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|  **TGC Fellow Unit Template \*** |
| Prepared by: Sandra Makielski School/Location: Davisville Middle School/North Kingstown, RI |
| Subject: Social Studies Grade: 7/8 Unit Title: Population: Larger Than Life Time Needed: 15 Days |
| Unit Summary: Students explore the topic of population by mastering vocabulary relating to population, the construction of population pyramids, the making of choropleth maps, and the sharing of information with students in a different country. |
| **Stage 1 Desired Results** |
| **ESTABLISHED GOALS:**Geographic Standard 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate informationGeographic Standard 9The characteristics, distribution, and migration of human populations on Earth’s surface**GLOBAL COMPETENCY:**\*Investigate the World\*Communicate Ideas**RESOURCES:** “World Population Data Sheet” produced by the Population Reference BureauEasy to understand global population pyramids (from 1950-2100)<http://populationpyramid.net/>For older students and more detailed data regarding population pyramids:<http://www.census.gov/population/international/data/idb/informationGateway.php>Constructing and Interpreting Population Pyramids, National Geographic<http://education.nationalgeographic.com/education/media/constructinginterpreting-population-pyramids/?ar_a=1>**VIDEOS:**Challenges facing the Philippines as population hit 100m<https://www.youtube.com/watch?v=qMQFlL3nvi4>Manila-20 million and Rising<https://www.youtube.com/watch?v=KuDDvYhmCTE>Population pyramids: Powerful predictors of the future<https://www.youtube.com/watch?v=RLmKfXwWQtE>What the Philippines population growth means for its economy<https://www.youtube.com/watch?v=Sa02mKL5H1c>7 Billion, National Geographic Magazine<https://www.youtube.com/watch?v=sc4HxPxNrZ0>7 Billion: How Did We Get So Big So Fast?<https://www.youtube.com/watch?v=VcSX4ytEfcE> | ***Transfer***  |
| *Students will be able to independently use their learning to…(real world purpose)* T1. Investigate the world beyond their immediate environmentT2. Communicate their ideas effectively with diverse audiences |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*U1. Many factors go into explaining populationU2. There is a correlation between literacy rate and birthrate U3. A country’s measured wealth directly correlates to the size of the country’s population | ESSENTIAL QUESTIONS E1. What factors define population?E2. How is population data used to define public policy?E. What is the relationship between total fertility rate and literacy rate?  |
| ***Acquisition*** |
| *Students will know… (Content)*\* Students will use manipulatives to develop and understanding between population growth and birth and death rate\*Students will see the relationship between changes in technology and increase population\*Students will be able to explain the relationship between GNI per capita and population\*Students will know the definitions of key terms used by demographers in their field of study | *Students will be able to… (Skills)* \* Students will use manipulatives to develop an understanding between population growth, birthrate and death rate\*Students will utilize data to create modified population pyramids\*Students will be able to identify the three types of population pyramids\*Students will analyze data using the “World Population Data Sheet” produced by the Population Reference Bureau\*Students will create choropleth maps using data extracted from the “World Population Data Sheet” |
| **Stage 2 - Evidence** |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)\*pre-assessment\*exit slip (birthrate and death rate)\*journal entries\*3-2-1 (three things I have learned, two questions I have, one thing I liked) to be used with news articles\*Take a Stand  | \*students demonstrate growth on pre-assessment, a goal of 75% of the students achieving 80% or higher\*demonstrated knowledge of birthrate and death rate (accurately defined)\*clearly expressed views, opinions, and explanations in journal entries\*3-2-1 format followed with thoughtful answers and responses\*active participation in Take a Stand activity using data to support statements |
| Assessment **OF** Learning: (ex: performance task, project, final paper)\*post assessment\*population pyramid analysis\*ePals letter sharing knowledge of population growth in the Philippines along with a modified population pyramid |  \*students demonstrate growth on pre-assessment, a goal of 75% of the students achieving 80% or higher\*detailed analysis of population pyramid in well written paragraph and construction of pyramid from charted data\*friendly letter format, use of correct spelling and grammar, use of population vocabulary, and the construction of population pyramid |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)**Week One: Introduce students to the topic of population through population distribution maps, vocabulary, the making of a human graph.**Week Two: Students will create population pyramids, do data analysis using the Population Reference Bureau’s “World Data Sheet,” and explore the correlation between GNI per capita and population. The first population pyramid the students create will be of the Philippines. Later, they will use data to create a population pyramid of a different country on their own.**Week Three: Students will use data to create choropleth maps. Students will look at the challenges facing countries with different population pyramids. Having reviewed a population pyramid of the United States and identify the pyramid type, students will state possible challenges based on the type of pyramid as well as advantages. They will then take this information and apply it to their own school district (look at local population pyramids if available) and synthesize challenges and advantages the district may face. Students will look at local maps to see where schools have closed and discuss factors of how decisions were made in the past and will be made in the future. Lastly, students will craft friendly letters to students in the Philippines sharing their knowledge on population growth in the United States and questioning the students in the Philippines on their population growth along with the challenges they are facing at present.**\*adapted from Understanding by Design Model* |

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| **TGC FELLOWS UBD Lesson Template** |
| **Lesson Title: Take a Stand Subject: Population: Larger Than Life Prepared by: Sandra Makielski****Materials Needed: Completed student created population pyramids of different countries, completed news articles: (“German population plummets…” and “Soon we will be 7 billion”), large paper, markers, notecards****Global Competency: Communication and Perspective** |
| **W**here is the lesson going?(Learning Target or SWBAT) | **LT: I can identify challenges faced by countries with different population pyramids (slow, negative, and rapid growth)****I can voice my opinion using evidence from news articles , the National Geographic video and data from population pyramids**  |
| **H**ook: | **T**ailored Differentiation: |
| **Watch National Geographic Video** <https://www.youtube.com/watch?v=sc4HxPxNrZ0>**Encourage students to write down notes (the video moves very quickly) while watching the video. Review what students observed during video.** | -create heterogeneous groups with varied abilities-create a vocabulary list with definitions for news articles |
| **E**quip: |
| **Students will group themselves by the population pyramids they created the day before (slow, negative, rapid growth). Using what they learned from reading their news articles and watching the National Geographic video, students brainstorm challenges faced by people/governments within their respective groups. Share out brainstorm findings with whole group.****Have students stand in the middle of the classroom. Present a “take a stand” statement. Students then move to their respective sides of the classroom and prepare to debate their view using evidence from the video, news articles, and population pyramids. Allow 5 – 7 minutes for each “take a stand” question.****Possible “take a stand” statements may include but are not limited to:****\*I support limiting the number of children a family can have in countries that face rapid population growth****\*I support paying (rewarding) families to have more children in negative growth countries****\*I support the required sharing of medicines and medical care in countries experiencing rapid growth****Goal of “Take a Stand” : to try and convince two or more students to switch sides at the end of the debate** |
| **Rethink and revise:** |
| **Encourage students to “take a stand” and not stand in the middle. Remind students to look at the students on the other side of the room, not the teacher, during the debate. Commend those students who use evidence from their pyramids along with notes from the video and news articles to support their opinions.** |
| **Evaluate:**  |
| **Monitor and record the number of times each student speaks and whether or not he/she uses evidence.** |
| Notes:  |
| **O**rganization:  |
| Make certain all students have completed their population pyramids and read the articles in advance of “Take a Stand” lesson. Clear space on opposite sides of classroom walls so students have space to stand. |