

Unit Name: Core Concepts Part 6: Populations and Movement (Pearson – myWorld Geography)
Author: Deborah Scalley

UNIT

Subject:	Social Studies/Geography	Country:
Course/Grade:	myWorld Geography/5th	State/Group: NJ
School:	Dr. Joyanne D. Miller School	

UNIT SUMMARY

Students will demonstrate the following enduring understandings:

- Population growth can have both short-term and long term economic and environmental effects on a place.
- People choose to settle in areas that meet their basic needs.
- Migration takes place when people decide that their needs can be better met in a different location.

UNIT RESOURCES

Pearson myWorld Geography Core Concepts Handbook Teacher Edition, T62 – T71

Section 1: Population Growth, p. T64-T65

Section 2: Population Distribution, p. T66-T67

Section 3: Migration, p. T68 –T69

Section 4: Urbanization, p. T70-T71

Pearson myWorld Geography Student Textbook

Read Searching for a New Home, p. 72 - 73

Read Section 6.1 Population Growth, p.74 - 75

6.2 Population Distribution, p 76 - 77

6.3 Migration, p. 78 - 79

6.4 Urbanization, p. 80 – 81

Answer Part 6 Assessment Questions, p 82 – 83 includes Document Based Questions

Pearson myWorld Geography Student Journal

Core Concepts 6.1, 6.2, 6.3, 6.4 Word Wise and Sum It Up, p. 32 - 36

Pearson myWorld Geography Exam View Test Bank CD-Rom

Pearson myWorld Geography Assessment Handbook

Pearson myWorld Geography Unit ProGuide

Pearson myWorld Geography Activity Kit

Pearson myWorld Geography Essential Question Posters

Pearson my World Geography Wall Maps

Internet Resource Links:

<http://my.worldgeography.com>

Student Center and Teacher Center

On Assignment

Visual Glossary

Active Atlas

Data Discovery

Time Line

Culture Close-up

Self Test

Success Tracker

21st Century Learning Online Tutor

myworldgeography.com Student Center or GIS.com

<http://ph.infoplease.com/>

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

ENDURING UNDERSTANDINGS

1. Population growth can have both short-term and long term economic and environmental effects on a place.
2. People choose to settle in areas that meet their basic needs.
3. Migration takes place when people decide that their needs can be better met in a different location.

ESSENTIAL QUESTIONS

1. How have the improvements in living conditions over the past two centuries affected population growth?
2. What factors affect population distribution?
3. How can migration greatly change a region's culture and society?
4. How does urbanization take place?

KNOWLEDGE AND SKILLS

Core Concepts 6.1 Population and Movement - Students will recognize ways to measure population, including birth rate and death rate.

Core Concepts 6.1 Populations and Movement - Students will identify the causes and effects of rapid population growth.

Core Concepts 6.2 Population Distribution - Students will identify patterns of population distribution.

Core Concepts 6.2 Population Distribution - Students will define population density.

Core Concepts 6.3 Migration - Students will investigate the reasons why people leave one place and settle in another.

Core Concepts 6.3 Migration - Students will describe historic voluntary and involuntary migrations.

Core Concepts 6.4 Urbanization - Students will explain how urbanization occurs and why.

Core Concepts 6.4 Urbanization - Students will examine the various issues that result from urbanization.

STAGE TWO

ASSESSMENT DATA/PERFORMANCE TASKS

Students may write their responses to the Assessment questions in their notebooks and complete Word Wise in their Journals for each lesson. Check answers in their notebooks and Student Journal for understanding of the Key Ideas, Key Terms, and objectives.

Core Concepts Part 6 Population and Movement Test B

Student Journal: Core Concepts Part 6 Activity: Sum It Up - Students may make connections using the text and maps from Core Concepts 6 to fill in the circles of this concept web. Describe the features of a tropical wet and dry climate.

Core Concepts Part 6 Population and Movement Success Tracker Online Formative Assessment includes Document Based Questions

OTHER EVIDENCE

Student completion of myWorld Activity and myWorld Activity Support

- * Section 6.1: p. T64 – T65 Population Growth – Running Out of Room
- * Section 6.2: p. T66 – T67 Population Distribution – Crowded Cities
- * Section 6.3: p. T68 – T69 Migration – On the Move
- * Section 6.4: p. T70 – T71 Urbanization – Urbanization Investigation

- Student completion of *Word Wise* in their *Student Journals*

- * Core Concepts 6.1: Word Wise - Choose one word from the Word Bank to fill in each blank to complete a short summary of important ideas from this section
- * Core Concepts 6.2: Words in Context, write an answer that demonstrates understanding of Boldfaced key terms
- * Core Concepts 6.3: Word Wise – Word Map: Follow the model to make word maps. The key terms migration and push factor are in the center ovals. Write the definition in your own words at the upper left. In the upper right, list Characteristics, which means words or phrases that relate to the term. At the lower left list Non-characteristics, which means words and phrases that would not be associated with it. In the lower right, draw a picture of the key term or use it in a sentence.
- * Core Concepts 6.4: Word Wise - Vocabulary Quiz

p. 83 21st Century Learning: Analyze Media Content – Find examples of recent articles about immigration to the United States. Then create a table to compare and contrast these articles. Ask yourself the following questions when reading:

- * What is the main idea of each article?
- * Does the author support every statement?
- * Does the author show bias?

Success Tracker Online Formative Assessment: Administer Part 6 tests and remediate understanding

STAGE THREE

LEARNING ACTIVITIES

Title: Population and Movement

Students may explore myworldgeography.com *Visual Glossary* to deepen their understanding of the following Key Terms found in Part 6 of the Core Concepts Handbook. Through the *Visual Glossary* students will read descriptions and view illustrations of Key Terms, listen to audio explanations of Key Terms and watch animations of complex concepts.

- | | |
|---------------------------|-------------------------|
| • birth rate | * death rate |
| • demographer | * emigrate |
| • immigrate | * infant mortality rate |
| • migration | * population density |
| • population distribution | * pull factor |
| • push factor | * rural |
| • slum | * suburban sprawl |
| • urban | * urbanization |

Students will read and discuss Searching for a New Home

Making Connections: Ask students to journal in their notebooks about the most crowded place they have ever been. Have students share how they felt – if they found it scary, exciting, distracting, dirty, beautiful, and so on. Tell them to predict why they think so many people had decided to come to this place and what this says about the place. Discuss whether they prefer living in a crowded place or not and why.

Students may go online to myworldgeography.com Student Center or GIS.com - *Geographic Information System* (GIS) maps to virtually examine every region.

Students may go online to <http://ph.infoplease.com/> to further explore Key Terms and issues introduced through the Core Concepts Handbook

Students may go online to myworldgeography.com Student Center Self Test to assess their own knowledge of Key Ideas and Key Terms

Title: Core Concepts 6.1 Population and Movement: Population Growth

Students will read and discuss Population Growth

myWorld Activity 6.1: Running Out of Room - Direct students, one by one, to gather at the front of the classroom. As more students move to the space, they will be forced to stand closer and closer together. Consider assigning some students roles as outside observers or as peacekeepers to prevent crowding related conflicts. Periodically ask the standing students how comfortable they feel. Then have students complete Activity Support: Reflection – Running Out of Room T65(Kinesthetic)

Students may complete Core Concepts 6.1: Word Wise - Choose one word from the Word Bank to fill in each blank to complete a short summary of important ideas from this section

Students may write their answers to Core Concepts Lesson 6.1 Assessment Questions in their notebooks. Check notebook answers for understanding

Title: Core Concepts 6.2 Population and Movement: Population Distribution

Students will read and discuss Population Distribution

myWorld Activity 6.2: Crowded Cities

Students may complete Activity Support: Crowded Cities. Divide class into four groups, named New York, London, Tokyo, and Johannesburg. Give groups copies of a photograph that shows their city. Ask them to detect and label clues that the city has a high population density, such as skyscrapers or heavy traffic. Once all groups have finished labeling their photographs, have students give brief presentations and explanations of the clues they found. Students should use Activity Support: City Labels(T67) to complete the activity.(Logical/Visual)

Students may complete Core Concepts 6.2 *Word Wise*: Words in Context, write an answer that demonstrates understanding of Boldfaced key terms

Students may write their answers to Core Concepts Lesson 6.2 Assessment Questions in their notebooks. Check notebook answers for understanding.

Title: Core Concepts 6.3 Population and Movement: Migration

Students will read and discuss Migration

myWorld Activity 6.3: On the Move

Arrange students in groups of four. Assign one student as Country A, one student as Country B, one student as Announcer, and one student as Migrant, a resident of Country A. As the Announcer calls out push and pull factors, Countries A and B should decide whether the factor is pushing the Migrant away from Country A or pulling the Migrant toward Country B. Have all students complete the first half of Activity Support: Migration Factors before beginning the activity and the second half upon completion of the activity(Verbal/Kinesthetic).

Students may complete *Word Wise* Section 6.3: Word Wise – Word Map: Follow the model to make word maps. The key terms migration and push factor are in the center ovals. Write the definition in your own words at the upper left. In the upper right, list Characteristics, which means words or phrases that relate to the term. At the lower left list Non-characteristics, which means words and phrases that would not be associated with it. In the lower right, draw a picture of the key term or use it in a sentence.

Students may write their answers to Core Concepts Lesson 6.3 Assessment Questions in their notebooks. Check notebook answers for understanding.

Title: Core Concepts 3.4 Populations and Movement: Urbanization

Students will read and discuss Urbanization

myWorld Activity 6.4: Urbanization Investigation

Arrange students in small groups. Half of the groups should represent a rural area and the other half should represent an urban area. Tell group members to identify challenges their region would face if thousands of people moved from the rural area to the urban area. Have the small groups use Activity Support: Investigation Notes(T71). Then have both sides use their findings to debate about challenges caused by urbanization, as well as possible solutions(Verbal/Interpersonal)

Students may complete *Word Wise* 6.4: Vocabulary Quiz

Students may write their answers to Core Concepts Lesson 6.4 Assessment Questions in their notebooks. Check notebook answers for understanding.