**Human Geography: Chapter 2 KBAT Study Guide & Homework Options Grid = 80 Points**

1. Students need to KNOW and Be Able To:

* Identify & explain a cartogram
* Identify & explain the global regions, population concentrations & clusters
* Identify, explain & calculate population density measures: arithmetic, physiological & agricultural
* Identify, explain & calculate population growth measures: NIR, doubling time, CBR & CDR
* Identify & explain the FOUR STAGES of the Demographic Transition Model
* Explain Thomas Malthus theory, graph it
* Explain the Demographic Transition Model & identify its stages
* Explain how different countries deal with population issues
* Explain the Epidemiological transition & how health is connected to population
* Identify & explain health indicators: IMR, Population Pyramid, Dependency Ratio, Elderly Support Ratio
* Explain the difference in medical services between developed & developing countries
* Identify the TWO strategies used to control population growth

1. Content & Academic Vocabulary:

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| Human Geography Concepts to KNOW |
| **Key Issue 1: Where are people distributed?**  2.1: Where does most of the world’s population live? Why there?  2.1 Vocabulary: Cartogram, Population Concentration, Population Cluster, Sparse, Region |
| 2.2: What are the three ways geographers measured population density? How is each calculated?  2.2: Why are different measures used?  2.2 Vocabulary: Arithmetic Density, Physiological Density, Agricultural Density |
| **Key Issue 2: Why is population increasing?**  2.3: What are the three measures used to explain population growth? How is each calculated?  2.3: Where is most population growth occurring? Where is it declining?  2.3 Vocabulary: Natural Increase Rate (NIR), Doubling Time, Fertility, Crude Birth Rate (CBR), Mortality, Crude Death Rate (CDR) |
| 2.4: What occurs in each stage of the Demographic Transition Model? Why?  2.4 Vocabulary: Demographic Transition |
| **Key Issue 3: Why might population increase in the future?**  2.5: What did Thomas Malthus claim? Has it proven to be true?  2.5 Vocabulary: Overpopulation, Standard of Living, Thomas Malthus’ theory |
| 2.6: How have Japan, China & India each dealt with their population issues?  2.6 Vocabulary: total Fertility Rate (TFR), Stage 5, One Child Policy, Sterilization |
| **Key issue 4: Why might some regions face health challenges?**  2.7: What health conditions are associated with each stage of demographic transition?  2.7 Vocabulary: Epidemiology, Epidemiologic Transition, Pestilence, Famine, Pandemic, Cholera, Dr. Snow, Degenerative Disease, cardiovascular, cancer |
| 2.8: Which infectious diseases are prevalent today? How have they reemerged or spread?  2.8 Vocabulary: Malaria, Tuberculosis, AIDS |
| 2.9: What are the main indicators of health? How are they calculated?  2.9 Vocabulary: Infant Mortality rate (IMR), Life expectancy, Population Pyramid, Dependency Ratio, Elderly Support Ratio |
| 2.10: How does access to medical care differ between develop & developing countries?  2.10 Vocabulary: Public Assistance, Per Capita |
| 2.11: What are the two ways most countries reduce birth rates?  2.11 Vocabulary: Contraception, abortion |

1. Homework / Classwork Project Options:

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| **A.** **COMPLETE Dated Chapter Notes (outline, Cornell or Thinking Map style) & a Daily Summary paragraph of 4-5 sentences** of your daily learning from the assigned readings, articles, in-class lecture, activity or discussion. (4 points / day) | **B. CONSTRUCT** well-written paragraph responses of about 5-7 sentences to any of the FOUR **Key Issue Questions** provided in the KBAT Study Guide. **Fully** answer the Q using info from each related section, examples & key vocabulary (4 points per Q) |
| **C. ANALYZE SOURCE MATERIAL**. Read, annotate & complete Qs on articles. Complete an ESPeN worksheet (on the “Class Documents” tab) to demonstrate your analysis of visual sources:  - Any in-class article-based activity documents you completed  - Figure 2.2.3 Density Comparison Chart (p. 38)  - Figures 2.3.3, 2.3.5 & 2.3.6 Rate Maps (p.41)  - Figure 2.4.4, 2.4.6, 2.4.8 Demographic Transitions (p.43)  - Figure 2.7.4 Obesity Map (p.49)  - Figure 2.8.5 AIDS Map (p.51)  - Figures 2.9.1, 2.9.2 Mortality & Life Expectancy (p.52)  - Figure 2.9.4 Population Pyramid Comparison (p.53)  - Figure 2.10.7 Public $$ on Health Care (p.55)  - Figure 2.11.3 Women & Family Planning (p.57)  (4 points each ESPeN, TWO MAX) | **D. WRITE & SPEAK or DEBATE:**  -Research any controversial topic presented in the chapter, then write 1-page Op-Ed article that explains your position on the issue, including two (2) sourced pieces of evidence. Deliver it as a speech or read it aloud for a bonus (4 points for Op-ed plus 4 points for speech).  Some Qs to consider:  -Should healthcare be run & paid for by the government?  -Should family planning, including the option of abortion, be funded by government? |
| **E. CREATE:**  -**An ORIGINAL, HIGH QUALITY, FULL COLOR Public Service Advertisement** on 8.5 x 11” paper that promotes either public health or population control. The poster can be created by computer or drawn by hand. The poster must:  - clearly identify the issue,  - include ONE compelling visual,  - include TWO reasons why people should act, &  - a CALL TO ACTION phrase (8 points);  OR  -**A 30 Second Video or Audio Public Service Announcement (PSA)** that promotes either public health or population control. The production team can be 1-4 people from the same class period. The PSA requires:  - a written script that incudes an attention-grabbing introduction & indicates what is said by each actor (both audio & video),  - the “final cut” version of the PSA to be shown in class  - A paragraph summary (by each team member) that explains what their contributions to the project was & what they learned about the topic (24 points) | **F. TEAM FIELD WORK (REQUIRED PROJECT):**  **- Team of TWO to FOUR people in the same class period**  **- Source:** https://www.prb.org/2018-world-population-data-sheet-with-focus-on-changing-age-structures/  - **Research & Present the Population Demographics of a Selected Country.** The presentation will be via a 2’ x 3’ poster that will be posted in an assigned area and explained to a small group of students who participate in a “Gallery Walk” during class time. The poster must include:  - the name of the country in large letters & its flag,  - the shape of the country in an outline map form,  - the country’s most recent TOTAL POPULATION count,  - the country’s most recent POPULATION PYRAMID,  - the country’s LIFE EXPECTANCY for both males and females,  - the country’s ARITHMETIC DENSITY,  - the country’s NIR, CBR, CDR, TFR and IMR statistics,  - the country’s GNI (Gross National Income) per capita  - the country’s DEMOGRAPHIC TRANSITION STAGE and why.  Country Choices (one per class period), get APPROVED for ONE:  - Canada, USA, Mexico, Honduras  - Brazil, Peru, Bolivia, Ecuador  - Egypt, Nigeria, Kenya, Congo (DRC)  - UK, Germany, Italy, France, Greece  - India, Iran, Yemen, Turkey, Pakistan  - China, Vietnam, Philippines, Japan  - Any Other one you are interested in?  (**40 points**: poster completion AND gallery walk participation) |