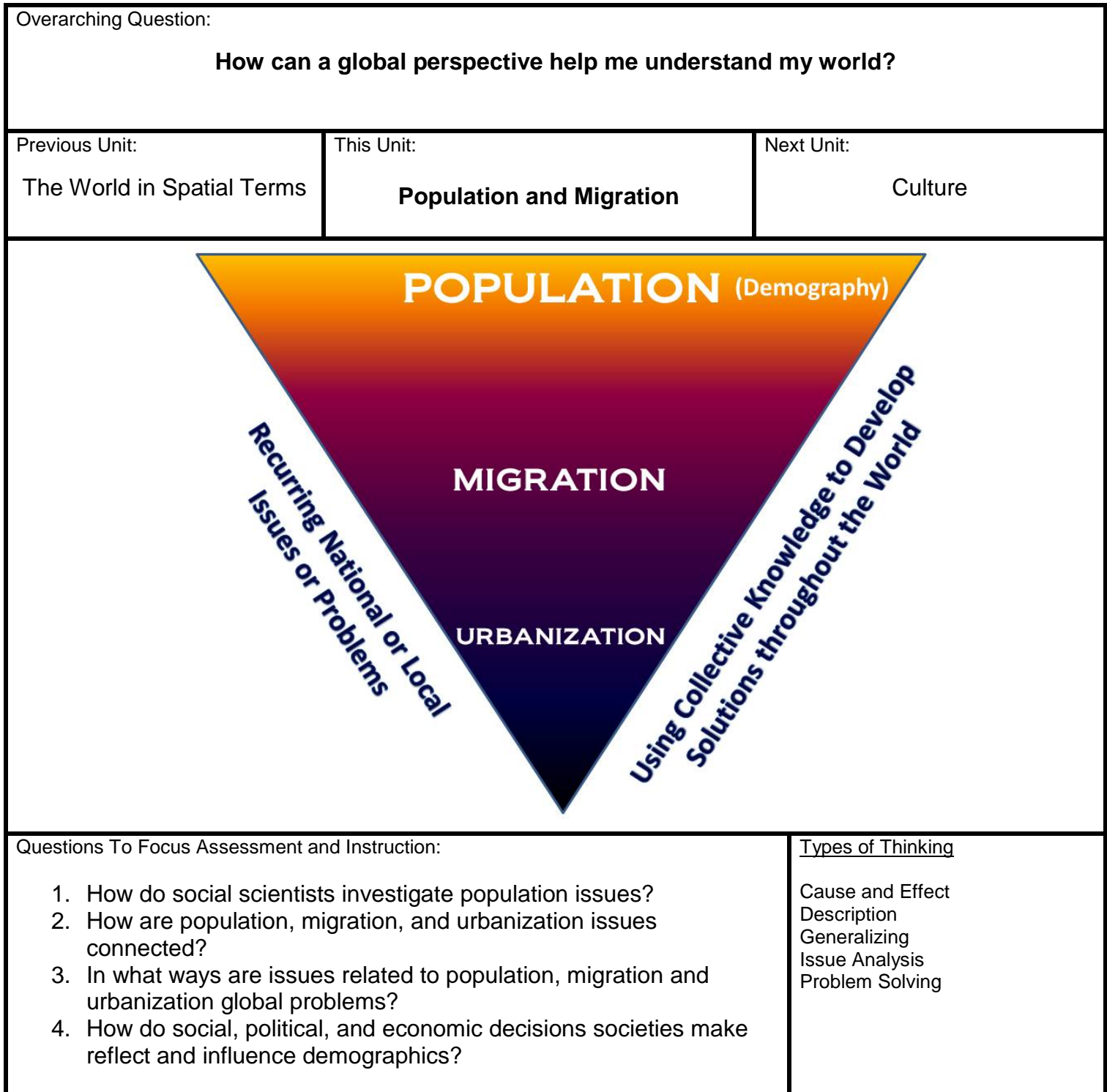


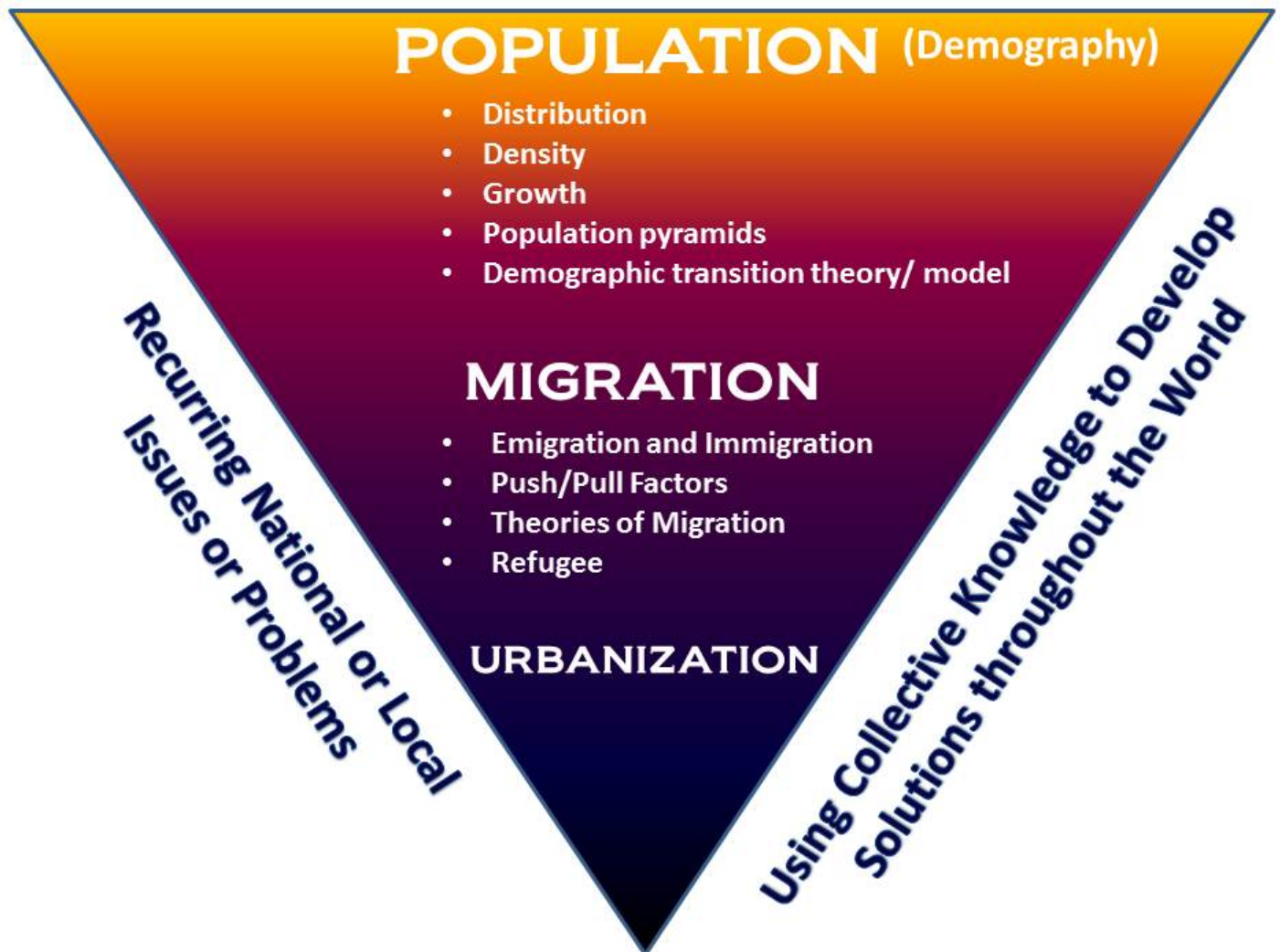
Sixth Grade Social Studies: World Geography and Global Issues

Unit 3: Population and Migration

Big Picture Graphic



Graphic Organizer



High School Foundations (see World History and Geography)

F1 World Historical and Geographical “Habits of Mind” and Central Concepts: Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)(National Geography Standard 2, p. 186).

Unit Abstract

This unit introduces students to human geography with a focus on population and migration. Beginning with demography, students explore population distribution and population density. After engaging in a brief simulation, students examine regional and national population statistics through maps and data. In considering factors which may affect population growth at national, interregional, and global scales, students analyze population changes over the last two thousand years, and then compare the rate of natural increase among different regions of the world. Tanzania and Spain are used as case studies as students consider population growth differences in more and less developed countries. Next, students are introduced to the demographic transition model and explore how more developed countries like the United States have experienced four stages of population growth. They consider how family size effects population change and investigate how three different countries (China, India, and Kenya) have addressed birth rates. Students engage in a comparative analysis of population pyramids using the United States, Tanzania, and Germany. In doing so, they learn how population pyramids can be used to understand a nation's demographic characteristics and consider the potential policy implications of different shaped population pyramids.

Students then examine how migration affects population growth. They explore migrations in ancient history as well as current migration data. Through informational texts, students revisit push and pull factors relating to migration, examine the story of a specific immigrant family, and conduct an interview project. Students expand their understanding of migration through examining the causes and effects of urbanization. After investigating the migration of people from rural to urban areas, students assess the advantages and disadvantages of urbanization using demographic evidence and other sources such as quotations, political cartoons, and photographs.

The unit concludes with students synthesizing what they have learned about population, migration, and urbanization by identifying global problems relating to these topics. They revisit their definition of "global problem" from Unit 1, and expand their definition to include problems that recur across the planet. Working in small groups, students identify related global problems and reasons why they are qualify as global problems and then present their conclusions in a Global Problems Meeting. To highlight the importance of generating solutions for global problems, students work in small groups as city planners and design solutions for common urban problems. In doing so, students investigate real-world solutions implemented in the city of Curitiba, Brazil and are introduced to the Urbanization Knowledge Platform, a global forum created to generate global solutions to global urban problems.

Adolescent literacy practices continue to be integrated throughout the unit. Students engage in a variety of scaffolded note-taking activities and read a selection of informational texts and visual data. Research opportunities, reading strategies, and writing exercises are deliberately placed to support students' growing independence.

Focus Questions

1. How do social scientists investigate population issues?
2. How are population, migration, and urbanization issues connected?
3. In what ways are issues related to population, migration and urbanization global problems?
4. How do social, political, and economic decisions societies make reflect and influence demographics?

Content Expectations

- 6 and 7*
H1.2.1: Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 and 7*
H1.2.3: Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 6 and 7*
H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.
- 6 and 7*
H1.4.3: Use historical perspective to analyze global issues faced by humans long ago and today.
- 6 – W1.1.1:* Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).
- 6 – W1.1.2:* Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).
- 6 – G1.1.1:* Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 7 – G1.1.1:* Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 6 – G1.2.3:* Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – G1.2.4:* Use observations from air photos, photographs (print and CD), films (VCR and DVD)
7 – G1.2.3: as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7 – G1.2.4:* Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 6 and 7*
G1.2.5: Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western/Eastern Hemispheres to answer geographic questions.
- 6 and 7* Apply the skills of geographic inquiry (asking geographic questions, acquiring

- G1.2.6:** geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the world.¹
- 6 and 7
G1.3.1:** Use the fundamental themes of geography (location, place, human environment – interaction, movement, region) to describe regions or places on earth.
- 6 and 7
G1.3.2:** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 and 7
G1.3.3:** Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 6 and 7
G2.2.1:** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 and 7
G3.2.2:** Identify ecosystems and explain why some are more attractive for humans to use than are others.
- 6 and 7
G4.3.2:** Describe patterns of settlement by using historical and modern maps.²
- 6 and 7
G5.1.1:** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water).
- 7 – C4.3.1:** Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).³
- 6 and 7
C4.3.2:** Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

¹ Although the expectations for grades six and seven reference Western and Eastern Hemispheres respectively, this expectation has been revised to reflect a global perspective.

² While the expectations for grades 6 and 7 are the same, the examples differ. The sixth grade expectations includes the following language: "(e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America)." The seventh grade expectation reads: "(e.g., the location of the world's mega cities, other cities located near coast and navigable rivers, regions under environmental stress such as the Sahel)."

³ This expectation asks students to explore national policy issues and why different countries may have different policies on the same issue. It would be a facile exercise for students to explain why national policy decisions of one country may differ than those of other countries without an in-depth analysis of economic, social, political, geographic, and historical contexts. Therefore, this portion of the expectation will not be addressed in sixth grade in this curriculum.

- 6 – C4.3.3: Give examples of how countries work together for mutual benefits through international organizations (e.g., North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).
- 7 – C4.3.3: Explain why governments belong to different types of national and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).
- 6 and 7
E2.3.1: Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.⁴

Common Core State Standards for Literacy in History/Social Studies

- RH.6-8.1:* Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2:* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.4:* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.6:* Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7:* Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WHST.6-8.4:* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.7:* Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.9:* Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10:* Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Key Concepts

demographic transition theory/model
demography

⁴ This unit only addresses the national population policy issues of selected countries through an examination of country propaganda posters.

emigration
global problem
human/environment interaction
immigration
land bridge theory
push/pull factors
migration
population density
population distribution
population growth
population pyramid
refugee
urbanization

Duration

4 weeks

Lesson Sequence

Lesson 1: Where are the People? Population Distribution and Density
Lesson 2: Population Growth
Lesson 3: Exploring a Demographic Transition Model
Lesson 4: Why Does the Age of a Population Matter?
Lesson 5: Migration
Lesson 6: Theories of Migration
Lesson 7: Urbanization
Lesson 8: What are Some Global Problems Related to Population?
Lesson 9: Generating Solutions to Common Urban Problems

Resources

Equipment/Manipulative

Calculators for calculating population density - optional
Colored pencils or colored markers
Computer and Projector, Overhead Projector or Document Camera/Projector
Global Investigator's Notebook

Student Resource

A student geography textbook such as Wiggins, Grant, et al. *My World Geography*: Boston, MA: Pearson, 2011. pp. 76-81, 704, 710, 713, 724, 726-27, 748, 861, 872, and 876.

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