

Center for Technology and Teacher Education

CIA World Fact Book



Curry School of Education
University of Virginia

Credits
John Lee

CIA World Fact Book

Description of Module

- **Discipline:** Government and Geography
- **Specific Lesson Topic:** Welfare of Children Relationship between various characteristics of selected countries
- **Methodology:** Problem solving

K-12 Objectives:

1. Identify the type of data contained in a database.
2. Interpret data to answer questions.
3. Recognize patterns in the data.
4. Use databases to develop factual and comprehension level understanding of information.

Materials Needed:

- [CIA World Factbook \(http://www.odci.gov/cia/publications/factbook/index.html\)](http://www.odci.gov/cia/publications/factbook/index.html)
- [Data chart](#)

Procedures:

1. Direct students to the home page for the [CIA handbook](#). When students arrive at the site they will need to go to the countries section. They will find a database of information about countries of the world.
2. Explain that students will use the database to collect specific information about a country. Have each student pick one country from those listed; they should then complete a chart with data for the eight topics listed below.

Categories	Data topics
Geography	Area: total
People	Population
Government	Government type
Economy	GDP
Communications	Televisions
Transportation	Airports
Military	Military manpower
Trans-national issues	Disputes

3. Assign each student one of the following propositions.
 - a. There is a relationship between military expenditures and per-capita income.
 - b. There is a relationship between area and population.
 - c. There is a relationship between ethnic groups and languages.
 - d. There is a relationship between airports (total) and GDP per-capita.
 - e. There is a relationship between suffrage and constitution.
4. Students should collect data relevant to their proposition on the following countries: Angola, Brazil, Bulgaria, China, India, Ivory Coast, Japan, Sweden, Russia, United States. Have students record data on a [data chart](#).

5. After the data has been collected, students should look for patterns between the data and make a claim based on these patterns. Students should use the following scale for their claims.

Relationship	Score
none	0
slight	1
moderate	2
significant	3

6. Have students justify their claims by responding to the following statement and question.
- Describe the relationship, if any, which exists between these two variables.
 - What evidence supports this relationship (or lack of relationship)?
7. Ask students to share their interpretations of the relationships. If there are different interpretations, discuss why these differences exist. During the discussion display the claims about these relationships made by students.

	Student 1	Student 2	Student 3	Student 4	Student 5	Average score
Relationship a						
Relationship b						
Relationship c						
Relationship d						
Relationship e						

Assessment for K-12:

- Have students look through the data and propose new relationships.
- Students can extend their analysis by adding countries to the list. Ask students if the relationship changes (and why) as more countries are added.

Assessment for Methods:

- Students use databases to develop factual and comprehension level understanding of information. This level of database usage is based on Beverly Hunter's taxonomy of database use (Hunter, 1987). Discuss the different types of databases as outlined by Hunter (1987).

Special Considerations: Not Applicable

Related Resources:

[Library of Congress: Country Studies/Area Handbook Program](http://lcweb2.loc.gov/frd/cs/cshome.html) sponsored by the Department of the Army. " This on-line series presently contains studies of 85 countries. Countries that were previously in multi-country volumes are now available individually."

<http://lcweb2.loc.gov/frd/cs/cshome.html>

Hunter, B. (1987). Knowledge-creative learning with data bases. *Social Education* 51(1) p38-43.