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# Geographic Impact on Population Density

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## Geographic Impact on Population Density

Created by: Mona Yanacheak

Grade Level (Req.): 9th-10th grade	Content Area (Req.): World Geography, Human Geography	Unit (Opt.): World Populations
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> <li>• Literacy: Viewing, Reading, Writing</li> <li>• Science: Ecosystems and Climate</li> <li>•</li> </ul>		
Time Frame (Req.): 2 weeks	Goal (Req.): Students will understand and be able to demonstrate population density and their impact on the geography of the region.	
	Objective (Req.): Students will locate census data and create maps to demonstrate population density around the world on the continents; analyze the information to determine geographic and social needs of the region, draw conclusions and anticipate significant needs within the region due to the population density.	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> <li>• Computers/Computer Lab</li> <li>• Research Materials</li> <li>• Population Data Table</li> <li>• Maps (National Geographic Map Maker)</li> <li>•</li> <li>•</li> <li>•</li> </ul>		<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> <li>• Population Density</li> <li>• Spatial Distribution</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): 1.) Teacher will ask students to select an area (city, country) with the greatest population and greatest population density. Once students determine their choice have them write a brief description providing three reasons why they selected the city they chose. 2.) Provide students with the population chart “List of the 20 Largest Cities”, provided during our class, and have students complete the penny/world map activity we did in class. (One penny = 1 million) A. What do you see? B. Why is the population greater in one location more than another? C. What might they anticipate as some of the greatest social need each heavily populated area might have and why?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. Anticipatory Set (described above)</li> <li>2. Students will draw the city/region/continent that they will be researching.</li> <li>3. Teacher will model the use of the tools and resources they will use for their research.</li> <li>4. Students will outline critical population data from text, National Geographic and government validated resources on internet.</li> <li>5. Students will create map of their region using National Geographic Map Maker</li> <li>6. Students will research and identify three social “needs” of the region as a result of the population density of that area.</li> <li>7. Students will select one and develop and plan/program to meet the identified need through partnerships with already existing organizations such as Compassion, World Hunger or others.</li> <li>8. Presentation to class when final project is completed.</li> <li>9.</li> </ol>		

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Formative Evaluation (Req.): Four times throughout the two week process, students will review their map, “program” development with teacher and peers to determine their level of understanding and any support they may need for satisfactory completion of the assessment.

Assessment (Req.): Students will develop a map that demonstrates population density in their assigned region of the world and a “program” that addresses a significant geographical and social concern of that region. Use of qualities, language and skills of a geographer/researcher will be key components of this assessment.

- Iowa Core Curriculum Standards Used (Req.):
- Geography, grade 9-12: Understand how physical and human processes shape the Earth’s surface and major ecosystems.
  - Behavioral Science, grade 9-12: Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.
  - Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
  - Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
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- Common Core Curriculum Standards Used (Opt.):
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- NGS Standards Used (Req.):
- The physical and human characteristics of places
  - How culture and experience influence people’s perceptions of places and regions
  - The characteristics and spatial distribution of ecosystems on Earth’s surface
  - The characteristics, distribution, and migration of human population on Earth’s surface
  - The processes, patterns, and functions of human settlement
  - How the forces of cooperation and conflict among people influence the division and control of Earth’s surface
  - How human actions modify the physical environment
  - The changes that occur in the meaning, use, distribution, and importance of resources

<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Human-Environmental Interaction</li> <li>• Movement</li> <li>• Region</li> </ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>21<sup>st</sup> Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> <li>• National Geographic Map Maker</li> <li>• List of 20 Largest Cities</li> <li>• Material World Statistics</li> <li>• World Health Rating Scale</li> </ul>	