TEACH GEOCIVICS

GeoCivics Lesson: Introduction to Population Pyramids:
World Population 2020 & USA 1880

Teacher(s): Samuel D Francés Vázquez	Unit Title: States & Territories; Understanding Them in My Context Lesson Title: Introduction to Population Pyramids: World Population 2020 & USA 1880	Grade Level: 8th

Notes: The lesson presented here is designed for a social study period of 60-80 minutes; therefore, the lesson can take a couple of class periods to complete based on the timeframe scheduled for your class.

Pre-existing Knowledge:
The students should be familiar with calculating percentages and citing their supporting details from the text. Additionally, students should have a general understanding of pyramids and their use to represent populations - i.e. trophic level pyramids.

Overview of Content:
The characteristics of a country's population can provide insight into the current and future needs of that particular country; the same applies to states, territories, counties, and municipalities. One way that demographers predict a country's needs is by looking at its population distribution. Demographers build population pyramids, graphic representations of the distribution of population by gender and age brackets, to facilitate the visualization of some characteristics of the population. Furthermore, creating population pyramids for different places allows demographers to compare and contrast the populations and with it, the current and future needs of the places which can inform changes at the national, state, or local level.

Purpose: In this lesson, 8th grade students will be introduced to the concept of population pyramids and how these are used to explore different characteristics of the population. Students will address different aspects of National Geography Standard number 9b to compare the structures of populations in different places using key demographic concepts. While reading informational data from the US Census, the students will construct population pyramids to compare the US population at different points in time.

National & State Social Studies Standard(s):
National Curriculum Standards for Social Studies: Theme 2: Time, Continuity, and Change

Arizona State Social Studies Standard: Disciplinary Skills & Processes: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- 8.SP1.1 Analyze connections among events and developments in broader historical contexts.

National & State Geography Standard(s):
National Geography Standard:
- Element 9: Human Systems; B. Compare the structures of populations in different places through the use of key demographic concepts.

Arizona State Geography Standard: The use of geographic representations and tools helps individuals understand their world:
- 8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. (Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology)

ELA Standards:
6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects:
- Integration of Knowledge and Ideas: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Research to Build and Present Knowledge: 5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

ISTE Teacher and/or Student Standard:
Teacher:
- 2.6.c Facilitator: Teach Computational and Design Thinking: Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

Language Functions:
- Comparing and Contrasting: Students use language to describe similarities and differences in objects or ideas: Students will compare and contrast the population pyramids.
- Analyzing: Students use language to separate whole into parts, identify relationships and patterns: Students will analyze given populations by determining the division of the population into age brackets and genders.
- Inferring, Predicting, and Hypothesizing: Students use language to make inferences, predict implications, hypothesize. Students will make predictions about the population pyramid of the previous or next decade.

Culturally Responsive Lesson Strategies:
- VOICE: Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences: Students will work together cooperatively and share throughout the creation

and analysis of the Population Pyramids.
- CONNECTION: Lesson/Activity incorporates real-life connections: Students will have real-life connections by exploring the characteristics of the US population at different points in time.

Objective(s):
Students will be able to:
- Construct a population pyramid of Puerto Rico for 2010
- Create a population pyramid poster and present it to the class
- Predict how the population pyramid for 1920 would look like based on the one for 1880

SIOP

	SIOP Elements	
Preparation Adapting content **Linking to background** **Linking to past learning** **Strategies used**	**Scaffolding** **Modeling** **Guided practice** Independent practice **Comprehensible input**	**Grouping Option** **Whole class** **Small groups** **Partners** **Independent**
Integrating Processes **Reading** **Writing** **Speaking** **Listening**	**Application** **Hands-On** **Meaningful** **Linked to objectives** **Promotes engagement**	**Assessment** **Individual** **Group** **Written** **Oral**

Evidence of Mastery (Measurable):

Formative: Students will work with their group members to present their Puerto Rico Population Pyramid of 2010 using the vocabulary they have learned to explain how the population was distributed by age and gender. The teacher will use the Checklist for Formative Assessment found in the Lesson Materials Document to identify students' appropriate usage of vocabulary and correct distribution of the population on the pyramid.

Summative: Students will write down answers to questions on an exit ticket (in Lesson Materials Document): The questions will be the same ones answered together in class about the World Population Pyramid, but now they will answer them individually for the 1880 USA Population Pyramid that they have observed during the ELABORATE section of the lesson. The students will also make a prediction about a change in the USA population for 1920 and about something that they predict would be the same. The teacher will use the Exit Ticket Rubric below to assess their written responses with a score of 4 or higher indicating mastery.
Exit Ticket Questions:
1. What is the largest age cohort? How can you tell?
2. What cohorts make up about four percent of the US population? What's the evidence?

3. Where are you represented on the pyramid? What about me as your teacher: where do you think I am represented?
4. In the US in 1880, were there more old people or younger people? How can you tell?
5. Can we tell by looking at the pyramid how many people were in the US? Explain.
6. Make a prediction about a change in the USA population for 1920 and also about something that would be the same. What data did you use to provide this answer?

EXIT TICKET RUBRIC

Exceeds Expectations	Students correctly answer 5 or 6 of the questions correctly, one of which must be question 6.	5- 6
Meets Expectations	Students correctly answer 4 of the questions correctly, one of which must be question 6.	4
Approaches Expectations	Students correctly answer 3 or more of the questions correctly, but question 6 is answered incorrectly.	3
Fails to Meet Expectations	Students correctly answer 1 or 2 of the questions correctly and do not answer question 6 correctly.	1-2

Key vocabulary:
- Population: the whole number of people or inhabitants in a country or region; the total of individuals occupying an area or making up a whole country, area or place.
- Population Pyramids: A graph that shows the age-sex distribution of a given population.
- Demographer: An expert in the study of statistics relating to the changing structure of human populations.
- Cohort: a group of subjects with a common defining characteristic, for example age group.

Materials:
- Student access to journals for note taking
- World Population History video (Link in Sources) (5.41 min.)
- A poster board to create an Anchor Chart displaying the 4 key vocabulary, their definitions & images.
- Anchor Chart Example and Resources - to show vocabulary words/definitions/images (in Lesson Materials Document)
- Vocabulary Cards Worksheet (in Lesson Materials Document))
- World Population Pyramid 2020 - located in *Mysteries of the US Pyramid* Website (link in Sources)
- Model Creating the Population Pyramid of Puerto Rico.
- (Teacher Resource) - Model Creating the Population Pyramid of Puerto Rico - KEY and Sample Population Pyramid for Puerto Rico (in Lesson Materials Document)
- Population Pyramid template- located in *Mysteries of the US Pyramid* Website (link in Sources)

	● Colored pencils, rulers, markers, calculators (for creating a population pyramid) ● Checklist for Formative Assessment (in Lesson Materials Document) ● U.S. 1880 Population Pyramid - located in *Mysteries of the US Pyramid* Website (link in Sources) ● Population Data -- located in *Mysteries of the US Pyramid* Website (link in Sources)) ● Exit Ticket (Summative Assessment) & Exit Ticket Answer Key (in Lesson Materials Document) ● Exit Ticket Rubric - (in lesson Evidence of Mastery section above)

Sources:
- Video: World Population History: [World Population History](#)
- Website: *Mysteries of the U.S. Pyramid* (Find the resources bulleted below) https://populationeducation.org/teachpop/wp-content/uploads/2016/03/mysteries_of_the_us_pyramids.pdf
  - World Population Pyramid 2020
  - US 1880 Population Pyramid (Data)
  - Population Pyramid template
  - Population Data
- EXTENSION Source: https://www.census.gov/data-tools/demo/idb/#/dashboard?COUNTRY_YEAR=2024&COUNTRY_YR_ANIM=2010&CCODE_SINGLE=**&CCODE=**
- Vocabulary Images: [https://stock.adobe.com/search?filters%5Bcontent_type%3Aphoto%5D=1&filters%5Bcontent_type%3Aillustration%5D=1&filters%5Bcontent_type%3Azip_vector%5D=1&filters%5Bcontent_type%3Avideo%5D=1&filters%5Bcontent_type%3Atemplate%5D=1&filters%5Bcontent_type%3A3d%5D=1&filters%5Bcontent_type%3Aimage%5D=1&k=demographer+&order=relevance&safe_search=1&limit=100&search_page=2&search_type=pagination&acp=&aco=demographer+&get_facets=0&asset_id=436202431](https://stock.adobe.com/search?...asset_id=436202431)

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Engage

Teacher Will:

1. Say to the class: "Let's think about our families - whichever form those take - do any of you notice any changes in the number of members over the years? Why? What about in your neighborhood; have you noticed any activities that change the number of individuals in your neighborhood? Do you think that also happens at the town/city, state, nation, world level?"
2. Introduce the World Population History video to students and explain their responsibility to try and gather population data at different points in time.
3. Play the World Population Video and have students take notes on population data information they observe in the video.
4. Have students share out what *they* noticed in the video, and *then* ask the students: "What can we learn from observing these changes through time?"
5. Then ask students: "How does the population change compare between early civilization and the last 100 years? What's your evidence?"
   (NOTE:) The teacher can provide the following sentence frame to support ELL/SPED students' response to the question: "The video shows the population for X year as XYZ and for year Y as XYZ".
(Preparation: Strategies used) (Scaffolding: Guided practice)
6. Say to the students: "Let's talk about the vocabulary we will learn and master to demonstrate understanding of the topic at hand. Similar to the original questions we discussed before the video about the number of members in our families and how it changes over time, there are experts called demographers which study the changes in what we call the population, by dividing the population into predetermined cohorts, and creating picture

Student Will:

1. Listen to the directions, clarify directions if needed, and participate in the class discussion
(Preparation: Linking to background)
(Grouping: Independent/Whole class)

2. Listen to the directions and ask clarifying questions. Prepare themselves to take notes on what they observe.
3. Watch the World Population Video and gather the necessary data as requested by the teacher by taking notes in their journals.
4. Present their observation from the video and answer the question.

5. Reflect on the notes they have taken about population at different points in time and then present their observation from the video to answer the question.
(Grouping: Independent/Whole class)
(Integrating Processes:Listening/Reading/Writing/Speaking)

6. Listen to the directions and try to identify the vocabulary words prior to the teacher listing them.

representations that we call population pyramids that allow better visualization of those changes. I just mentioned the four key vocabulary words; does anyone think they know which are our vocabulary words?" *Allow for some guess, reassuring students that it is okay not to be 100% accurate as they are starting the learning process.* 7. As students share out their ideas about which are the four key vocabulary, the teacher will engage the students in a discussion of the words and their meanings and create an anchor chart displaying each vocabulary word, its definition and an image to post in the classroom. **(NOTE):** An example of the Anchor Chart with image resources is located in the Lesson Materials Document- **(** Anchor Chart Example and Resources) **(Scaffolding: Modeling)** 8. The teacher will then have the students complete the Vocabulary Cards worksheet. Students can also ask clarifying questions about any of the vocabulary words. **(Scaffolding: Guided Practice)**	7. Share out their ideas for what they think are the 4 key vocabulary shared by the teacher and discuss the vocabulary meanings, linking them to prior knowledge or schema. **(Grouping: Independent/Whole class (Preparation: Lining to past learning)** 8. Create notebook vocabulary cards in the worksheet, staple it to their journal, and ask clarifying questions about any of the vocabulary words. **(Grouping: Independent/Whole class)** **(Integrating Processes: Listening /Reading /Writing/Speaking)(Application:Meaningful/Promotes engagement)**

Explore:

Teacher Will: **IQ 1# What *types of information can be learned from population pyramids?*** *The teacher can provide sentence stems in the classroom to help ELL/ESS with the development of their responses.* **Part 1: Introduction to the concept of a Population Pyramid** 1. Place students in heterogeneous pairs - i.e. genders, age, language and cognitive skills, etc. Ask students to introduce themselves to their assigned partner by stating their gender and age - i.e. male 14 y/o, female 15 y/o. For the purpose of this lesson the teacher can have a conversation with the students regarding respect for non-binary gender identifications and would ask students to use the binary labels if comfortable with respect to	**Student Will:** **Part 1:** 1. Find their partner and complete the introduction using cohort information.

preferences. To ensure they feel seen, talk to them about an opportunity later on for them to present an alternative method for cohorting individuals that allows demographers to account for non-binary individuals.

2. Present the students with a copy of the <u>World Population Pyramid 2020.</u> Allow students 90 seconds to observe the World Population Pyramid.

3. Have students Think-pair-share (longest hair speak first) their observations with their partners. Have them share what they observed and ask "Why do you think this is called a population pyramid?" The teacher will *navigate the classroom listening to students' discussions, and* call on non-volunteers to share their partner's take on the question posed, and would make sure a connection between the pyramid shape and the name Population Pyramid is made.

4. Explain to students that the next few questions will require them to analyze the World Population pyramid and identify the evidence and they are to continue to Think/Pair/Share with their partners their responses to each question.
    a. Ask: What is the largest age cohort? How can you tell? *(**0 – 4-year old males; that bar extends furthest from the center axis **)*
    b. What cohort makes up four percent of the global population? What's the evidence? *(** 15 – 19-year old males; it is the only bar that goes exactly to the vertical line labeled 4 on the x-axis **)*
    c. Shoulder Partners (Less height speaks first): Where are you represented on the pyramid? What about me as your teacher: where do you think I am represented? Remember to be kind!
    d. Thumbs up/Thumbs Down: Are there currently more old people (Thumbs up) or younger people (Thumbs Down) living on the planet?
    e. Follow up with… How can you tell? (*Call on a non volunteer.) (** Young people; make sure to listen to what they define as old people because answers will vary and if 30 is defined as old then things get a little bit more interesting. **) (** The cohorts for young ages extend out*

2. Observe and gather information from the <u>World Population Pyramid 2020</u> without parameters.

3. Think-Pair-Share with their partner their perspective of the representation presented, responding to the teacher's questions about the World Population Pyramid.

(Grouping: Partners) (Integrated Processes: Listening/Speaking/Reading)

4.a. Analyze the World Population Pyramid and think about each question asked by the teacher. They will then pair/share their answers with their partner. They will also prepare to provide their partner's perspective to the whole class. Students will also ask clarifying questions if needed.

4.c. Determine who is speaking first. Answer the question based on their age and gender; answer with their understanding of the teacher's age and gender.

4.d. Analyze the World Population Pyramid and answer the question using a hand gesture.

4.e. Discuss their perspectives in the group and explain the reasoning for their answer - justify their choice.

*further than the cohort bars for elderly people.**)*

 f. Working Group Consensus: Can we tell by looking at the pyramid how many people are on the planet? Explain. *The teacher will allow 90 seconds for discussion and consensus building. (** No, because percentages of the population are represented on the pyramid, not the actual number of people in each cohort.**)*

 g. The teacher will end the discussion by asking the class to use what they have learned to respond to Inquiry Question **#1 What *can be learned from population pyramids?*** Engage the class in a discussion of their learning about what a population pyramid is and how and why it is used.

Part 2: *Construction of Population Pyramid of Puerto Rico in 2010*

1. (Real-life Connection:) The teacher will tell the students: "Today, we are going to learn a demographer's skill; creating a population pyramid. Prepare your brains and your body because at the end of this section of the lesson you will become demographers!"

2. The teacher will model calculating percentage of populations per cohort. Hand out the <u>Model Creating the Population Pyramid of Puerto Rico</u> (in Lesson Materials Document) to each student. *Model (I do) demonstrates the calculation of percentage for males and females ages 0-4, 5-9, 10-14. Model (We do) ask probing questions for certain aspects of the calculation of percentage per cohort. For instance, what numerator will I use for the cohort male 15-19? (144,217) What about the denominator? (3,721,525) and lastly, what do I multiply by to get the percent? (100) Follow a similar process for males and females cohorts 15-19, 20-24, 25-29.*

(Scaffolding: Modeling)

3. The teacher will engage students in a Guided Practice (you do together) by assigning 4 cohorts (males & females for two age brackets) per group to complete percentage calculation. *The teacher*

4.f. Discuss with their working group the answer to the question posed. Be prepared to explain their position.

4.g. Engage in a class discussion about Inquiry Question #1 by sharing out what they have learned about population pyramids.
(Grouping: Partners/Whole class) (Integrating Processes: Listening/Speaking) (Preparation: Linking to prior learning) (Application: Promotes engagement)

Part 2:

1. Listen.

2. Observe the teacher. Take notes on how to calculate the percentage of the population per cohort. Ask clarifying questions. Answer the teacher question regarding the missing pieces of the percentage calculation.
(Integrating processes: LIstening/Speaking/ Reading/Writing)

3. Collaborate with the working group and calculate the percent of the population of the assigned cohorts. Ask questions if needed/Seek help if necessary.
(Grouping: Small group/Whole class) (Integrating Processes: Listening/Speaking/ Reading/Writing)

will monitor students' work to ensure productive work and correct any misconceptions.

(Scaffolding: Guided Practice)

4. Reconstitute the class and collect data from all groups, and ensure correctness of the data.
5. Assign two-three students to distribute the <u>Population Pyramid template</u> and Colored pencils, rulers, markers, calculators for creating a population pyramid.
6. Model creating the Population Pyramid of Puerto Rico on the <u>population pyramid template</u>. (Use the <u>Model Creating the Population Pyramid of Puerto Rico</u> document to walk students through the process (in Lesson Materials Document).

   (I do) 0-4 Males = 3.06% of population; therefore, make a mark right after 3% and shade in from the 0 to mark to represent the 0-4 male cohort. Repeat the process with the other cohorts model in the previous step.

   (We do) What percentage of the population did we calculate 15-19 males to represent? (*3.88%*) Where should I place the end mark before or after 4 (*before*) closer to 3 or 4 (*4*)? What color should I shade it (*same as what I have been using for males*). Repeat process for the cohorts used for We do in the previous modeling.

(Scaffolding: Modeling)

7. Guided Practice (You do together). Assign the rest of the cohorts to the group to complete. *Monitor students' work to ensure productive work and correct any misconceptions.*

(Scaffolding/Guided Practice)

8. Students will use the data compiled and create a Puerto Rico's 2010 Population Pyramid poster to present during the EXPLAIN section.

4. Report the data for their assigned cohorts and respond to any questions from the teacher.
5. Collect their materials and prepare to complete the model and guided practice.

6. Observe the teacher model, take notes, ask clarifying questions. Answer the teacher's question regarding the missing pieces of the percentage calculation.
   (Grouping: Small groups)

(Application: Promotes engagement)
(Integrating Processes: Listening/Speaking/Writing)

7. Collaborate with the working group and complete the Population Pyramid portion of the assigned cohorts. Ask questions if needed/seek help if necessary.

(Grouping: Small groups/Whole class)
(Application: Hands-on/Meaningful/Linking to Objectives/Promotes engagement)

8. Complete the Puerto Rico's 2010 Population Pyramid poster.

(Grouping: Small groups) (Application: Hands-On/Promotes engagement/Linked to Objectives)

Explain: **(Formative Assessment)**

Teacher Will:	Student Will:
1. Have students present the completed Population Pyramid they constructed for the population of Puerto Rico in 2010 in the EXPLORE section, and tell them to use the vocabulary they have learned as they explain how the population was distributed by age and gender. **(NOTE):** To support ELLs/SPED students, etc. the teacher can allow/encourage them to review the Vocabulary cards they have put in their journals to help them prepare for their presentations. 2. Use the <u>Checklist for Formative Assessment</u> (in the Lesson Materials Document) to identify students' appropriate usage of vocabulary and assess their correct distribution of the population on the pyramid.	1. Work with their group members to present their Puerto Rico population pyramid for 2010 by using the vocabulary they learned and explaining how the population was distributed by age and gender. **(Grouping: Small Group) (Integrating Processes: Listening/ Speaking/Reading/ Writing) (Preparation: Linking to past learning) (Assessment: Group/Written/Oral)**

Elaborate:

Teacher Will:	Student Will:
IQ #2: How can we use population pyramids to make predictions about a future population? 1. State, we are going to tackle the question *"How can we use population pyramids to make predictions about a future population?"* 2. The teacher will state, "Imagine that your neighborhood doubles in size in 10 years, what would you predict that would be needed to support that new amount of people? *Have students do a Think-Pair-Share in their groups.* **(Preparation: Strategies used) (Scaffolding: Comprehensible Input)** 3. The teacher will then engage the students in a discussion using the <u>US 1880 Population Pyramid (Link in Sources)</u> to make predictions about a future population by asking the students: "Which is the smallest cohort? (Older population - 85+). Ask students "Where would these individuals be represented if they were still part of the population in 10 years?" (Same age bracket of 85+). Tell students "Let's look at the 10-14 y/o cohort, where would they be represented 10 years from now?" "What are some economic implications of that change - 10 years later? What are some social implications of that change - 10	1. Listen and reflect on the question shared by the teacher. 2. Think about their response to the teacher's question and then pair/share their response with their group members, reflecting on each other's responses. **(Grouping: Small groups) (Preparation: Linking to background) (Application: Meaningful/ Promotes engagement)** 3. Use the <u>1880 Population Pyramid</u> to reflect on and respond to the teacher's questions, engaging in a class discussion to reflect on and consider implications of population changes in the future.

years later? What are some governance implications of that change - 10 years later? What are some environmental implications of that change - 10 years later? What are some infrastructure implications of that change - 10 years later?

4. And then ask students to make a prediction about a change in the USA population for 1920, something that would be the same as before, and an implication - economic, governance, etc. - of the predicted change.

(Scaffolding: Guided Practice)

4. Use what they have discussed to make a prediction about a change in the US population for 1920 and what implications that could have.

(Grouping; Whole class/Independent (Application: Meaningful/Linked to objectives /promotes engagement) (Integrating processes: Listening/Speaking/Reading)

Evaluate - Summative Assessment:

Teacher Will:

1. Assign an Exit Ticket (In Lesson Materials Document) for students to answer in writing the same questions answered earlier about the World Population Pyramid but this time using the 1880 USA Population Pyramid just observed and discussed in class in the above ELABORATE section. The teacher will present the Exit Ticket Rubric to the students and go over the expectations for what they need to do to respond to the questions. The teacher will then give students time to complete their exit tickets, and when done, the teacher will have students engage in a class discussion to share out the predictions they made about a change that may occur in the U.S. population for 1920 and what they predicted would be the same.

(NOTE): The teacher will provide support for ELL/SPED students as needed by allowing them to use notes they have written down before if needed and by providing Sentence Stems to support student responses to each of the questions. The teacher will then collect the students' exit ticket responses and use the Exit Ticket Rubric to grade the students' work with a score of 4 indicating mastery.

Student Will:

1. Use the 1880 USA Population Pyramid they have made to write their answers to the Exit Ticket questions. After turning in their exit ticket response, students will engage in a class discussion to share their predictions about a change that may have occurred in the USA population for 1920 and also something that they predict would be the same.

(Grouping: Independent) (Integrating Processes: Listening/Speaking/Reading/Writing) (Preparation: Linking to past learning) (Assessment: Independent/Written)

(Scaffolding: Guided Practice)	

Extensions:
- Students will research data for the population of a country of their interest and complete a population pyramid for that particular country and time, or explore the changes in the population during the last 50 years and projections for the next 50 years.
- Source: https://www.census.gov/data-tools/demo/idb/#/dashboard?COUNTRY_YEAR=2024&COUNTRY_YR_ANIM=2010&CCODE_SINGLE=**&CCODE=**