

# APHG

## Unit II: Population Geography

### Description of Unit (Source: *AP Human Geography Course Description*)

#### II. Population

An understanding of the ways in which the human population is organized geographically provides AP students with the tools they need to make sense of cultural, political, economic and urban systems. Thus, many of the concepts and theories encountered in this part of the course crosscut with other course modules. In addition, the course themes of scale, pattern, place, and interdependence can all be illustrated with population topics. For example, students may analyze the distribution of the human population at different scales: global, continental, national, state or province, and local community. Explanations of why population is growing or declining in some places and not others center on understanding the processes of fertility, mortality, and migration. In stressing the relevance of place context, for example, students may assess why fertility rates have dropped in some parts of the developing world but not in others, and how age–sex structures vary from one country to another. Analysis of refugee flows, immigration, internal migration, and residential mobility helps students appreciate the interconnections between population phenomena and other topics. Environmental degradation may prompt rapid out-migration and urbanization, in turn creating new pressures on the environment. Refugee flows may be magnified when groups have no access to political power because of the way boundaries have been drawn. Rapid immigration to certain parts of the world fosters regional differences in industrial employment and political sentiment toward foreigners. This part of the course also aids in our critical understanding of contemporary population trends by considering how models of population growth and decline, including Malthusian theory, the demographic and the epidemiological (mortality) transitions, change. Given these kinds of understandings, students are in a position to evaluate the role, strengths, and weaknesses of major population policies. For example, how might increasing the education levels of females lead to lower fertility?

#### Key Concepts & Resources

##### Unit II: Population Geography

Content/Unit Description	Percent of AP Exam	Text & Supplemental Readings	Time
A. Geographical analysis of population 1. Density, distribution, and scale 2. Consequences of various densities and distributions 3. Patterns of composition: age, sex, race, and ethnicity 4. Population and natural hazards: past, present, and future B. Population growth and decline over time and space 1. Historical trends and projections for the future 2. Theories of population growth, including the Demographic Model 3. Patterns of fertility, mortality, and health 4. Regional variations of demographic transitions 5. Effects of population policies C. Population movement 1. Push and pull factors 2. Major voluntary and involuntary migrations at different scales 3. Migration selectivity 4. Short-term, local movements, and activity space	13-17%	de Blij Ch 2-3  Kuby, Ch 5 “One Billion & Counting: The Hidden Momentum of Population Growth” Activities 1&2	4 weeks



**Plans for Week of Sept 10-14**

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Target(s)</u></b> Understand &amp; explain Malthusian theory &amp; the concept of doubling time.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Student Volunteer: Explain difference between “linear growth” &amp; “exponential growth.” 3. Discussion of Malthusian Theory of Population Growth 4. Students brainstorm reasons Malthusian theory is faulty. 5. Lecture/Discussion: Doubling time &amp; the population explosion.</p> <p><b><u>APHG Content</u></b> A4; A1,2</p> <p><b><u>Assessment</u></b> Brainstorming List</p>	<p><b><u>Learning Target(s)</u></b> Understand &amp; explain the effects of changes in TFR on a country’s demographics.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. “One Billion &amp; Counting: The Hidden Momentum of Population Growth” (Activities 1&amp;2) Computerized Assignment (in library)</p> <p><b><u>APHG Content</u></b> A1-4; B1-3</p> <p><b><u>Assessment</u></b> “One Billion &amp; Counting”</p>	<p><b><u>Learning Target(s)</u></b> Understand &amp; explain the effects of changes in TFR on a country’s demographics.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. “One Billion &amp; Counting: The Hidden Momentum of Population Growth” (Activities 1&amp;2) Computerized Assignment (in library-Finish Today) 3. “One Billion &amp; Counting” DeBrief</p> <p><b><u>APHG Content</u></b> A1-4; B1-3</p> <p><b><u>Assessment</u></b> “One Billion &amp; Counting”</p>	<p><b><u>Learning Target(s)</u></b> 1. Understand &amp; explain current patterns of population growth/decline. 2. Understand &amp; explain the effects of crude birth rate, crude death rate &amp; rate of natural increase on a country’s population.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. DYRT Review 3. DYRT, Ch 2, Keys 2-3 4. As a class, brainstorm list of reasons for high/low/declining rates of pop growth as shown on map on p 48-49. 5. “Fact Check” list using maps on p 38-39; 52-53; 54-55; 60-61; 62; 64-65; 66-67. 6. Class Discussion: “Fact Check” results. 7. Lecture/Discussion: CBR, CDR &amp; Rate of Natural Increase.</p> <p><b><u>APHG Content</u></b> A2,4; B1-4</p> <p><b><u>Assessment</u></b> 1. DYRT Quiz 2. “Fact Check” Lists</p>	<p><b><u>Learning Target(s)</u></b> Use APHG concepts to examine FSHS homecoming.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Homecoming Friday Assignment     -Cultural Landscape, Cultural Traits &amp; FSHS Homecoming (Home movies of late 70’s/early 80’s parades &amp; early 90’s pep rally)</p> <p><b><u>APHG Content</u></b> N/A (Review of Unit I terms)</p> <p><b><u>Assessment</u></b> 1. Changes in cultural landscape list.</p>

**Plans for Week of Sept 17-21**

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Target(s)</u></b> Understand, explain &amp; apply the demographic transition model.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Lecture/Discussion: Demographic Transition Model 3. In Class Assignment: Population Statistics/Questions</p> <p><b><u>APHG Content</u></b> A1,3-5; B1-4; C1</p> <p><b><u>Assessment</u></b> 1. Population Stats/Questions Assignment 2. DYRT Quiz on Tue</p>	<p><b><u>Learning Target(s)</u></b> Understand &amp; explain how to use population pyramids.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. DYRT Quiz Review 3. DYRT Quiz-Ch 2, Keys 4-5 4. Pop Pyramids: Examples &amp; students explain pop composition &amp; level of economic development in place shown.</p> <p><b><u>APHG Content</u></b> A3; B2,3</p> <p><b><u>Assessment</u></b> 1. DYRT Quiz 2. Student explanations of population pyramids</p>	<p><b><u>Learning Target(s)</u></b> 1. Understand &amp; explain the concepts of infant mortality rate, child mortality rate &amp; life expectancy. 2. Understand &amp; explain how cause of death relates to a country's level of economic development.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Return DYRT 3. Student Led Discussion: IMR, CMR &amp; Life Expectancy (Based on assigned questions.) 4. Lecture/Discussion: Causes of Death &amp; Geography</p> <p><b><u>APHG Content</u></b> A2,3,4; B1,3,4</p> <p><b><u>Assessment</u></b> Student led discussion</p>	<p><b><u>Learning Target(s)</u></b> Understand &amp; explain the effects HIV/AIDS is having on society, economy &amp; culture of Sub-Saharan Africa.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Oral Review: HIV/AIDS causes, symptoms, treatment, prevention &amp; prevalence. 3. Youtube Video: "AIDS Highway of Death" 4. Video Debrief</p> <p><b><u>APHG Content</u></b> A3,4; B1,3,4</p> <p><b><u>Assessment</u></b> 1. Oral review. 2. Video debrief.</p>	<p><b><u>Learning Target(s)</u></b> 1. Compare &amp; contrast expansive, eugenic &amp; restrictive population policies. 2. Understand &amp; explain the impact of these policies in China.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Lecture/Discussion: Expansive vs Eugenic vs Restrictive Population Policies –Venn Diagram 3. Guided Reading Activity: China's Population Policies Since Communist Takeover</p> <p><b><u>APHG Content</u></b> A1,2,3,4; B1,3,5</p> <p><b><u>Assessment</u></b> Guided reading activity.</p>

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Target(s)</u></b>                      1. Compare/contrast “movement” with “migration.”                      2. Analyze differences in the various types of “movement” &amp; “migration.”</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. DYRT Quiz Review                      3. DYRT Quiz (Ch 3, Intro/Keys 1-2)                      4. Lecture/Discussion: Migration vs Movement &amp; Types of Each (With images of each type)</p> <p><b><u>APHG Content</u></b>                      C1-4</p> <p><b><u>Assessment</u></b>                      1. DYRT Quiz</p>	<p><b><u>Learning Target(s)</u></b>                      1. Analyze differences in the various types of “movement” &amp; “migration.”                      2. Analyze the motives behind decisions to migrate.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Return/Discuss DYRT Quiz                      3. Discussion Questions:                      A. Based upon source/destination relationships (not motive), what are the two basic types of migration?                      B. How does the mobility of a country’s population impact internal migration patterns?                      C. How might the nature of a country’s economy (developing/wealthy) impact internal migration patterns?                      4. Discussion of questions above with images/examples.                      5. Lecture/Discussion: Ravenstein’s Laws of Migration &amp; Distance Decay</p> <p><b><u>APHG Content</u></b>                      C1-4</p> <p><b><u>Assessment</u></b>                      1. Discussion Question Answers/Discussion</p>	<p><b><u>Learning Target(s)</u></b>                      1. Analyze the immediate &amp; long-term push/pull factors for current US internal migration patterns.                      2. Evaluate the impacts of this migratory pattern.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. In-Class Guided Reading: America’s Fastest Growing/Shrinking Cities (Timed &amp; Turned In)                      3. Powerpoint: US Internal Migration Since WWII (Focus on Cause/Effect)</p> <p><b><u>APHG Content</u></b>                      C1-4</p> <p><b><u>Assessment</u></b>                      1. Guided Reading Assignment</p>	<p><b><u>Learning Target(s)</u></b>                      1. Evaluate the impacts of NAFTA on push/pull factors in US &amp; Mexico.                      2. Connect Ravenstein’s Laws of Migration to rise of <i>maquiladoras</i> on US/Mexican border.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Quick Review: Ravenstein’s Laws of Migration                      3. Video (with accompanying questions) <i>The Power of Place: Episode 21, Segment 1: “Mexico: Motive to Migrate”</i>                      4. Discussion of questions/video.</p> <p><b><u>APHG Content</u></b>                      C1-4</p> <p><b><u>Assessment</u></b>                      1. Video discussion questions.                      2. DYRT Quiz: Ch 3, Keys 3-4 (Tomorrow)</p>	<p><b><u>Learning Target(s)</u></b>                      1. Analyze historic &amp; contemporary global migration patterns.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. DYRT Quiz Review                      3. DYRT Quiz (Ch 3, Keys 3-4)                      4. Collaborative Groups: Peerteach Migratory Patterns                      5. Teach/Discuss</p> <p><b><u>APHG Content</u></b>                      C1-4</p> <p><b><u>Assessment</u></b>                      1. DYRT Quiz                      2. Peerteach</p>



Plans for Week of Oct 15-19

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Target(s)</u></b> 1. Unit II Exam: Multiple Choice Section</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Last Minute Review 3. Unit II Exam: Multiple Choice Section</p> <p><b><u>APHG Content</u></b> A1-4; B1-5; C1-4</p> <p><b><u>Assessment</u></b> Unit II Exam: Multiple Choice Section</p>	<p><b><u>Learning Target(s)</u></b> 1. Unit II Map Quiz: Asia</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Asia Map Quiz 3. Go over Multiple Choice Section: Unit II Exam 4. Unit III: Terms &amp; Maps (Africa)</p> <p><b><u>APHG Content</u></b></p> <p><b><u>Assessment</u></b> Asia Map Quiz</p>	<p><b><u>Learning Target(s)</u></b></p> <p><b><u>Activities</u></b> 1. ACT Bellringer</p> <p align="center"><b>UNIT III</b></p> <p><b><u>APHG Content</u></b></p> <p><b><u>Assessment</u></b></p>	<p><b><u>Learning Target(s)</u></b></p> <p><b><u>Activities</u></b> 1. ACT Bellringer</p> <p align="center"><b>UNIT III</b></p> <p><b><u>APHG Content</u></b></p> <p><b><u>Assessment</u></b></p>	<p><b><u>Learning Target(s)</u></b></p> <p><b><u>Activities</u></b> 1. ACT Bellringer</p> <p align="center"><b>UNIT III</b></p> <p><b><u>APHG Content</u></b></p> <p><b><u>Assessment</u></b></p>