

# 1B: Population and Demography



## Lesson Focus Question

- Using a variety of tools, what is the significance of changes in population for Canada and the world?

**Main Reference** Cranny, M., Moles, G. (2010). *Counterpoints: Exploring Canadian Issues*. Toronto: Pearson.

**Reading:** Ch. 11 p. 356-364 (read thru first)

**Teacher Presentation:** Keynote 1

**Image:** the impact of population growth

**Source:** <http://conservationbytes.com/2010/09/19/cartoon-guide-to-biodiversity-loss-ix/>

## Overview of Upcoming Lessons

Chapter 11—Population Trends and Issues	
<b>Big Idea</b>	<p><b>Chapter Focus Question</b> What is the significance of changes in global population for Canada and the world?</p> <p>As students read the chapter, they will find the information they need to address this question. For example,</p> <ul style="list-style-type: none"> <li>The chapter gives an overview of demography and the key data related to populations, including distribution, density, and dependency ratio.</li> <li>Students examine population pyramids and demographic transition models to understand how populations change over time and the significance of these changes.</li> <li>Students will explore issues related to young and aging populations, and different approaches to dealing with these challenges, in Canada and around the world.</li> <li>This chapter also explores possible responses to population growth, including improving literacy rates and standards of living, and family-planning programs.</li> </ul>
<b>Summary</b>	<p>This chapter gives an overview of demography—the study of human populations. It examines the importance of data related to populations, including birth and death rates, immigration and emigration rates, natural increase, “rule of 70,” doubling time, net migration, and population growth rate. Based on an understanding of these data, students use demographic transition models and population pyramids to explore how populations change over time. Students also interpret these models to examine how population growth (or decline) affects people on social and economic levels. The chapter also explores various responses to challenges brought about by population changes, including family-planning programs in China and India, immigration programs in Canada, and global population control through improving literacy rates and economic development.</p>
<b>Building Your Skills</b>	<p><b>Designing Graphs</b></p> <p>The Building Your Skills feature in Chapter 11 helps students understand the four purposes of graphs: showing quantities, making comparisons, describing trends, and observing relationships. Based on this understanding, students critically examine various types of graphs to see how they are used to convey information. They are also asked to apply their knowledge of graphs to display information effectively. Designing graphs is an important skill that can be applied to data in various subjects, and help improve students’ communication skills.</p>
<b>Learner Intentions/ I Can Statements</b>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>Apply critical thinking to make reasoned judgements about a range of issues, situations, and topics</li> <li>Demonstrate effective research skills, including accessing, assessing, organizing, and presenting information, and citing sources</li> <li>Demonstrate effective communication skills</li> <li>Explain the significance of changes in world population with reference to population pyramids, distribution, density, and demographic transition models</li> <li>Compare Canada’s standard of living with those of developing countries, with reference to poverty and key indicators of human development</li> <li>Demonstrate knowledge of the challenges faced by Aboriginal peoples in Canada during the 20th century and their responses</li> </ul>

**Vocab**

Provide a brief definition and/or example for the following terms & ideas:

- demography
- developed country
- developing country
- birth rate
- death rate

**Questions**

1. What types of information are collected in a census? What is this information used for? (p. 359)

2. What are some reasons why people may be reluctant to provide information in a census?

3. What are the main components of population change? (define the terms)? (p. 362-364)

4. What is the “rule of 70” and how does it work? Use an example (p. 363)

5. Why is immigration more important to Canada's population than to some other countries?

6. Why are rates more useful for comparing population growth than raw numbers?

**Other Notes? (e.g. from teacher presentation)**

**Building Your Skills (p. 360-361)**

Read this over and try "Applying the Skill" 1a-c below