## **3C – Population Pyramids**

6<sup>th</sup> 3C Population pyramid presentation

GLCE 6G224 create and interpret population pyramids.

**1**. Activity: Making and interpreting a population pyramid

A number of websites (e.g. Census.gov) can provide population pyramids for any country/time period (20-70 minutes, depending on how many countries you compare and how many different forms of the population graph you choose to introduce – a non-trivial consideration, given the prominence of the topic in the GLCEs and the chance that test authors might choose one of many different graph forms).

6<sup>th</sup> 3C Using the Census.gov website 6th 3C Simple Population Graphs clickable

**2.** Activity: Matching countries with their population pyramids

(10-20 minutes, depending on whether you focus just on replacement ratio (mothers/children) or look at other aspects of the pyramid).

6<sup>th</sup> 3C Matching countries and population pyramids (World map with stickers for country identification)

- **3. Extension Activity**: Population pyramids in different parts of China (10-20 minutes, more if you add activities aimed at enhancing visual vocabulary, such as the Rural/Urban China Comparison in the *Teaching Geography* CD)
  - 6th 3Cx China Population Pyramids Activity6th 3Cx Population Pyramids in China PPT6th 3Cx China Population History GraphPresentation: Environmental analogs China and U.S.6th 3Cy China Demographic TransitionBig Idea presentation: Population Density in ChinaPart of the Big Idea Chapter 8: Population Density in China

## Pages from MCCC

- **SuppMaterials.SS060304** and **SS060304.Powerpoint**. The word cards about dependency ratios are useful. CAUTION: population pyramids are a major topic in AP Human Geography, and in our experience even high school students and teachers need a LOT more scaffolding than they get in the MCCC materials; we will provide additional resources to meet what is now an explicit GLCE.
- **Takehome**: Students should be able to glance at a population pyramid and figure out whether the population is likely to be growing, stable, or declining. They should also be able to describe some consequence of population growth, stability, and decline. Upon closer inspection, a population graph can also reveal major events in the past, such as wars or famines.
- CAUTION: There are a number of "conventional" ways to construct population pyramids. We suggest putting the main focus on graph-reading strategies, using at least two different forms, and mentioning several others, so that students are not surprised if assessment writers choose a different form than the one students might encounter, e.g. in the Census Bureau website or a given textbook.