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## ABSTRACT

These materials were developed by a participant in the Fulbright Summer Seminar on India. The materials provide information for teaching about world population growth, for average to above average for ninth graders in the Bethlehem Central School system (New York) using various instructional methodologies which are intended to help students develop analytical skills through a series of group activities and individual writing tasks. A major component of this methodology is linked to the use of Document Based Question (DBQ) activities. Other cooperative learning strategies include the use of small group discussions, role playing, and panel discussions. The procedure for using the DBQ model is outlined in detail with suggestions for evaluation. Research involves the use of primary, secondary, and tertiary sources. (EH)

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ED 390 773

**FULBRIGHT OVERSEAS SEMINAR**

**INDIA , JULY-AUGUST 1994**

**CURRICULUM PROJECT**

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**Assessing Population Issues Through The Use  
Of The Document-Based Question Model.**

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## **CONTENTS**

**SECTION I - PROJECT DESIGN AND GOALS STATEMENT**

**SECTION II - INTRODUCTION TO THE DBQ ACTIVITY, TYPES OF  
SOURCE MATERIALS, COOPERATIVE LEARNING ACTIVITY**

**SECTION III - BACKGROUND ACTIVITY TO THE DBQ**

**SECTION IV - APPLICATION OF THE DBQ ACTIVITY**

**SECTION V - HOW TO APPROACH THE DBQ**

**SECTION VI - PRESENTATION OF THE DBQ ACTIVITY DOCUMENTS  
ITEMS A-F**

**SECTION VII - EVALUATION AND ANALYSIS OF DOCUMENTS**

## **FULBRIGHT SEMINAR- CURRICULUM PROJECT**

### **PROJECT DESIGN:**

This project represents an effort to infuse new curriculum materials and activities into the ninth grade Global Studies program. While this particular project focuses on the global issue of Population Growth, the strategies and approaches developed could be directed at other global issues covered in the New York State syllabus for Grade 9-10 Global Studies. The target group for this project included average to above average ninth graders enrolled in the Bethlehem Central School system. The project utilizes various instructional methodologies which are intended to help students develop analytical skills through a series of group activities and individual writing tasks. A major component of this methodology is linked to the use of Document Based Question activities. Cooperative learning activities and individual project work are employed in an effort to help students identify and work with a variety of source material. Students will identify different types of source materials used with Document Based Question activities in Advanced Placement Courses in Social Studies. This project is designed to encourage students to become more familiar with the DBQ activity as a method of analysis. They will also build a greater awareness of the complexity of population issues as they relate to South Asia and other regions of the world. Other cooperative learning strategies include the use of small group discussions, role playing, and panel discussions. Some individual writing tasks will be evaluated and rewritten after peer evaluation. Other written tasks will receive more formal evaluation in a timed setting. The latter strategy will help sharpen their analytical and writing skills when a time factor is present. Finally, it is hoped that students will gain a greater sense of responsibility in formally assessing a wide range of viewpoints held by many constituencies on complex global issues. While it is not always possible to wear someone else's shoes, greater sensitivity to other views can be fostered through this academic realm.

### **Preproject Goals and Standards:**

Students should be able to:

1. analyze causes of the world's accelerating population growth rate, explaining why population growth has influenced economic and social development.
2. assess how population growth, urbanization, industrialization, and the global market economy have altered natural environments.
3. describe the impact of urbanization on family life, class relations, and standards of living.

## **INTRODUCTION TO THE DOCUMENT-BASED QUESTION(DBQ)**

The document-based question (DBQ) is a test of the student's ability to create and justify a response to a question using a number of given documents. Each document furnishes information on the subject at hand and may also give a perspective on the other documents contained in the activity. Each document should be read in the context of the series of documents presented in the activity. While it is useful to read the documents in the order provided, you may consider them in any order for purposes of the writing activity. Most documents should be considered when structuring your written response. Documents should be appraised as to their reliability as well. The reliability of a document refers to the credibility of the source. You should evaluate the information presented, assess where it comes from, and analyze the impact of these things on the truthfulness of the material.

The DBQ is meant to assess the student's ability to interpret and analyze. The student should avoid mere paraphrasing, repetition, or summary of documents. Instead, focus on interpretation and analysis of material. This, in turn, should lead to the development of evidence supported by a conclusion.

The DBQ should be a highly organized and thoughtful essay. You should structure the essay by presenting a thesis in the first paragraph, a body which supports your arguments, and a conclusion that summarizes the information given. The summary should also include a restatement of the original thesis.

## **TYPES OF MATERIAL AS SOURCES IN THE DBQ**

### **Primary Source**

A primary source is the actual material written in a specific time period. If the President made a speech on TV, the actual speech would be a primary source.

### **Secondary Source**

Secondary sources are written from an observer's point of view. An editorial on the above-mentioned speech by the President would represent a secondary source.

### **Tertiary Source**

A tertiary source is once removed from secondary sources. The discussion of the President's speech at a later time in a history textbook would serve as an example of a tertiary source. Usually textbooks and other historical studies fall into this category.

## **DOCUMENT SOURCES**

### **A. Public Records:**

1. court decisions
2. speeches in legislatures
3. treaties
4. laws
5. government agency reports
6. official letters

These and other public records should be analyzed as to content as well as the context of the document. Why was it written? When was it written? By whom?

### **B. Personal Documents:**

1. speeches or rough drafts of speeches
2. letters
3. diaries

Be sure to analyze the intended audience of these types of document sources. Note the date of the source. Also, is the document personal or official in nature.

### **C. Printed Matter:**

1. books
2. newspapers
3. magazines
4. pamphlets

You need to ascertain the intended audience of the material.

### **D. Visual Material**

1. pictures
2. photographs
3. cartoons
4. diagrams and maps
5. charts and graphs

You need to assess the content of the material, title, date, intended audience, its emotional impact (if any), and its point of view.

## **COOPERATIVE LEARNING ACTIVITY**

Groups will be chosen for purposes of obtaining examples of primary, secondary, and tertiary source materials. Members of each group should select two appropriate examples of each category. The groups will be asked to review and explain their choices

**Note:**

All of these kinds of sources can be found in DBQ activities. While primary source materials may serve as most important sources for scrutiny, it is not always possible to access them. Secondary sources give insight as to what others thought of historical events and these sources are important types of information. Finally, tertiary sources give the insight of other scholars to help gain differing perspectives. You should be aware of the type of document you are asked to analyze in each part of the series presented to you.

## **BACKGROUND ACTIVITY TO DBQ**

**Activity:** Panel Discussion of Population Issues.

**Format:** The activity is designed to engage students to research and develop points of view regarding population issues in different regions of the world. The format calls for the creation of work groups numbering 4-5 students in each panel. Each group will be responsible for developing major themes and understandings about population issues affecting a specific region or nation of the world. Some suggested areas of focus could include such concerns as :

- population growth rates
- social and religious attitudes present
- changing patterns of life expectancy
- societal roles ascribed to women
- the politics of population
- traditional values and population issues

Emphasis will be placed upon groups researching information for a wide range of world regions including areas within South Asia, Africa, Latin America, Southeast Asia, and Eastern Asia. Students will be asked to locate a variety of source materials (primary, secondary, tertiary). Each group will prepare and present a summary of the findings obtained for the region, area or nation chosen by the group. Presentations will be followed by question and answer sessions.

### **Procedures:**

**Day 1** Students will be grouped and each group will select a region or area of the world as a choice of focus for population issues. Groups will meet to brainstorm ideas and strategies for completion of tasks.

**Day 2-3** The class will do Media Center research. Each group is to locate source materials for population issues related to their region or area. Audio-visual materials should also be obtained if possible and appropriate.

**Day 4** Classroom activity with groups meeting to organize viewpoints obtained from data collection phase. Decisions should be made as to materials most appropriate for the panel discussion.

**Day 5-6** Students will research their areas of focus independently. Opportunity is given to gather additional evidence/information to be presented during the panel discussion.

**Day 7-9** Panel discussions followed by question/answer sessions( 20 min.).



### Application of DBQ Activity

The document-based question on population has a number of potential applications in the context of this project. Several suggestions are presented below. Perhaps this will encourage other suggestions or strategies that might be employed.

**Scenario 1:** Students would write a formal response to the DBQ Activity following the panel discussions presented on population issues. The evaluator could consider such options as allowing prepared notes from personal research and panel discussion information. Another option to consider is that of presenting the DBQ prior to the written response. In that case students would be permitted to bring in formal notes for the writing exercise. These suggestions may prove to be particularly useful for groups with limited or no experience in the construct of DBQ essays.

**Scenario 2:** The evaluator would use the DBQ Activity as a part of an essay section for a final course exam. This activity provides an evaluation tool for assessing student understanding of major global issues as well as skill development for DBQ essay work.

**Scenario 3:** Present the DBQ Activity to groups following the panel discussions. Each group would discuss the documents individually as well as in totality. Group members would prepare notes throughout the discussion, the understanding being that a formal essay would be developed by each person at a later point.

**Scenario 4:** Consider using the DBQ Activity as an introductory exercise in the study of population issues. Previous work with DBQ exercises might prove helpful if this approach is selected. The DBQ now becomes the springboard for further research on population and preparation for the panel discussion by various groups. The teacher can decide to use this activity an introduction to the study of population issues through cooperative learning strategies or may choose to ask students to respond to the exercise individually. This arrangement reverses the order of the activity work set up in the original project design.

**Scenario 5:** Peer assessment could be used in the evaluation process once the DBQ Activity had been completed. Wide flexibility exists as to specific ways to employ this technique. Groups could assess essays submitted by individuals or groups if that approach was

**deemed more appropriate. Essays submitted for evaluation might be coded to help in potential objectivity issues. Such assessment may provide a stimulus for further discussion and understanding of key population issues.**

## How To Approach the DBQ

### **Step 1 Read The Question.**

A careful reading of the essay question is a must. Remember, you are answering a specific essay question. Keep that in mind as you read the documents and plan your written response. Stay focused on relevant matters and do not merely summarize the documents.

### **Step 2 Determine Your Point of View.**

Many DBQ's ask a question that can be answered in more than one way. Decide what your opinion is on the issue presented and stick to it!

### **Step 3 Collect Supporting Evidence.**

Gather evidence from the documents that help to support or strengthen your argument. While outside information can be used, your first obligation is to utilize information from the documents. This is the major thrust of the document-based question.

### **Step 4 Prepare the outline.**

Limit yourself to key points in the formulation of the outline. Time is a factor.

### **Step 5 Write the essay.**

Be sure to start with an introduction that contains your thesis statement. Next, construct a body with the specific documents utilized to support your thesis. A strong conclusion is then included to finish your effort.

### **Step 6 Proofread the essay.**

This is a very important step. This essay is an important investment in your time and effort. You want the finished product to be your best writing.

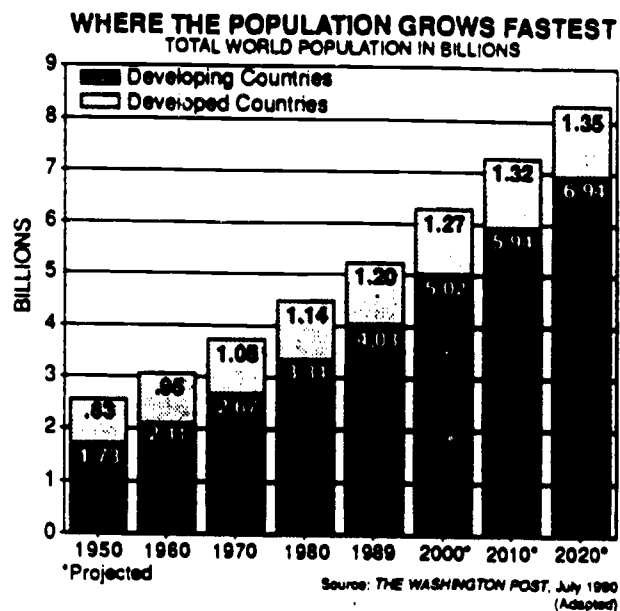
## **DOCUMENT-BASED QUESTION ACTIVITY (DBQ)**

**THE POPULATION EXPLOSION OF THE 20<sup>TH</sup> CENTURY REQUIRES THE WORLD COMMUNITY TO REFOCUS EFFORTS TO FIND WORKABLE SOLUTIONS TO THIS COMPLEX ISSUE. NATIONS AND REGIONS WILL BE FORCED TO TAKE DRAMATIC AND DRASTIC STEPS TOWARD GREATER POPULATION CONTROL. EXAMINE AND EXPLAIN THE DIFFERING VIEWPOINTS HELD WITH REGARD TO THE POPULATION QUESTION.**

**BASE YOUR WRITTEN RESPONSE TO THIS ISSUE ON THE DOCUMENTS PROVIDED AND YOUR KNOWLEDGE OF SOCIAL STUDIES.**

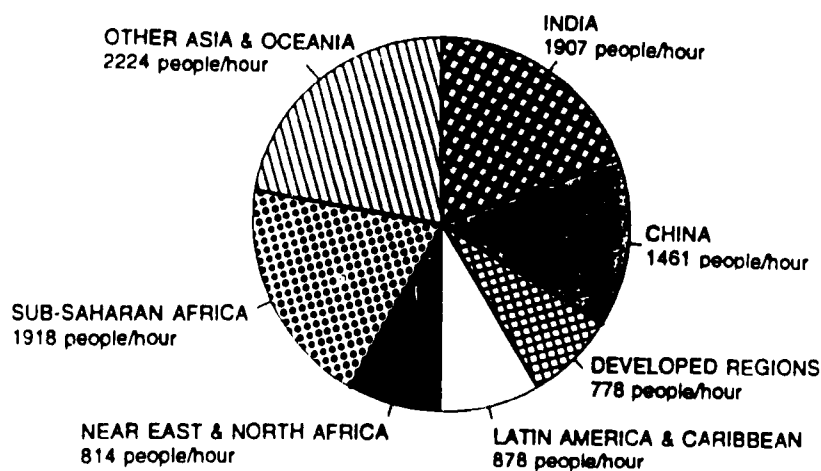
## DOCUMENT GROUP A

A-1



A-2

### POPULATION ADDED EACH HOUR BY REGION: 1994 10,000 People Are Added to the World Population EVERY HOUR



©1994, A World Eagle graph

Source: World Population Profile 1994, U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census

## DOCUMENT GROUP - B

### B-1 Boston Globe (Sept. 5, 1994)



### B-2 Forget PCB's . Radon . Alar, Gregg Easterbrook (N.Y. Times Mag., Sept. 1994)

Population growth is the core environmental problem for most of the world. But better environmental health will help *slow* that growth, not expand it. "The technical literature is unanimous that when you improve basic health, especially child and reproductive health, birth rates go down," Chivian says. "Many environmentalists don't understand this, but it is the essential fact of the issue. If you want species and habitats preserved, protecting human health so that fertility rates decline will accomplish far more than building walls around wildlife preserves."

In poor nations, women become pregnant many times to be confident of having a few children survive till adulthood and provide for the parents' old age. As education, women's rights and childhood survival rate improve, numbers of pregnancies decline. In the 1960's, the typical developing-world woman gave birth to six live children; today, the figure is four. Fertility rates are declining in developing countries that have positive indexes for issues like safe water and progress on the clean-energy slope. Fertility rates remain high mainly in Africa and the Indian subcontinent where deaths from dirty water and dung smoke are concentrated.

## DOCUMENT GROUP -C

Cairo Population Conference Quotes

Benazir Bhutto - Pakistan, Gro Harlem Brundtland - Norway

Boston Globe - Sept.6, 1994

C-1

C-2



**'This conference must not be viewed ... as a universal social charter seeking to impose adultery, abortion, sex education ... on individuals, societies and religions.'**

**BENAZIR BHUTTO**



**'None of us, whatever our religion, can disregard that abortions occur and that where they are illegal or heavily restricted the life and health of the women is often at risk.'**

**GRO HARLEM BRUNDTLAND**

DOCUMENT GROUP - D

D-1 The Sunday Boston Globe, (Sept.4,1994)



*There was an old woman who lived in a shoe... she had so many children...*

D-2 ...and wrongly presume people are the problem'  
Jeff Jacoby, Boston Globe columnist ( Sept.4,1994)

Because what Al Gore would call the "central organizing principle" of the UN conference is that the world has too many people and that unless governments begin to impose strict population controls, mankind is headed inexorably toward environmental and economic catastrophe.

But the idea that human beings are mankind's greatest enemy has now become conventional wisdom, repeated everywhere:

Wrong.

People are not the world's greatest problem; they are its greatest resource. The

more human beings there are, the better off human life tends to be. It has ever been thus. That is why so many of us choose to live where population is the densest, often paying a premium for the privilege.

The population controllers insist that a growing population leads to hunger and misery. The evidence is against them. Even as Zero Population Growth waxes hysterical, the supply of food in the Third World is increasing at twice the rate of the population. The number of people stricken with famine is but a fraction of what it was a century ago, even though the world's population has tripled. When famine does occur, it is nearly always in a sparsely populated country like Somalia or Ethiopia, not a land teeming with people like South Korea or Taiwan.



## DOCUMENT - E

### **E-1 China's Controversial Policy: One Couple, One Child** Scholastic Update, Sept.18,1987

**Incentives:** Couples who sign a one-child pledge get better housing and medical care, plus pay increases of 5 percent to 40 percent.

**Penalties:** Couples who don't comply are heavily fined and often lose their jobs.

**Peer Pressure:** Neighborhood groups police the size of local families. Couples who have more than one child are shunned by their peers.

**Education:** Posters throughout the country preach the benefits of one-child families. Local officials and volunteers distribute contraceptives and advise couples on birth control. "Our

biggest challenge," says one Chinese official, "is to make people see that a lower population will benefit the state as well as themselves."

Deng's "one couple, one child" policy has drawn praise and criticism from around the world.

## DOCUMENT - F

### F-1 Green Revolution Is Not Enough... The New York Times, September 6, 1994.

#### The status of women is a key to curbing growth in India.

By WILLIAM K. STEVENS

**C**ONFOUNDING both doom-sayers and optimists, a new study has found that the much-admired "green revolution" in agriculture, coupled with a quadrupling of the rate at which contraceptives are used, has enabled India to do little more than mark time in per capita food production for the last 20 years.

While food production kept pace with India's swelling population, the study by Indian, American and European collaborators found, there is no assurance it can continue. Furthermore, agriculture's monumental achievement of feeding a population that nearly doubled over the two decades has come at a stiff price in environmental degradation and impoverishment of the soil, the study found.

And as the United Nations Population Conference gets under way in Cairo, the researchers have shed new light on the debate over whether economic development, improved status of women or the availability of family planning programs is most important in bringing down birth rates and reinining a runaway population. The study's results strongly suggest that all three are necessary. But at least in India's case, an especially critical factor is the status of women.

#### Differing Status

The researchers found that in much of southern India, where a woman's status has traditionally been higher than in the north, equality between the sexes is more the reality than the ideal. Most women are educated, marry at an older age and the birth rate has been lowered to the "replacement level" of slightly more than two children over the average woman's lifetime. By contrast, the birth rate exceeds five children per woman in much of northern India, where women are generally subordinate to men, and most are illiterate and marry in their early teens.

Nine Indians and a Dutchman conducted research for the study, titled "The 'Second India' Revisited," which was coordinated by Dr. Robert Repetto, a senior economist at the World Resources Institute, a Washington-based research organization. The report was written by Dr. Repetto and published by the institute. The "Second India" in the title refers to the near doubling of its population in the last 20 years.

The findings are important not least because one of every six people on earth lives in India, whose 900 million people make it the world's second most populous country after China. But, said Dr. Repetto, India's experience may offer lessons for the rest of the third world as well.

The report contains a number of surprises. For instance, the researchers found that contrary to expectations, a greater proportion of city dwellers than rural villagers live below the poverty line. "Enormous numbers of people" live in urban slums where rates of illness and mortality are "almost like those in the early days of the industrial revolution," Dr. Repetto said. . . .

To the extent that India's population growth was moderated, the report attributed it largely to the status of women in southern India. The state of Kerala, for instance, is not economically advanced, and its women have the same access to family planning services as do others elsewhere in the country. Yet Kerala, where women have long enjoyed high status and where literacy among them approaches 90 percent, has completed the "demographic transition" to a replacement-level birth rate, while most of the rest of India is experiencing the higher birth rates Kerala experienced 25 years ago. In other parts of southern India where a woman's status is high, similar though not quite as dramatic declines in birth rate have occurred.

Specialists have been split over how best to control population. One school contends that economic development and rising incomes are the main driving forces behind falling birth rates; the other says that widespread access to family planning services is the crucial factor.

The Indian findings render that debate sterile, Dr. Repetto said. Three factors — economic development, availability of contraceptives and the improved status of women — are all necessary for a rapid demographic transition. "They're almost synergistic," he said. "They magnify each other."

### **Evaluation and Analysis of Documents:**

The teacher needs to consider a multitude of factors surrounding population issues in nations and regions throughout the globe. The documents presented attempt to give focus to some of these important issues. Students will bring forth other considerations as a result of their individual and group research activity. Some interpretive suggestions are presented below.

Population growth rates are seemingly unchecked and present alarming constraints for individuals and societies in certain parts of the world. Students need to select appropriate data from the charts included to help create a view with regard to this issue. Surrounding such concerns are the added dimensions of environmental and resource considerations. More and more discussion centers on the appropriate choices that women should be allowed to make with regard to family size, education, decision-making, namely gender equity. Leaders of nations are trying to steer a careful course of action to balance conflicting views held by different constituencies within their respective countries. Is population growth a measure of the misery index or is it a manifestation of the richness of family life? Indeed, the debate rages on. How can policy makers balance the view of scientific inquiry with that of centuries old tradition. Should nations embark upon legal constraints to limit family size or is the notion of personal choice/family choice a societal right? Should democratic oriented nations disregard free choice issues in such matters as family size in light of the predicted consequences of unchecked growth? How far can and should a government go in such restrictive action? Is the key issue more a consideration of the distribution of resources available rather than population numbers? What measures must be undertaken by societies to create infra-structures capable of supporting predicted growth patterns? People may be measured as society's most valuable resource or they can be portrayed as a curse surrounding future national development. Which set of truths is to be accepted out of the many perceptions that accompany this debate?

These kinds of considerations represent a few of the issues students may choose to discuss in their analysis. The essay should bring out many points of analysis and should reflect the student's ability to give support to such ideas through the interpretation of the document information and background knowledge developed about the topic. One further suggestion might be useful. After the essay work has been evaluated, consider asking each student to go back through the documents and write a brief summary of key points presented. A review of these summary statements may help the student to observe areas that could have been included in the DBQ essay.