02 Population and Migration Patterns & Processes

Content Area: **Social Studies**
Course(s): **AP Human Geog**
Time Period: **Semester 1**
Length: **5 weeks**
Status: **Published**

Standards

	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
	Human rights serve as a foundation for democratic beliefs and practices.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.EconNE.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
	Governments around the world support universal human rights to varying degrees.
6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
	Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Enduring Understandings

1. Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.
2. Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors
3. Changes in population have long- and short-term effects on a place's economy, culture, and politics.
4. Poverty, lack of education and poor status of women lead to unsustainable population growth.
5. People move across the globe for a variety of reasons, often because they are forced to leave a place.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. How does where and how people live impact global cultural, political, and economic patterns?
2. How does the interplay of environmental, economic, cultural, and political factors influence changes in population?
3. How do changes in population affect a place's economy, culture, and politics?

Knowledge and Skills

Students will be able to.....

1. Identify the factors that influence the distribution of human populations at different scales.

2. Define methods geographers use to calculate population density

- arithmetic, physiological, and agricultural densities

3. Explain the differences between and the impact of methods used to calculate population density.

- carrying capacity

4. Explain how population distribution and density affect society and the environment.

5. Describe elements of population composition used by geographers.

6. Explain ways that geographers depict and analyze population composition.

- Population pyramids

7. Explain factors that account for contemporary and historical trends in population growth and decline and Explain theories of population growth and decline.

- fertility, mortality, and migration.
- rate of natural increase
- population-doubling time
- demographic transition model
- epidemiological transition model
- Malthusian theory (and its critiques)

8. Explain the intent and effects of various population and immigration policies on population size and composition.

- pronatalist,
- antinatalist,
- immigration policies.

9. Explain how the changing role of females has demographic consequences in different parts of the world.

- Ravenstein's Laws of migration

10. Explain the causes and consequences of an aging population.

- Dependency ratio

11.Explain how different causal factors encourage migration.

- Push/pull factors
- intervening opportunities/obstacles can be cultural, demographic, economic, environmental, or political.

12. Describe types of forced and voluntary migration.

- Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.
- voluntary migrations include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban.

13. Explain historical and contemporary geographic effects of migration.

Transfer Goals

Students will be able to independently.....

1. interpret and apply population statistics to current global and local trends
2. explain a likely outcome in a geographic scenario using geographic concepts, processes, models or theories

Resources

Textbook:

AP Human Geography Textbook published by Bedford, Freeman, and Worth

Supplemental Readings/sources:

Palmer, AMSCO's Human Geography

Rubenstein, The Cultural Landscape

Greiner, Visualizing Human Geography

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Internet & Digital Sources:

Albertio https://www.albert.io/

AP Classroom https://myap.collegeboard.org/login

ESRI https://www.esri.com/en-us/home

Brown Choices Program https://www.choices.edu/

If the World were 100 People https://www.youtube.com/watch?v=QFrqTFRy-LU

Immigration history of USA: https://www.youtube.com/watch?v=lBJcqxI7kas&app=desktop

Interactive map: http://metrocosm.com/animated-immigration-map/

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

News publications, including but not limited to NYTimes, Washington Post.

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit