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Course/Grade: AP Human Geography (elective for 9th-12th graders)

Lesson Title: Population Demographics

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer

from National Geography Standards
Element 4: Human Systems
    Standard 9: The characteristics, distribution, and migration of human population on earth's surface
    Standard 10: The characteristics, distribution, and complexity of earth's cultural mosaics
Element 6: The Uses of Geography
    Standard 17: How to apply geography to interpret the past
    Standard 18: How to apply geography to interpret the present and plan for the future
 	
from College Board: AP® Human Geography
Content Area II: Population
    Section A: Geographical analysis of population
        Item 2: Implications of various densities and populations
        Item 3: Patterns of composition—age, sex, race, and ethnicity
    Section B: Population growth and decline over time and space
	Students will be able to independently use their learning to…
	1. Make connections between "here" and "there".
	2. Respect differences among people of a variety of cultural and regional backgrounds.
	3. Develop critical thinking skills by asking relevant questions.
	4. Discover methods by which an individual country can seek to improve its level of development.
	5. Seek out ways, as individuals and/or as part of society, to assist developing countries in increasing their levels of improvement.

	Meaning	
	UNDERSTANDINGS *Students will understand that…* 1. Variations within health care, infrastructure, and education play a role in the developmental status of countries. 2. Crude birth and death rates, combined with rates of natural increase, help to determine a country's location within the Demographic Transition Model. 3. Comparing population pyramids among countries can help determine the developmental status of countries. 4. Comparing population pyramids of one country over various time frames, including predictions for the future, can help determine the future for development status of countries.	ESSENTIAL QUESTIONS 1. What are the significant issues for population density and patterns of distribution? 2. To what extent do the demographics of age, sex, race, and ethnicity impact population issues? 3. What historical trends are important for understanding population patterns? 4. What are the significant theories surrounding population growth? 5. How would the issues of health, fertility, and morality impact population patterns? 6. What are the effects of economic, political, and social policies upon population demographics?

	Acquisition	
Item 1: Historical trends and projection for the future Item 2: Theories of population growth, including the Demographic Transition Model Item 3: Patterns of fertility, mortality, and health Item 4: Regional variations of demographic transitions *from Oklahoma C³: World Human Geography* Content Standard 2: The student will evaluate specific textual and visual evidence to analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world. Item 1: Analyze geographic data measuring population including density; distribution; patters of composition: age, sex, race, and ethnicity; and population trends and projections. Item 3: Compare and contrast the impact of population policies on the patterns of fertility, mortality, and health.	*Students will know…* 1. Definitions of crude birth rate, crude, death rate, and natural increase rate. 2. Linkages between education levels, especially those for women, to a variety of factors which impact a country's level of development. 3. The impact of health care improvements upon a country's level of economic development. 4. How to read information depicted on a population pyramid. 5. How to make connections between the "here" and the "there".	*Students will be skilled at…* 1. Researching demographic issues and topics which serve as indicators of a country's level of development. 2. Analyzing demographic information and population pyramids for the purpose of predicting a country's placement within the Demographic Transition Model 3. Citing specific evidence to support predictions of a country's level of development and placement within the Demographic Transition Model. 4. Responding in writing to free-response (essay) prompts in which demographic information is used to support a selected perspective.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
1. List, describe, recite, give examples, express, illustrate, explain, summarize, generalize, produce, show, point out, compose, create 2. Identify, locate, express, illustrate,	PERFORMANCE TASK(S): 1. **Your Typical Day Short Story—Part One**: Compose a short story which provides a summary of a typical day for you. Be sure to provided details of what you do, what items you use to accomplish those things that you do, places that you go, resources that allow you to get to those places, what clothing/accessories you wear, what you eat, how much money you might spend, etc. 2. **Our Community and Population Pyramids**: You will be assigned one (or more) of the ZIP

organize, prepare, categorize, originate, develop, construct, compare	codes for our metropolitan community. Using the U.S. Census Bureau's website (www.census.gov) and Microsoft Excel you will create a population pyramid for your assigned ZIP code(s).
3. Compare	3. **Country Assignments**: You will be assigned four countries from around the world for which you will complete some research based on the country's population. These countries will represent all four levels of the Human Development Index (Very High, High, Medium, and Low) and will represent four distinct regions of the world (Africa, Asia/Pacific, Europe, and Latin American).
4. Identify, locate, give examples, illustrate, summarize, produce, choose, apply, compare, differentiate, classify, develop, design, construct, organize	4. **Website with Blog**: Using www.weebly.com (or other website design platform approved by your instructor) you will create a website in which you will display the information researched for each of your assigned countries. In addition to the specific information to be researched, you should also locate maps, pictures, etc., from each of your countries so as to help make the website more attractive and to truly feature each of your countries. It would also be wise to display your ZIP code population pyramids so as to inspire you to think about comparisons to our metropolitan community and the four countries that you will be researching. Additionally, on this website please set up a blog so that you can post questions for further research as you are inspired. Your classmates, your teacher, your family members, and (hopefully) people elsewhere in the world who are connected to the Internet can respond to your questions and/or help generate additional questions for you to explore.
5. Locate, recite, give examples, summarize, organize, prepare, apply, compare, analyze, distinguish, infer, develop, create	5. **Population Profile**: Using the Population Reference Bureau's website (www.prb.org), you will create a profile for each of your assigned countries (see #1 above) which includes a wide range of population demographic information: population, population density, net migration, crude birth rate, crude death rate, rate of natural increase, infant mortality rate, total fertility rate, dependency rate, male life expectancy, female life expectancy, male literacy rate, female literacy rate, % of males completing primary school, % of females completing primary school, % of males completing secondary school, % of females completing secondary school, GNI PPP per capita in US$, % living below US$2 per day, % of males economically active, % of females economically active, rate of mobile phone subscribers, rate of motor vehicles, % of women in legislatures, % with access to improved drinking water, % undernourished, % children below age 5 who are underweight, % of adults living with HIV/AIDS. Each of these for country profiles should be included on your website.
6. Locate, illustrate, interpret, produce,	6. **Population Pyramids**: Using the U.S. Census Department's website

show, compare, categorize, infer, design, organize, evaluate, critique	(www.census.gov/population/international/data/idb.informationGateway.php) you will create a series of population pyramids for each of your assigned countries. You will create pyramids for 1995, 2010, 2025, and 2050. Each of these pyramids (for each of your countries) should be uploaded to your website.
7. Select, identify, describe, give examples, interpret, generalize, apply, analyze, classify, differentiate, infer, compose, hypothesize, develop, organize, judge, evaluate, critique	7. **Demographic Transition Model**: For each of your assigned countries, you will use the data gained in the Population Prolife and your analysis when you compare the Population Pyramids for each 1995, 2010, 2025, and 2050. Based upon this information, compose a short essay in which you defend the stage of the Demographic Transition Model that you believe this country best fits. You will cite key pieces of evidence from by the Population Profile and the Population Pyramids to justify your selection. A copy of the generic DTM should be uploaded to your website along with the paragraphs you have composed for each of your four countries; self-motivated students should try to find images of the DTM that are specific to each of your countries. Additionally, post questions within your blog asking for feedback/reflection upon the phase you have selected for each of your countries.
8. Describe, identify, give examples, express, interpret, generalize, apply, classify, distinguish, infer, hypothesize, evaluate, compare, consider	8. **Question Guide**: You will use the Population Profiles, Population Pyramids, and Demographic Transition Model essays from all of your four countries to complete the following series of questions: • For each country, what one fact on the Population Profile most surprised you and why? • Which of these four countries do you believe to be the MOST developed? Why? • Which of these four countries do you believe to be the LEAST developed? Why? • Many geographers argue that improvements in Healthcare, Infrastructure, and Education (especially education for women) are the three greatest factors to help a country become more developed. What evidence can you find within the Population Profiles for your countries can you find to help support **OR** refute this claim? (make comparisons among all four countries) • Identify two additional factors that you believe to be important to help a country become more developed. What evidence from these four countries caused you to select these two factors? • Of these four countries, which one do you believe will have the most significant challenges to overcome in the future? Why? • Of these four countries, which one do you believe will be the MOST developed by the year 2025? Why did you select this country? (your Population Pyramids will be useful here) • Do you think that your selection will still be the MOST developed of these four

	countries by the year 2050? Why or why not? (your Population Pyramids will be useful here)
9. Define, describe, paraphrase, illustrate, defend, extend, dramatize, prepare, apply, analyze, point out, prioritize	9. **Small Group Discussion and Presentation**: Within a small group, as assigned by your teacher, discuss the information which each of you has obtained for each of your four countries within the Population Profile, the Population Pyramids, the Demographic Transition short essays, and the Question Guide. As a group, prepare a visual-based presentation (PowerPoint, www.prezi.com, etc.) which shows the importance of each of the following concepts in helping us to better understand the world: • Population demographics from a variety of countries • Population pyramids from various countries • The Demographic Transition Model • Characteristics that help a country (or prevent a country) from becoming more developed
10. List, describe, recite, give examples, express, illustrate, explain, summarize, generalize, produce, show, point out, compose, create, summarize	10. **Your Typical Day Short Story—Part Two**: Imagine that you are a typical student of your same age within the assigned country that you believe is the least developed. From the perspective of this student, compose a short story which provides a summary of a typical day for you (as this student). Be sure to provided details of what you do, what items you use to accomplish those things that you do, places that you go, resources that allow you to get to those places, what clothing/accessories you wear, what you eat, how much money you might spend, etc.
11. List, identify, recognize, match, express, illustrate, interrelate, extend, organize, produce, choose, apply, solve, analyze, classify, point out, infer, survey, prioritize, hypothesize, design, invent, construct, judge, evaluate, consider, critique, recommend, appraise	11. **Action Plan**: Within your group identify the least developed of your collective countries. As a group, prepare a plan through which we as a high school class can work within our own community to find a meaningful way to have a positive impact on the access to improved health care, infrastructure, or education (or another aspect of your group's choosing). • What change would you like to accomplish? • What local community resources (local company, bank, doctor's office, retail stores, etc) are available who can help make this impact? • What specific steps can you (as a group) take to convince these community resources to provide help? (meetings, brochures, presentations, etc) • How can we, together, make this impact possible?
List, define, recite, restate, give examples, illustrate, defend, summarize, interpret, generalize, choose, apply, solve, analyze,	OTHER EVIDENCE: 12. Reading quizzes over the two textbook chapters covered during this time frame. 13. Reading questions over the two textbook chapters covered during this time frame. 14. Vocabulary assignments from the two textbook chapters covered during this time frame.

| classify, differentiate, infer, develop, produce, create, evaluate, consider, judge | 15. Informal assessment via classroom discussions
16. Unit exam. |

Summary of Key Learning Events and Instruction

1. **Your Typical Day Short Story—Part One**: *see description above*
2. **Discussion of "Developed" and "Developing" Countries**: Following the completion of assigned textbook readings you will be assigned to a small discussion group. Within your group discuss the concepts of being a "developed" and a "developing" country. As a group, create a clear definition for each of these two terms as well as a list of characteristics that would be appropriate for a stereotypical country of each of these two definitions. As a class, we will discuss the definitions and the list of characteristics from each small group and create a common "working" definition and characteristic list for each of these two terms.
3. **Discussion of Population Pyramids**: Ideally, within the previous discussion students will have identified that the proportions of people at various age ranges will have an impact on the developmental status of a country. As a class, show samples of population pyramids from different countries and/or communities from around the world.
4. **Our Community and Population Pyramids**: *see description above*
5. **Discussion of Community Pyramids**: In a small group, discuss the pyramid(s) you have created. As a group, for each ZIP Code/pyramid come up with a list of reasons for why the pyramid for that area would look the way that it does (i.e. a significant proportion of people in their early 20s may indicate the presence of a university—is there one here? a significant proportion of men in their 20s & 30s may indicate the presence of a military base or a prison—is there one of these here? etc.). So that you can help brainstorm on a variety of ZIP codes, this process should be repeated with at least two other groups.
6. **Country Assignments**: *see description above*
7. **Website with Blog**: *see description above*
8. **Population Profile**: *see description above*
9. **Population Pyramids**: *see description above*
10. **Discussion of Demographic Transition**: As a full class, discuss the Demographic Transition Model and the characteristics associated with each of the phases of the model. Special note, the DTM images within our textbook display four phases. However, many geographers contend that there is actually a fifth phase within demographic transition. After discussing the characteristics of the four commonly agreed upon phases, discuss what the characteristics of a fifth phase might be.
11. **Demographic Transition Model**: *see description above*
12. **Question Guide**: *see description above*
13. **Discussion to Revisit "Developed" and "Developing" Countries**: Let's look at the "working" definitions of "developed" and "developing" countries along with the lists of characteristics for each. As a small group, discuss whether or not the "working" definitions and lists of characteristics created at the beginning of this unit fit with the evidence you each have from your four countries. Brainstorm suggestions to modify these definitions and list of characteristics. As a whole class, share the potential revisions to the "working" definitions and lists of characteristics.

14. **Small Group Discussion and Presentation**: *see description above*
15. **Your Typical Day Short Story—Part Two**: *see description above*
16. **Discussion over Typical Day Stories**: As a class, discuss the differences between those issues surrounding your actual typical day as identified in your first story at the beginning of this unit verses those issues surrounding your typical day as a student of your same age within the least developed country of the four you've studied. What are the most significant differences that stand out? How would you feel if you truly lived a life full of the "least developed" typical day? In what ways does the comparison of the two distinct typical days make you more appreciative of your actual life? What emotions do you have for those students whose typical days are so different than yours? What can be done to help improve the typical day of those students? What can we, as Americans, collectively do to help improve the typical day of those students? What can our own community specifically do to help improve the typical day of those students?
17. **Action Plan**: *see description above*
18. Organized class sessions of lecture and discussion over the two textbook chapters covered during this time frame.
19. Reading quizzes over the two textbook chapters covered during this time frame.
20. Reading questions over the two textbook chapters covered during this time frame.
21. Vocabulary assignments from the two textbook chapters covered during this time frame.
22. Informal assessment via classroom discussions
23. Unit exam.