INTEGRATED PEST MANAGEMENT

Unit 3 Lesson 8
Exploding Populations

Focus Areas: Biodiversity; Social Studies, Math, Science

Focus Skills: Interpreting statistics, understanding multiple viewpoints, recognizing trends, forming and defending opinions

Level of Involvement: MINIMAL
Unit 3 Lesson 8: Exploding Populations

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HIPPO = Population

Objectives

* To understand the problem of increasing population worldwide
* To recognize the relationship between population and availability of natural resources

Essential Questions

* How does increasing population impact the environment?
* What can be done to address this problem?

Essential Understandings

* The world population as a whole is reaching critical mass.
* Natural resources and food production cannot support limitless population growth.
* Overpopulation is paired with overconsumption in creating the current problem.
* Better methods of crop production and protection can help alleviate the problem.

Background

Better living through technology is a two-edged sword. Longer life spans and reduction in infant mortality rates, coupled with increased demands for goods and higher standards of living expectations are resulting in increases in population and decreases in available natural resources.
Background (continued)

Unfortunately the highest rate of population increase is often times in countries least able to sustain the additions. Population control is a highly emotional issue with embedded religious and cultural issues. Therefore, it is paramount to world survival that the most effective long range plan for increased food production and reduced environmental degradation be put in place worldwide.

Read Handout 1.

Vocabulary

cartogram  a map which shows area based on a specific criteria rather than political boundaries

developing nations  countries in which the population growth rate exceeds available resources

developed nations  countries in which consumption of natural resources exceeds population growth

environmental degradation  loss of natural resources

hectare  2.5 acres of land

natural resources  renewable and non-renewable materials supplied by nature

sustainable development  growth or expansion which the environment is capable of supporting
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**Challenge**

Decide which problem should become the priority: population control, reduction of consumption, or elimination of malnutrition and starvation.

**Logistics**

- **Time:** two or three 45 minute periods
- **Group size:** 2 to 30
- **Space:** comfortable seating

**Materials**

- Internet access
- overhead projector
- Overhead 1 World Population Cartogram *
- Handout 1 Background *
- Handout 2 Internet Addresses, Essay Topics and Directions *
- Assessment for an Expository Piece *
- Assessment for an Oral Report *
- Assessment for a Graph *

* single copy provided

**Preparations**

- * Arrange time for use of multiple computers with Internet access
- * Prepare copies of Handouts 1 and 2
- * Prepare copies of assessment choice
- * Set up overhead projector
Activity

Introduction

1. Show Overhead 1.

2. Compare Overhead 1 to a world map in student social studies text or atlas.

3. Introduce the vocabulary word Cartogram.

4. Discuss the differences between the cartogram and the geographical map.

5. Distribute Handout 1 Background and read.

6. Review remaining vocabulary.

Involvement

1. Tell participants, using the Internet, they will be investigating the relationship of population to availability of natural resources in order to form an opinion on global priorities.

2. Distribute Handout 2 Internet Addresses, Essay Topics, and Directions.

3. Allow time for group to access, read Internet sources and take notes.

4. Have individuals complete an essay (may be done as a homework assignment).
Follow Up

1. Hold a group discussion on the opinions, feelings and questions resulting from the Internet investigation.

2. Poll the group to determine what they feel is the priority focus:
   a. Overpopulation
   b. Overconsumption
   c. Malnutrition and starvation

3. Based on the results of the poll and discussion, assign individuals to teams. Each team prepares a position statement and defends its choice giving reasons to support its opinion.

4. Each team presents its ideas.

Follow Through
Create a graph illustrating one aspect of the population explosion problem

Focus Area: Math
Focus Skills: Preparing a visual aid, understanding statistics

Answer Key
none needed

Assessment
Select the appropriate options and evaluate using Assessments.

Option #1 Assess summaries of Internet articles
Option #2 Assess the group presentation
Option #3 Assess the graphs
Resources

Internet Websites

The Internet has multiple sites on overpopulation and loss of natural resources. See Handout 2.
Ten thousand years ago, the United States had a population of 3 million people, which is about the population of the state of Missouri. Humans moved in bands or groups as they searched for better habitats.

By the period known as the Renaissance, one-half billion people inhabited the globe. By 1790, the early period of the Industrial Revolution, the population had grown to 1 billion. One hundred thirty years later, by 1920, it had mushroomed to 2 billion. By 1950 it surged to 2.5 billion. Over three and one half billion people have been added since 1950. The last 2 billion people were added in the last 25 years, and the last 1 billion were added in the last 12 years. In 1943, the United States had a population of 135 million. In 2001, it was 270 million. Of the world population, 1.5 billion live on less than $1 per day. The children are malnourished with brains that don't develop properly. Individual human talent is unable to express itself.

The new millennium is a vastly different place with vastly different prospects.
Internet Addresses, Essay Topics and Directions

A. Directions:

1. Use the following Internet sites to research the topics of overpopulation and overconsumption.

2. You may find additional sites on your own to deepen your understanding of these international problems.

3. Take notes on your reading as you will write an essay in response to your research.

Must read: Select one from each entry for a total of four

1. World Game
   http://www.worldgame.org/wwwproject/what09.html
   or
   http://www.worldgame.org/wwwproject/what01.html

2. Overpopulation Quick Facts
   http://www.ecofuture.org/pop/facts/quick_facts.html
   or
   Sustainability, Carrying Capacity
   http://www.overpopulation.org/solutions.html

3. Feeding a Future World
   http://www.jhuccp.org/pr/m15/m15chap3.shtml
   Land Degradation
   http://www.globalchange.umich.edu/globalchange2/current/lectures/land_deg/land_deg.html (page 2 and 3)
   or
   Measuring Population’s Impact (side bars)
   http://www.jhuccp.org/pr/m15/m15boxes.shtml (pages 1,2;7-11)

4. Population and the Environment
   http://www.actionbioscience.org/environment/hinrichsen_robey.html
Internet Addresses, Essay Topics and Directions
(continued)

Further information: Select a minimum of two readings:

http://www.earthgreen.org/overpopulation.htm
http://www.overpopulation.org/faq.html
http://www.overpopulation.org/whypopmatters.html
http://www.overpopulation.org/faq/index.html
http://desip.igc.org/populationmaps.html
http://www.census.gov/ipc/www/world.html

Note: There are multiple sites available to you in addition to these. Once you have decided which view to defend, select a search engine and enter either overpopulation, loss of natural resources, worldwide hunger or other related topics for more information.

B. Assignment: Select one of the following questions and respond in a well organized essay. Use facts and statistics from your Internet exploration to support your ideas.

1. In what ways could expanding world population impact your current life style (standard of living)?

2. What political, cultural and socioeconomic factors might impact international commitment to a worldwide plan to stabilize population or conserve resources?

3. How would stabilizing population growth help improve the quality of life?

4. Is the rapid increase of the population worldwide an issue with which you should be concerned? Why or why not?
A cartogram is a type of map based on a scale other than a true scale. In this case, the cartogram is based on world population distribution.

<table>
<thead>
<tr>
<th>Region</th>
<th>1995</th>
<th>2030</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Americas</td>
<td>775</td>
<td>1,080</td>
<td>+39%</td>
</tr>
<tr>
<td>Europe</td>
<td>727</td>
<td>718</td>
<td>-1%</td>
</tr>
<tr>
<td>Africa</td>
<td>728</td>
<td>1,496</td>
<td>+105%</td>
</tr>
<tr>
<td>Asia</td>
<td>3,458</td>
<td>4,960</td>
<td>+43%</td>
</tr>
</tbody>
</table>

Assessment for an Expository Piece

1. The introduction clearly states the thesis/purpose of the piece. 10 points _____
2. The material included is both relevant and accurate. 20 points _____
3. Each paragraph presents a main idea. 10 points _____
4. Each paragraph presents relevant supporting details. 10 points _____
5. The focus of the piece is maintained throughout. 10 points _____
6. The transitions are smooth and logical. 5 points _____
7. The material is well organized. 10 points _____
8. The paper is neat and presentable. 5 points _____
9. The writing is mechanically correct. 10 points _____
10. The conclusion summarizes the main points in a thoughtful manner. 10 points _____

Comments: Total Points _____
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Assessment for an Oral Report

Name of speaker: ____________________________________________

Rating scale 5 high; 1 low

Presentation contains adequate and accurate information. _____

Presentation is well organized. _____

There is evidence that presentation has been practiced. _____

(If applicable) visuals are used effectively. _____

Presentation considers age, interest and prior knowledge of the listening audience. _____

Volume, pace and expression are appropriate. _____

Speaker makes eye contact with audience. _____

Comments: __________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
### Assessment for a Graph

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is an explanatory main title.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2. Starting points and intervals are appropriate.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>3. Axes are clearly and correctly labeled.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>4. The data is plotted correctly.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>5. The graph is easily understood.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>6. Space is used well.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>7. The graph is neatly done.</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

**Comments:**
Map created by Richard Turro of The Washington Post.
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