What Makes a Healthy (or Unhealthy) Nation?" (2012). *Open Educational Resources*. 252.
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What Makes a Healthy (or Unhealthy) Nation?

Jesse Dowell: Johnston High School: Johnston, IA

Grade Level (Req.): 10th grade	Content Area (Req.): World Geography, Human Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Health • World History • Government, Economics 		
Time Frame (Req.): 1-2 days	Goal (Req.): Examine and evaluate the relative health and environment data for various nations around the world.	
	Objective (Req.): Identify and investigate the cultural, economic, and political factors that contribute to a nation's health and well-being.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Online access for all students • • • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Ask students the following questions either verbally or in a written reflection: If you could pick any country in the world to live in , besides the U.S., where would you live? What would influence your decision? (This will hopefully lead to a discussion about the health and well-being of a nation, which will lead into the lesson for the day.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Teacher introduces and discusses the meaning and implication of factors such as life expectancy, mortality rate, death rate, % population under 15 and over 65, and GNI PPP. This will lead to a discussion about how these factors influence a nation's well-being now and in the future. 2. Direct students to the following website: http://www.prb.org/Publications/Datasheets/2011/world-population-data-sheet.aspx Give students a 'World Health Rating Scale' sheet and go through the process of identifying the data from #1 for the United States, finally giving the US a health rating score. Examine this data with students, asking students to identify the areas in which the US is strong, and those in which the US needs to improve. 3. Have students pick another country and repeat the process. Students can then jigsaw and share with others how their country fared. Finally, as a class, rank the countries by their health ratings. 4. Students will then (individually or with a group) pick one nation that scored very well and one that scored very poorly, and do research/hypothesize to explain why these nations are performing the way they are. This research should include cultural, economic, and political characteristics to explain the countries performance. Groups will then give a brief informal presentation explaining their research. 5. 		

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Formative Evaluation (Req.): Informal group presentations. See above.

Assessment (Req.): Individually, write an extended response (300-500 words) to the following questions: What major cultural, economic, and political factors effect a nation's health? How do each of them play a role? How do these factors play a role in the health of Americans? What should the US do differently (culturally, economically, politically) if anything to improve out health? What could the US learn from the successful nation your group presented on?

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how human factors and the distribution of resources affects the development of societies and the movement of populations.
- Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to Apply Geography to Interpret the Present and Plan for the Future
- How Physical Systems Affect Human Systems
- How Human Actions Modify the Physical Environment
- The Characteristics, Distribution, and Migration of Human Population on Earth's Surface
- How Culture and Experience Influence People's Perceptions of Places and Regions

- The Physical and Human Characteristics of Places
- How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective
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Five Themes of Geography Used (Req.):

- Location
- Human-Environmental Interaction
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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