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Making Maps with Population Data

Tami Huegel Forest City High School, Forest City, IA

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Tami Huegel – Forest City High School, Forest City, IA

Grade Level (Req.): 6th-12th grade	Content Area (Req.): World Geography, Physical Geography, Mathematics	Unit (Opt.):
Connections to Other Disciplines (1
•		
•		
•		
Time Frame (Req.): 1-2 weeks		
(depends on how many types of	growth rates, and sex ratios. To create dot maps to show major	
maps you want students to	population centers. To get students thinking critically about the	
create)	population problem in India.	
	Objective (Peg.): Students will cre	ato choroploth mans using the 2
	Objective (Req.): Students will cre methods of equal frequency, equa	
	Students will compare the 3 maps	
	will analyze the maps and develop hypotheses about population to	
	plan for the future.	
Materials Needed (Req.):	New Vocabulary	/ (Opt.):
State maps of India	•	
Colored pencils	•	
GIS Mapping program like	ArcView (for •	
upper levels only)	•	
• 2001 Census Data (include	ed) •	
Calculator		
Scratch paper		
 India stencils 		
Anticipatory Set/Introduction [Inc	quiry Question is required] (Req.): W	hat is population like in India?
Instructional Sequence/Procedure	e (Reg.):	
Instructional Sequence/Procedure		
1. Explain the different type	s of maps, and how to create them.	
 Explain the different type Have students create different different type 	s of maps, and how to create them. erent types of maps.	ation in urban centers. choropleth
 Explain the different type Have students create diffe Some examples include: c 	s of maps, and how to create them. erent types of maps. cartograms, dot maps showing popul	
 Explain the different type Have students create diffe Some examples include: c maps comparing populati 	s of maps, and how to create them. erent types of maps.	rious states.
 Explain the different type Have students create diffe Some examples include: c maps comparing populati 	s of maps, and how to create them. erent types of maps. cartograms, dot maps showing popul ons, growth rates, or sex ratios in va	rious states.
 Explain the different type Have students create diffe Some examples include: c maps comparing populati At the end of the map unimap. 	s of maps, and how to create them. erent types of maps. cartograms, dot maps showing popul ons, growth rates, or sex ratios in va	rious states. e purpose and bias of each type of
 Explain the different type Have students create diffe Some examples include: c maps comparing populati At the end of the map unimap. You could also have a gro 	s of maps, and how to create them. erent types of maps. cartograms, dot maps showing popul ons, growth rates, or sex ratios in va it, compare the maps and explain the	rious states. e purpose and bias of each type of lation issues in India – what the
 Explain the different type Have students create diffe Some examples include: c maps comparing populati At the end of the map uni map. You could also have a gro problems are now, and w Additional Notes: For adv 	s of maps, and how to create them. erent types of maps. cartograms, dot maps showing popul ons, growth rates, or sex ratios in va it, compare the maps and explain the up discussion to talk about the popu	rious states. e purpose and bias of each type of lation issues in India – what the ntry. r program like ArcView to create
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Formative Evaluation (Req.): Class discussion	Assessment (Req.): The maps the students will create. As the teacher, you will need to look at their data sets to see they created the map correctly. The choropleth maps should use graduated color to make them easier to read.		
Iowa Core Curriculum Standards Used (Req.):			
 Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments. 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 how human actions modify the environment and how the environment affects humans. 			
• Common Core Curriculum Standards Used (Opt.): • • •			
•			
 NGS Standards Used (Req.): How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective How to use mental maps to organize information about people, places, and environments in a spatial context How to analyze the spatial organization of people, places, and environments on Earth's surface The characteristics, distribution, and migration of human population on Earth's surface How human actions modify the physical environment How to apply geography to interpret the past How to apply geography to interpret the present and plan for the future 			
Five Themes of Geography Used (Req.):	School District Standards and Benchmarks (Opt.):		
Place	•		

Human-Environmental Interaction	•	
Region	•	
•		
• 21 st Century Universal Constructs (Opt.):		
21 Century Oniversal Constructs (Opt.).		
Other Disciplinary Standards (Opt.):		
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Other Essential Information (Opt.):		
Other Resources (Opt.):		
 The census data included in this lesson came from the National Institute of Urban Affairs, Delhi, India. Additional census information can be found on the India Census website at http://www.censusindia.pet 		
<pre>http://www.censusindia.net.</pre>		
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