

# WAUCONDA SCHOOL DISTRICT 118

## UNIT PLANNING ORGANIZER

Subject: AP HUMAN GEOGRAPHY

Grade Level or Course:

Unit 2: POPULATION & MIGRATION PATTERNS & PROCESSES

Pacing: 3.5

Weeks

### STAGE 1 – DESIRED RESULTS

**Essential Questions: Where are the World's People Distributed? Why is the World's population increasing? Why do some places face Health Challenges? Why might population increase in the future?**

PSO= Patterns & Spatial Organization  
Changes

IMP= Impacts & Interactions

SPS= Spatial Processes & Societal

 Concepts & Processes

 Spatial Relationships

 Data Analysis

 Source Analysis

 Scale Analysis

### Big Idea Questions: Unit 1 (PSO, IMP, SPS)

- ★ Why do geographers study relationships and patterns among and between places?
- ★ How do geographers use maps to help them discover patterns and relationships in the world?
- ★ How do geographers use a spatial perspective to analyze complex issues and relationships?

CCSS (Priority Standards):

[http://www.isbe.state.il.us/ils/social\\_science/pdf/ss-stds-9-12-012716.pdf](http://www.isbe.state.il.us/ils/social_science/pdf/ss-stds-9-12-012716.pdf)

### STAGE 2 – EVIDENCE

#### 2.1 POPULATION DISTRIBUTION

**ENDURING UNDERSTANDING:** Understanding where and how people live is essential to understanding global, cultural, political, and economic patterns.

**LEARNING OBJECTIVE:** Identify the factors that influence the distribution of human populations at different scales.

PSO 2.A.1: Physical factors (e.g. climate, landforms, waterbodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population.

PSO 2.A.2: Factors that illustrate patterns of population distribution vary according to the scale of analysis.

**LEARNING OBJECTIVE:** Define methods geographers use to calculate population density.

PSO 2.B.1: The three methods for calculating population density are arithmetic, physiological, and agricultural.

**LEARNING OBJECTIVE:** Explain the differences between and the impact of methods used to calculate population density.

PSO 2.C.1: The method used to calculate population density reveals different information about the pressure the population exerts on the land.

|                    |                     |                      |         |  |  |  |  |
|--------------------|---------------------|----------------------|---------|--|--|--|--|
| Arithmetic density | Physiologic density | Agricultural density | Ecumene |  |  |  |  |
|--------------------|---------------------|----------------------|---------|--|--|--|--|

|                    |                   |                 |  |  |  |  |  |
|--------------------|-------------------|-----------------|--|--|--|--|--|
| Population density | Scale of Analysis | Dot-density map |  |  |  |  |  |
|--------------------|-------------------|-----------------|--|--|--|--|--|

## 2.2 CONSEQUENCES OF POPULATION DISTRIBUTION

**ENDURING UNDERSTANDING:** Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

**LEARNING OBJECTIVE:** Explain how population distribution and density affect society and the environment.

**PSO 2.D.1:** Population distribution and density affect political, economic, and social processes, including the provision of services such as medical care.

**PSO 2.D.2:** Population distribution and density affect the environment and natural resources; this is known as carrying capacity.

|         |                            |                 |                   |                    |  |  |  |
|---------|----------------------------|-----------------|-------------------|--------------------|--|--|--|
| Ecumene | Aging (graying) population | Social Services | Carrying capacity | Sustainable growth |  |  |  |
|         |                            |                 |                   |                    |  |  |  |

## 2.3 POPULATION COMPOSITION

**ENDURING UNDERSTANDING:** Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

**LEARNING OBJECTIVE:** Describe elements of population composition used by geographers.

**PSO 2.E.1:** Patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales.

**LEARNING OBJECTIVE:** Explain ways that geographers depict and analyze population composition.

**PSO 2.F.2:** Population pyramids are used to assess population growth and decline and to predict markets for goods and services.

|               |                                    |                  |         |                          |  |  |  |
|---------------|------------------------------------|------------------|---------|--------------------------|--|--|--|
| Age-Sex ratio | Age-Sex Chart (Population Pyramid) | Dependency Ratio | Cohorts | Ethnic and Racial Groups |  |  |  |
|               |                                    |                  |         |                          |  |  |  |

## 2.4 POPULATION DYNAMICS

**ENDURING UNDERSTANDING:** Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

**LEARNING OBJECTIVE:** Explain factors that account for contemporary and historical trends in population growth and decline.

**IMP 2.A.1:** Demographic factors that determine a population's growth and decline are fertility, mortality, and migration.

**IMP 2.A.2:** Geographers use the rate of natural increase and population-doubling time to explain population growth and decline.

**IMP 2.A.3:** Social, cultural, political, and economic factors influence fertility, mortality, and migration rates.

|                |                |            |            |                          |  |  |  |
|----------------|----------------|------------|------------|--------------------------|--|--|--|
| Fertility rate | Mortality rate | Birth Rate | Death Rate | Population Doubling Time |  |  |  |
|----------------|----------------|------------|------------|--------------------------|--|--|--|

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
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## 2.5 DEMOGRAPHIC TRANSITION MODEL

**ENDURING UNDERSTANDING:** Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

**LEARNING OBJECTIVE:** Explain theories of population growth and decline.

IMP 2.B.1: The demographic transition model can be used to explain population change over time.

IMP 2.B.2: The epidemiological transition explains causes of changing death rates.

|                              |                             |             |                          |  |  |  |  |
|------------------------------|-----------------------------|-------------|--------------------------|--|--|--|--|
| Demographic Transition Model | Epidemiologic al Transition | Death Rates | Rate of Natural Increase |  |  |  |  |
|                              |                             |             |                          |  |  |  |  |

## 2.6 MALTHUSIAN THEORY

**ENDURING UNDERSTANDING:** Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

**LEARNING OBJECTIVE:** Explain theories of population growth and decline.

IMP 2.B.3: Malthusian theory and its critiques are used to analyze population change and its consequences.

|                |                   |                 |               |           |  |  |  |
|----------------|-------------------|-----------------|---------------|-----------|--|--|--|
| Thomas Malthus | Malthusian Theory | Neo-Malthusi an | Ester Boserup | Karl Marx |  |  |  |
|                |                   |                 |               |           |  |  |  |

## 2.7 POPULATION POLICIES

**ENDURING UNDERSTANDING:** Changes in population have long- and short-term effects on a place’s economy,culture, and politics.

**LEARNING OBJECTIVE:** Explain the intent and effects of various population and immigration policies on population size and composition.

SPS 2.A.1: Types of population policies include those that promote or discourage population growth, such as pronatalist, antinatalist,and immigration policies.

|                      |                        |                      |  |  |  |  |  |
|----------------------|------------------------|----------------------|--|--|--|--|--|
| Pronatalist policies | Anti-natalist policies | Immigration policies |  |  |  |  |  |
|                      |                        |                      |  |  |  |  |  |

## 2.8 WOMEN & DEMOGRAPHIC CHANGE

**ENDURING UNDERSTANDING:** Changes in population have long- and short-term effects on a place’s economy,culture, and politics.

**LEARNING OBJECTIVE:** Explain how the changing role of females has demographic consequences in different parts of the world.

SPS 2.B.1: Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world.

SPS 2.B.2: Changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration, as illustrated by Ravenstein’s laws of migration.

|                                |  |  |  |  |  |  |  |
|--------------------------------|--|--|--|--|--|--|--|
| Ravenstein's Laws of Migration |  |  |  |  |  |  |  |
|                                |  |  |  |  |  |  |  |

## 2.9 AGING POPULATIONS

**ENDURING UNDERSTANDING:** Changes in population have long- and short-term effects on a place's economy, culture, and politics.

**LEARNING OBJECTIVE:** Explain the causes and consequences of an aging population.

**SPS 2.C.1:** Population aging is determined by birth and death rates and life expectancy.

**SPS 2.C.2:** An aging population has political, social, and economic consequences, including the dependency ratio.

|                                       |            |            |                 |                  |                  |  |  |
|---------------------------------------|------------|------------|-----------------|------------------|------------------|--|--|
| Aging population (Graying population) | Birth Rate | Death Rate | Life expectancy | Dependency Ratio | Youth population |  |  |
|                                       |            |            |                 |                  |                  |  |  |

## 2.10 CAUSES OF MIGRATION

**ENDURING UNDERSTANDING:** Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

**LEARNING OBJECTIVE:** Explain how different causal factors encourage migration.

**IMP 2.C.1:** Migration is commonly divided into push factors and pull factors.

**IMP 2.C.2:** Push/pull factors and intervening opportunities/obstacles can be cultural, demographic, economic, environmental, or political.

|           |                      |                      |                         |                      |  |  |  |
|-----------|----------------------|----------------------|-------------------------|----------------------|--|--|--|
| Migration | Push factors / types | Pull factors / types | Intervening Opportunity | Intervening Obstacle |  |  |  |
|           |                      |                      |                         |                      |  |  |  |

## 2.11 FORCED & VOLUNTARY MIGRATION

**ENDURING UNDERSTANDING:** Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

**LEARNING OBJECTIVE:** Describe types of forced and voluntary migration.

**IMP 2.D.1:** Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.

**IMP 2.D.2:** Types of voluntary migrations include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban.

|                  |         |                 |              |              |                         |        |                     |
|------------------|---------|-----------------|--------------|--------------|-------------------------|--------|---------------------|
| Forced migration | Slavery | Chain Migration | Transhumance | Guest Worker | Transnational migration | Asylum | Voluntary Migration |
|                  |         |                 |              |              |                         |        |                     |

## 2.12 EFFECTS OF MIGRATION

**ENDURING UNDERSTANDING:** Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

**LEARNING OBJECTIVE:** Explain historical and contemporary geographic effects of migration.

**IMP 2.E.1:** Migration has political, economic, and cultural effects.

|                     |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|
| The Great Migration |  |  |  |  |  |  |  |
|                     |  |  |  |  |  |  |  |

## STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

*Suggested Resources/Materials/Informational Texts*

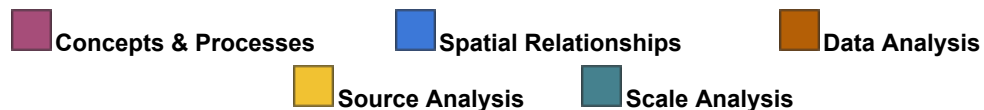
**The Cultural Landscape Textbook by James M. Rubenstein**

**New York Times Articles**

**CNN 10**

**AP Classroom**

**Course Skills:**



### 1. Concepts and Processes (23%-29%)--Analyze theories, approaches, concepts, processes, & models in theoretical & applied contexts.

- A. Describe geographic concepts, processes, models, and theories.
- B. Explain geographic concepts, processes, models, and theories.
- C. Compare geographic concepts, processes, models, and theories.
- D. Describe a relevant geographic concept, process, model, or theory in a specified context.
- E. Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

### 2. Spatial Relationships (33%-43%)--Analyze geographic patterns, relationships, and outcomes in applied contexts.

- A. Describe spatial patterns, networks, and relationships.
- B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.
- C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
- D. Explain the significance of geographic similarities and differences among different locations and/or at different times.
- E. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.

### 3. Data Analysis (10%-19%)--Analyze & interpret quantitative data represented in maps, tables, charts, graphs, satellite images, & infographics.

- A. Identify the different types of data presented in maps and in quantitative and geospatial data.
- B. Describe spatial patterns presented in maps and in quantitative and geospatial data.
- C. Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
- D. Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
- E. Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.
- F. Explain possible limitations of the data provided.

### 4. Visual Analysis (10%-19%)--Analyze & interpret qualitative geographic information represented in maps, satellite images, photographs, cartoons, & landscapes.

- A. Identify the different types of information presented in visual sources.
- B. Describe the spatial patterns presented in visual sources.

- C. Explain patterns and trends in visual sources to draw conclusions.
- D. Compare patterns and trends in sources to draw conclusions.
- E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.
- F. Explain possible limitations of visual sources provided.

**5. Scale Analysis (10%-14%)--Analyze theories, approaches, concepts, processes, or models across geographic scales to explain spatial relationships.**

- A. Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
- B. Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.
- C. Compare geographic characteristics and processes at various scales.
- D. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

| Academic Vocabulary/ Word Wall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Enrichment/Extensions/<br>Modifications                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Antinatalist Policies</li> <li>● Asylum Seeker</li> <li>● Baby Boom</li> <li>● Baby Bust</li> <br/> <li>● Baby Echo</li> <li>● Birth</li> <li>● Deficit</li> <li>● Brain</li> <li>● Drain</li> <li>● Carrying Capacity</li> <li>● Census</li> <li>● Chain</li> <li>● Migration</li> <li>● Crude</li> <li>● Birth Rate</li> <li>● Crude</li> <li>● Death Rate</li> <li>● Demographic Transition</li> <li>● Model</li> <li>● Dependency Ratio</li> <li>● Doubling Time</li> <li>● Epidemiological Transition</li> <li>● Model</li> <li>● Forced</li> <li>● Migration</li> <li>● Guest</li> <li>● Worker</li> <li>● Immigration Quota</li> </ul> | <ul style="list-style-type: none"> <li>-Peer evaluation of Free Response Questions's</li> <br/> <li>-Self evaluation of essays and multiple choice exams</li> <br/> <li>-Review of all course objectives at the end of the unit</li> <br/> <li>-Modifications as necessary based on time availability and student ability</li> </ul> |

- Infant
- Mortality
- Rate
- Internally
- Displaced
- Persons
- Internal Migration
- Intervening Obstacle
- Intervening Opportunity
- Life
- Expectancy
- Malthusian Theory
- Migration
- Natural
- Increase Rate<sup>Neo-</sup> Malthusians

- One Child Policy
- Population Density
- Population Distribution
- Population Pyramid
- Pronatalist Policies
- Pull
- Factor
- Push
- Factor
- Ravenstein's Laws of
- Migration
- Refugee
- Remittances<sup>Step</sup> Migration

- Total
- Fertility Rate Transhumance

- Transnational Migration
- Voluntary Migration
-