Contemporary Brazil: The Economic Dimension

Objectives

As a result of this lesson, students will be able to:

- Compare standards of living in high income, middle income, and low income nations.
- Compare the apparent needs of low-income nations to those of middle income and high-income nations.
- Determine whether Brazil is a high income, middle income, or low income nation.

Materials

- Student Handout: **Analyzing Development Data**
- Student Handout: **Development Data Statistics (2004)**
- Teacher Handout: **Brazilian Development Data (2004)**

Activities

1. Place the terms "high income," "middle income," and "low income" on the chalkboard.
   a. Explain that nations, like individuals, can be classified by the amount of income they generate. In the case of nations, this can be seen by such statistics as GNI Per Capita (Gross National Income divided by the total population, which gives a total amount of GNI generated per person in a given year.)
   b. Write the number $6,338 on the chalkboard. Explain that this is the average global GNI Per Capita, taking all of the wealth generated by the world's economies and divided by the total global population.
   c. Ask students to hypothesize, based on this average, what a "high income" GNI Per Capita might be. (Write the consensus figure on the chalkboard.)
   d. Follow the same procedure for "middle income" and "low income" averages.
2. Distribute the student handout **Analyzing Development Data**.
   a. Explain that the World Bank gathers and publishes statistics that enable analysts to compare relative standards of living in various nations around the world.
   b. Review with students the meanings of each of the statistical categories listed in the handout.
   c. As you review each statistic, ask students to hypothesize how the data might differ between "high income," "middle income" and "low income" nations.

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d. Direct students to record their hypotheses in the margins of the handout.

3. Distribute the student handout **Development Data Statistics (2004)**.
   a. Explain that the United States is an example of a high income (HI), highly industrialized **developed** nation.
   b. Direct students to analyze the statistics for the United States as listed on the handout.
   c. Ask students to compare the statistics to the hypotheses they created for a "high income" nation. What are the similarities and differences?
   d. Ask students to identify those statistics that they believe are the most significant in illustrating America's standard of living and to explain why they consider them the most significant?
   e. Direct students to locate the other high income (HI) nation on the chart (Australia) and to compare their statistics with those of the United States. What are the similarities and differences?
4. Direct students to analyze the statistics for the Mexico and Botswana as listed on the handout.
   a. Explain that Mexico and Botswana are both examples of upper middle income (UMI), partially industrialized **developing** nations.
   b. Direct students to compare the statistics for Mexico and Botswana to those of the United States and Australia. What are the similarities and differences?
   c. Ask students to explain which statistics they believe indicate the most significant differences between upper middle income and high income nations. How to they account for these differences?
5. Direct students to analyze the statistics for the Peru and Iran as listed on the handout.
   a. Explain that Peru and Iran are both examples of lower middle income (LMI), partially industrialized **developing** nations.
   b. Direct students to compare the statistics for Peru and Iran to those of Mexico and Botswana. What are the similarities and differences?
   c. Ask students to explain which statistics they believe indicate the most significant differences between upper middle income and lower middle income nations. How to they account for these differences?
6. Direct students to analyze the statistics for the Chad and Nepal as listed on the handout.
   a. Explain that Chad and Nepal are both examples of low income (LI), less industrialized **underdeveloped** nations.

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b. Ask students to evaluate the degree of difference between the high income and low income nations.

c. Ask students to explain which statistics they believe indicate the most significant differences between the three categories of nations?

7. Divide the class into discussion groups.
   a. Ask students to discuss what they know or have heard about Brazil and to hypothesize, based on that information, if Brazil would be a high income, upper middle income, lower middle income, or low income nation.
   b. After the groups have reached a consensus, ask a spokesperson for each group to report that consensus to the class and to explain the reasoning behind it.
8. Using the teacher handout entitled **Brazilian Development Data (2004)**, provide students with all of the relevant statistics except "Type."
   a. Ask students to work in their groups to determine, based on the statistical data, which type of country Brazil actually is.
   b. After the groups have reached a consensus, ask a spokesperson for each group to report that consensus to the class, and to explain the reasoning behind it. Was it similar to or different from their original hypothesis? Why or why not?
   c. Share with the class Brazil's actual classification (LMI). [**Note**: If the class consensus has not identified it as such, ask them to reexamine the data for telltale statistics. GNI Per Capita, in this case, is a key statistic.]
   d. Explain to the class that the World Bank uses the range of $876 - $3,465 per capita as an indication of LMI status. Since Brazil is in the higher range in this category, what does this suggest about the direction in which the country is moving?
9. Ask the class to examine Brazil's GNI Per Capita.
   a. Direct students to divide the GNI Per Capita ($3,000) by the number of days in the year.
   b. Ask students how many of them think that they could have a comfortable life if all they had to spend each day was $8.22. What would they have to change in their current life? What does this tell them about the average standard of living of the typical Brazilian family?

Development Data Statistics (2004)

	World	USA	Chad	Mexico	Iran	Nepal	Botswana	Peru	Australia	Brazil
Population (millions)	6,400	293.7	9.4	102.0	67.0	26.6	1.8	27.6	20.1	
Population growth	1.2	1.0	3.4	1.0	0.9	2.0	-0.1	1.5	1.2	
Life expectancy	67.3	77.4	43.9	75.1	70.8	62.2	35.5	70.4	79.9	
Fertility Rate	2.6	2.0	6.4	2.2	2.1	3.5	3.1	2.8	1.8	
Infant mortality rate	54.1	6.7	117.0	22.6	32.0	58.6	84.0	24.2	4.6	
Under 5 mortality rate	79.3	7.6	200.0	27.6	37.6	76.2	116.0	29.2	5.5	
Births attended	62.2	----	14.4	95.0	89.6	15.0	94.0	71.1	99.3	
Immunization, measles	46	93.0	56.0	96.0	96.0	73.0	90.0	89.0	93.0	
Prevalence of HIV	18	0.6	3.4	0.3	0.1	0.5	24.0	0.5	0.1	
Literacy rate, adult total	32	----	25.7	91.0	77.0	48.6	81.2	87.7	----	
Net primary school enrollment	107.2	99.0	71.0	109.2	103.0	113.9	104.5	113.9	102.8	
Net secondary school enrollment	65.7	94.8	15.1	79.7	81.9	42.7	75.1	91.6	148.6	
Fixed line and mobile phone subscribers	470.9	1,222.7	14.4	553.9	270.3	21.8	395.8	222.9	1,358.5	
Internet Users	140.0	630.0	6.4	137.5	82.1	6.6	33.9	116.8	646.4	
GNI per capita	6,338	41,440	330	6,930	2,330	250	4,380	2,360	27,070	
GDP annual growth	4.1	4.2	29.5	4.1	4.8	3.4	4.9	4.8	3.0	
Merchandise trade (% of GDP)	44.8	20.0	69.8	57.4	48.7	39.1	78.7	33.1	30.7	
Foreign direct investment	664.9 billion	106.8 billion	478.2 million	17.4 billion	500.0 million	0.0	46.8 million	1.8 billion	42.5 billion	
Type		HI	LI	UMI	LMI	LI	UMI	LMI	HI	

Brazilian Development Data (2004)

Population (millions)	183.9
Population growth	1.4
Life expectancy	70.9
Fertility Rate	2.3
Infant mortality rate	31.8
Under 5 mortality rate	34.2
Births attended	----
Immunization, measles	99.0
Prevalence of HIV	0.5
Literacy rate, adult total	88.6
Net primary school enrollment	141
Net secondary school enrollment	102
Fixed line and mobile phone subscribers	587.2
Internet Users	119.6
GNI per capita	3,000
GDP annual growth	4.9
Merchandise trade (% of GDP)	27.0
Foreign direct investment	18.2 billion
Type	**LMI**

Analyzing Development Data

Births attended	Births attended by skilled health staff are the percentage of deliveries attended by personnel trained to give the necessary supervision, care, and advice to women during pregnancy, labor, and the postpartum period; to conduct deliveries on their own; and to care for newborns.
Fertility rate	The number of children that would be born to a woman if she were to live to the end of her childbearing years and bear children in accordance with current age-specific fertility rates.
Fixed line and mobile phone subscribers	Data refers to the number of people, per 1,000, who subscribe to either fixed lines (i.e. residential or business telephone mainlines) and/or mobile phones using cellular technology.
Foreign direct investment	Foreign direct investments are the net inflows of investment capital coming into a country from companies in other nations (in current U.S. dollars).
GDP annual growth	The one year % growth rate in real gross domestic product (gross value added by all resident and non-resident producers in an economy, plus indirect taxes.)
GNI per capita	GNI per capita (formerly GNP per capita) is the gross national income, converted to U.S. dollars using the World Bank Atlas method, divided by the country's midyear population.
Infant mortality rate	The number of infants who die before reaching one year of age, per 1,000 live births in the same year.
Immunization, measles	Child immunization measures the percentage of children ages 12-23 months who received vaccinations before 12 months or at any time before the survey. A child is considered adequately immunized against measles after receiving one dose of vaccine.

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Internet users	Data refers to the number of people, per 1,000, with access to the Internet through either a personal computer, Internet café, etc.
Literacy rate, adult total	Adult literacy rate is the percentage of people ages 15 and above who can, with understanding, read and write a short, simple statement on their everyday life.
Life expectancy	The number of years a newborn infant would live if prevailing patterns of mortality at the time of birth were to stay the same throughout its life.
Merchandise trade	Merchandise trade as a share of GDP is the sum of merchandise exports and imports divided by the value of GDP, all in current U.S. dollars
Net primary school enrollment	The ratio students actually enrolled in primary school, regardless of age, of the total population eligible to be enrolled in primary school.
Net secondary school enrollment	The ratio students actually enrolled in secondary school, regardless of age, of the total population eligible to be enrolled in secondary school.
Population growth	The one-year rate of growth in total population.
Population	Total population is based on the de facto definition of population, which counts all residents regardless of legal status or citizenship--except for refugees not permanently settled in the country of asylum, who are generally considered part of the population of their country of origin.
Prevalence of HIV	Prevalence of HIV refers to the percentage of people ages 15-49 who are infected with HIV.
Under 5 mortality rate	The probability that a newborn baby will die before reaching the age of five, if subject to current age-specific mortality rates.

Data courtesy of the World Bank (www.worldbank.org)