

Lesson Plan

Teacher A. Moore Date 18 October 2006

Class Social Studies Grade Level 8th

Unit Population Lesson Population Distribution and Composition

PA Academic Standards

- 7.1.9.A Explain geographic tools and their uses- Development and use of geographic tool- Population pyramids- Construction of maps
- 7.1.9.B Explain and locate places and regions- How characteristics contribute to regional changes (e.g., economic development, accessibility, demographic change)
- 7.3.9.A Explain the human characteristics of places and regions by their population characteristics- Spatial distribution, size, density and demographic characteristics of population at the state and National level- Demographic structure of a population (e.g., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model)- Effects of different types and patterns of human movement- Mobility (e.g., travel for business)- Migration (e.g., rural to urban, short term vs. long term, critical distance)

Goal of this lesson:

To recognize the important factors that influence a regions population distribution and to discover how a regions composition is affected by both the regions age and sex structures.

Materials

- Computer: Microsoft PowerPoint
- AV Projector
- White Screen
- Flash Drive: "Population Distribution and Composition," ppt.
- PowerPoint Handouts: "Population Distribution and Composition"

Information provided by:

- Peters, Gary L. and Robert P. Larkin. Population Geography: Problems, Concepts, and Prospects. Kendall/Hunt Publishing Company, 2005. Pgs. 50-61.
- <http://www.census.gov/ipc/www/idbpyr.html>
- <http://en.wikipedia.org>
- Population Pyramid Activity Packets
Information provided by:
 - <http://www.census.gov/ipc/www/idbpyr.html>
 - <http://en.wikipedia.org>
- Construction Paper (2 colors/student)
- Scissors
- Glue/Tape

Clerical/Administrative Tasks

- Roll Call
- Make any Announcements, *if needed*
- Make Extra Copies, *if needed*:
 PowerPoint Handouts- “Population Distribution and Composition”
 Population Pyramid Activity Packets
- Prepare Computer and White Screen
- Review Classroom Safety
- Bring Extra Sheets of Construction Paper
- Bring Extra Scissors
- Bring Extra Bottles of Glue/Tape

Instructional Objectives (Student-centered, observable, and precise statements of what students will be able to do)

- TSWBAT identify the three fundamental factors of any regions population distribution. *(Cognitive-Comprehension-Lower Level)*
- TSWBAT calculate the Sex Ratio of a region and explain whether a region has more males, more females, or an equal amount of males and females in their population. *(Cognitive-Application-Evaluation-Higher Level)*
- TSWBAT describe and compare the four broad categories of population pyramids. *(Cognitive-Comprehension-Analysis-Lower and Higher Level)*
- TSWBAT work independently on their Population Pyramid Activity Packets. *(Affective-Internalizing)*
- TSWBAT demonstrate the skill of geographical graphing. *(Psychomotor-Communicating-Moving)*
- TSWBAT assemble a population pyramid of a region based on provided data of that specific region. *(Psychomotor-Manipulation)*
- TSWBAT interpret and discuss the results of their population pyramids. *(Cognitive-Evaluation-Higher Level, Affective-Responding)*

Introduction (attention getter, anticipatory set, discrepant event, open-ended problem scenario, engagement)

Anticipatory Set: Have you ever wondered what number you are in the World's population? The United States? Or Pennsylvania? Have you ever wondered how many other kids there are in your age group or that of your parents or siblings? Taking this a little bit farther, have you ever wondered how many other males or females there are in the World? The United States? Or Pennsylvania?

Today, we are going to begin a new chapter on Population and we are going to explore the fundamentals of Population Distribution and Composition and at the end of the lecture we will be creating a Population Pyramid of the United States that will help answer or put into perspective the questions that I asked at the beginning of today's class.

Teaching to an Objective: So today, you will be able to explain in detail the factors of Population Distribution and Composition and well as being able to construct a Population Pyramid **Total Time: 2 minutes**

Developmental Activities (Instructional components that provide opportunities for students to make progress toward intended instructional objectives)

As I am passing out your PowerPoint Handouts, I would like for you all to think of some factors that would influence or affect the population or composition of a region. These factors could be things that drive people into a specific area or things that force them out. These factors could also be due to the environment or health conditions of a region.

Now that I have all the Handouts passed out, let's take a few minutes and make a list of the factors that you have come up with that affects a regions population and composition.

Total Time: 5 minutes

Wow, great job!! Let's begin now by turning our focusing to the PowerPoint Handout entitled "Population Distribution and Composition"

Presentation of New Material: Pull up PowerPoint Slide Show "Population Distribution and Composition" We will be starting off today's lecture with the fundamental factors of population distribution. **Read Slide.** *See attached sheet for additional notes.* **(4 minutes)**

Continue to Read through Slides. *See attached sheet for additional notes.* **(4 minutes)**

Modeling: STOP on Slide 5, "Sex Structure" Ask students: What is the Sex Ratio of a country whose male population is 146,875 and female population is 128,923? What does this number represent in terms of the countries population?

Checking for Understanding: Before moving on, does anyone have any questions about how to find or interpret the Sex Ratio? **(5 minutes)**

Continue to Read through Slides. *See attached sheet for additional notes.*
(10 minutes) Tell students: As we continue throughout the rest of the lesson I would like for you all to write 6 good questions that you think are important and should be on the test. These questions will be collected at the end of the period.

Checking for Understanding: Does anyone have any questions or concerns regarding Population Distribution and Composition? **Pass out Population Pyramid Activity Packets.**

For the remainder of the class, you will be working independently on your Population Pyramid Packets. What you do not finish by the end of the period is homework.

Guided Practice: I will be going over the instructions with you, as well as demonstrating how to construct your population pyramids. I advise you to reread the instructions again carefully to yourself and to take your time while completing the activity. We will be discussing your pyramid results in class tomorrow. I will then collect your packets and award you points for completion and neatness. The project is worth 25 points. All instructions, a list of materials needed, and data are provided in the packet for you. If you come across any problems or concerns, please, do not hesitate to ask. **Go Over Instruction for Packet.** *(See attached sheet)* **Total Time: 10 minutes**

Independent Practice: Students working on Population Pyramid Activity Packet **(6 minutes)**

Activity Clean-up **(2 minutes)**

If Time Permits Activity: Using what we have discussed in class about a regions Population Distribution and Composition, on a blank sheet of paper draw a rough sketch Population Pyramid of an Underdeveloped Nation and explain why the distribution of males and females of certain age groups are structured the way they are. Don't forget to label all axis's and necessary parts. *See attached sheet*

Assessment/Evaluation (How you and the students will know that they learned. May be formative or summative)

- Body Language
- Facial Expressions
- Participation During the Lesson
- Questions that they Wrote
- MBWA
- Completion of Population Pyramid

Conclusion (Closure; a planned wrap-up for the lesson)

Closure: That wraps-up our lesson on Population Distribution and Composition. I hope that all of you will walk out of this classroom with an understanding as to what factors influence the population structure of a specific region or area and where in the scheme of population do each of you individually count. Again, tomorrow we will be discussing our results of the population pyramid as well as handing in our packets. We will then be starting the next section in Population Chapter dealing with Spatial Distribution, Race and Ethnicity. As you leave today, please, lay your questions in the basket on my desk. Enjoy the rest of your day and I will see you all tomorrow!!

Total Time: 2 minutes

Accommodations/Adaptations for Students with Special Needs

- Seat students with AD/HD in the front near the teacher with their backs to the rest of the class. Be sure to include them as part of the regular class seating.
- Surround students with AD/HD with good peer models, preferably students whom the AD/HD student views as significant peers.
- Encourage peer tutoring and cooperative/collaborative learning.
- Maintain eye contact during verbal instructions.
- Make directions clear and concise. Be consistent with all daily instructions.
- Simplify complex directions. Avoid multiple commands.
- Repeat instructions in a calm, positive manner.
- Reduce the amount of materials present during activities by having the student put away unnecessary items. Have a special place for tools, materials, and books.
- To help with changes in assignments, provide clear and consistent transitions between activities and notify the student with AD/HD a few minutes before changing activities.
- AD/HD students may need both verbal and visual directions. You can do this by providing the student with a model of what he/she should be doing.
- Modify assignments as needed for the AD/HD student.

Reflective Notes

- What is my overall feeling about today's lesson? What made me feel this way?
- Did the student's seem to enjoy the lesson? What makes me think that?

- Did the students seem to have sufficient time to think and apply? Why or why not?
 - Which students seemed to do well? Which ones should I give more attention to? Why and how?
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- Were I to repeat this lesson, what changes might I make? Why?