

Population Numbers

Jon Bliesmer – Forest City High School, Forest City, Iowa

Grade Level (Req.): 9th-12th grade	Content Area (Req.): Mathematics, Human Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 2-3 days	Goal (Req.): Students will understand the importance of population.	
	Objective (Req.): Students will receive a greater understanding of how locations and regions can influence population numbers within the U.S. Students will make use of statistical data to draw conclusions about population numbers. Students will evaluate, based on their research, the increase and decrease in states population numbers and what would have made these growths or declines.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Individual computer for each student • Handout of procedures and questions to answer • • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How does population affect aspects of life and vice versa? 1) Have students look at five objects they brought to class and write down what country they were made. 2) Have them tally the country on a chart or whiteboard in the room. 3) I will give some leading questions to spark their minds to think about why most objects are made in other countries: Why do you think that _____ country has the most objects produced? What do you think this does to our economy? What do you think this does to our population growth? What types of industry does the U.S. have that is currently strong? How do these industries affect population growth? Is Iowa growing in population? Why or why not?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Anticipatory set procedure. 2. Statistic interpretation: Give the students a computer and have them find the current statistics on the 2010 census and the statistics from 2000 census. 3. In partners have them answer the attached worksheets. 4. When the students are done with the worksheets have a class discussion either at the end of the second day or beginning of third day. 5. Have students compare their results. What reasons for population growth in each state did they have in common? What areas were different? What reasons for population decline did they have in common? What areas were different? 6. 		

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- 20.

Formative Evaluation (Req.): Class discussion

Assessment (Req.): Include an essay question asking them to list three states that increased and three that decreased in growth and contributing factors to their growth and decline.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Mathematics, grade 9-12: Making inferences and justifying conclusions from sample surveys, experiments and observational studies
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- The characteristics, distribution, and migration of human population on Earth's surface
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<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Movement • Region 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • • • • 	

Population Growth and Decline in the U.S.

Objectives: Receive a greater understanding of how locations and regions can influence population numbers within the U.S.

Make use of statistical data to draw conclusions about population numbers.

Evaluate the cause of why certain states increased or decreased in population.

Procedure:

- 1) With your partner research the 2010 and 2000 census.
- 2) Compare the population growth of each state in 2010 with the population numbers in 2000 to answer the following questions.

Analysis of Data.

A) List the five states that increased (in percentage) the greatest over the ten year span of censuses.

1)

2)

3)

4)

5)

B) List the five states that decreased/or had the smallest degree of growth (in percentage) over the ten year span of censuses.

1)

2)

3)

4)

5)

C) List the five states you stated in question A and give three reasons you and your partner feel that may have had an influence on the growth of each state listed.

1)

a)

b)

c)

2)

a)

b)

c)

3)

a)

b)

c)

4)

a)

b)

c)

5)

a)

b)

c)

D) List the five states you stated in question B and give three reasons you and your partner feel that may have had an influence on the growth of each state listed.

1)

a)

b)

c)

2)

a)

b)

c)

3)

a)

b)

c)

4)

a)

b)

c)

5)

a)

b)

c)

E) Research each state you listed in question A and find out factors that led to their strong population growth. Compare your thoughts on the growth of these states with what you researched. What ideas were the same? Did you find some other factors you didn't think about? Explain below in detail.

F) Research each state you listed in question B and find out factors that led to their population decline or little growth in comparison to other states. Compare your thoughts on the decline of these states with what you researched. What ideas were the same? Did you find some other factors you didn't think about? Explain below in detail.