

# Social Issues

## Unit 2 – Population

Grade 9

**Time for Completion: 12 class period**

**State Standard:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Indicator:**

(A) analyzes the factors that contribute to human changes in *regions* (e.g., *technology* alters use of place, *migration*, changes in *cultural characteristics*, political factors).

(K) gives examples of how cultural cooperation and conflict are involved in shaping the *distribution* of and connections between cultural, political, and economic spaces on Earth (e.g., cultural: Hindu vs. Muslims in India; political: International Court of Justice and Hong Kong; economic: World Trade Organization).

**Purpose of Unit:**

Tested on State Assessment	Hindu vs. Muslims in India International Court of Justice World Trade Organization Migration and its affects How & why people change the environment
Academic Skills	Summarizing Main Ideas Political Cartoons
Academic Language	Analyze Assessment Create Conclusions Distribution Environment Estimate Evidence Identify Issues Similar
Overlying Concept/Idea	Environment affects culture and Culture affects environment

## Unit 2 – Population

### Required Concepts/Vocabulary:

#### POPULATION

- A. Geographical analysis of population
1. Density, distribution, and scale
  2. Consequences of various densities and distributions
  3. Patterns of composition: age, sex, race, and ethnicity
  4. Population and natural hazards: past, present, and future
- B. Population growth and decline over time and space
1. Historical trends and projections for the future
  2. Theories of population growth, including the Demographic Model
  3. Patterns of fertility, mortality, and health
  4. Regional variations of demographic transitions
  5. Effects of population policies
- C. Population movement
1. Push and pull factors
  2. Major voluntary and involuntary migrations at different scales
  3. Migration selectivity
  4. Short-term, local movements, and activity space

### State Suggested Activities

- Cooperative groups will construct a series of population dot maps (1945, 1950, 1955) to show the pattern of movement of people.
- Construct an argument for or against the development of government protected lands for settlement, economic activity, or development.
- Through the Eyes of a Refugee: a study of Afghanistan's refugee crisis and the decision making process for locating refugee camps. The lesson is available on the National Geographic website.
- Evaluate the effects of population growth and urbanization on places: air pollution in Mexico City, Los Angeles, and Milan, Italy; the loss of farmlands to rapidly growing urban areas.
- Use population density graphs and data on air quality to determine the impact of increased population to the environment

## Unit 2 – Population

<b>District Resources</b>	<b>Performance Assessment</b>  To be determined by the 2011-2012 Social Issues teachers
---------------------------	---

<b>Internet Sources:</b>	
<b>For Information</b>  <a href="http://www.nationalgeographic.com/xpeditions/lessons/02/g912/urban.html">http://www.nationalgeographic.com/xpeditions/lessons/02/g912/urban.html</a> .	<b>For Assignments:</b>

## Unit 2 – Population

### State Assessment Examples

- The chart below shows population statistics for Tokyo, Japan, between 1950 and 2000.

Which is the most likely impact of the population trends on Tokyo shown in the chart?

- A) Traffic congestion has decreased.
  - B) Access to open space has increased.
  - C) Rents and land prices have increased.
  - D) Air and noise pollution levels have decreased.
- 
- In 1947, India was partitioned into separate countries primarily as a result of
    - A) ethnic differences.
    - B) political differences.
    - C) religious differences.
    - D) economic differences.

### State Suggested Vocab:

*Distribution* - the arrangement of items over a specified area.

*Migration* - the movement of people or other organisms from one region to another.

*Places* - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.

*Region* - an area with one or more common characteristics or features which make it different from surrounding areas.

*Relative location* - the location of a place or region in relation to other places or regions (northwest or downstream).

*Religion* - a system of beliefs for satisfying a peoples' spiritual wants/needs.

*Resource* - an aspect of the physical environment that people value and use.

*Technology* - science applied to achieve practical purposes.

*Cultural diffusion* - the spread of cultural elements from one culture to another.

*Distribution* - the arrangement of items over a specified area.

*Ethnic enclaves* - areas or neighborhoods within cities that are homogeneous in their ethnic make-up, and are usually surrounded by different ethnic groups (Chinatown).

*Government* - institutions and procedures through which a territory and its people are ruled.

*Infrastructure* - the skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector.

*Location* - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).

*Megalopolis* - a large, sprawled urban complex, created through the spread and joining of separate metropolitan areas.

*Migration* - the movement of people or other organisms from one region to another.

*Region* - an area with one or more common characteristics or features which make it different from surrounding areas.

*Technology* - science applied to achieve practical purposes.

*Trade* - the exchange of goods or services for other goods and services or money.

