

3B – Population Growth

MCCC SS060302 and SS060303

6th Grade Social Studies Network – 2015-6
Part B of Unit 3 – Population and Migration

GLCEs: 6G126 and 132 population maps; 6G322 opportunities for humans; 6G43 human settlement
This Lesson also addresses a number of Common Core math objectives.

- 1. Activity:** Family size around the world – a clickable map investigation of regions and patterns, refining the map-reading skills that they learned with much simpler maps in Units 1 and 2 (20-60 minutes, depending on how many map layers you introduce and whether students also do one or more versions of the correlation form).
6th 3B Family size around the world 6th 3B World clickable demography maps
6th 3B Percent of Population Under Age 15
Either graph form from 6th 3B clickable correlation Children/Family Size
- 2. Activity:** [Country name] is the same size as [state name], but it has X times as many people (20-60 minutes, depending on how students report their findings (poster-walk, group reporting, or just read some examples from the supplementary data form before students try to make a generalization about population density in the rest of the world compared to the United States).
Students learn one way to make a geographic comparison of population. An important side benefit of the activity is the realization that most countries of the world are much more crowded than the state or states that are about the same size. Part of the reason was the topic of Part 3A – humans had much less time for population growth in North and South America because they got there relatively late
6th 3B Blank as big as blank Activity 6th 3B Blank as big as blank Teacher Notes
6th 3B Blank as big as blank Data
6th 3B Blank as big as blank Samples (World map with stickers for country identification)
- 3. Supplementary Activity:** The world's largest countries, 2015 and 2050 (10-20 minutes)
6th 3Bx Largest Population Countries spreadsheet
6th 3Bx Top Dozen Countries (World map with stickers for country identification)
6th 3By Comparisons of Area, 6th 3By Top 20 cities 4 lists
- 4. Extension Activity:** comparing consequences of family size in China, India, and East Africa.
This activity is more challenging, but it can also serve as an alternative setup for the more in-depth look at how population pyramids can help us explore regional differences in China (Part C)
(20-30 minutes; could be twice that if you make it a math lesson about numbers and percentages).
6th 3Bz Comparing China, India, East Africa 6th 3Bz Presentation: China, India, East Africa

Pages from MCCC

- **SuppMaterials.SS060302** – the big idea page and word cards are useful; the graphic organizer has a problem – it implies that death rate is going in to a population
- **SS060302.Powerpoint** has some useful maps, but . . . the last few maps in the animation show dense population in some areas that are likely to stay nearly empty, such as the Tibetan Plateau, Himalaya Mountains, parts of the Sahara, etc.
- **SS060303.Powerpoint** has a mini-animation about the demographic transition with clear links to Common Core graphing, but the topic is no longer part of the Michigan 6th grade GLCEs. If you want to help students get a head start, AP teachers have posted some better animations on the web.

Takehome: Knowing the general areas in the world where populations are young and growing can help us understand a large number of other geographic patterns, especially about economic development and migration (including some kinds of refugee migration).