

If the World Were a Village: Population Activity II

OVERVIEW & OBJECTIVES	GRADES
Students will explore global populations and land areas by constructing and comparing bar graphs of global population and land area. Students will explain the difference between population distribution and population density. <i>Students will be able to...</i> <ul style="list-style-type: none">Identify how population is distributed throughout the worldExplain the difference between population distribution and population density	4 th & 8 th
	TIME
	1 class
REQUIRED MATERIALS	
	<ul style="list-style-type: none">✓ World map✓ Scissors✓ Colored Pencils✓ Handouts: Blank Graph Paper; Graph Paper with Percentages and Labels

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

(4th Grade)

Standard 3. Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems).

4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.

(8th Grade)

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

8.3.2.3.1 Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.

SUGGESTED PROCEDURE

1. Explain to students that in the world there are 7 billion people. Ask students if they can picture 7 billion people all in one space. What would that look like? At this point most students say no they can't imagine this many people because it is too difficult.
2. Ask students if they can imagine 100 people all in one space? What would that look like? Common answers are that they could imagine this in the school gym, the playground, the cafeteria, etc.
3. Explain to students that for today's activity the class is going to imagine that the world is 100 people. For older students explain that we use 100 as a number because this is the basis on which percentage is calculated.
4. Ask students how many continents there are. Review the 7 continents on a world map.

- In the next step you are going to go over what percentage of the Earth's land each continent occupies. For older students you may want to have them predict the answers before you actually give the percentages.

Continent	Percentage of the World's Land
Africa	21
Antarctica	9
Asia (including the Middle East)	30
Australia and Oceania	5
Europe	7
North America	16
South America	12

- Give each student or group of students the graph paper and ask them to shade in or cut out the land area of each continent.
- In the next step you are going to go over what percentage of people live on each continent; for older students you may want to have them predict the answers before you actually give the percentages.

Continent	Percentage of the World's Population
Africa	15
Asia	60
Australia and Oceania	1
Europe	11
U.S. and Canada	5
Latin America	8
World	100

- Give each student or group of students the graph paper and ask them to shade in or cut out the percentage of people per continent.
- Have students place the two different illustrations for each continent together.
- Point out to students the concept of population distribution (the pattern of where people live) and population density (the average number of people living in an area). A good way to explain this is to say that people are not like peanut butter—we are not spread out evenly.
- If time allows ask students if they are surprised by the percentages. Is this where they expected that people would live? What do they notice about the areas where people live? What do they notice about the areas where people don't live?

Extension

1. Students complete this same activity, but with countries instead of continents. Using Asian countries would be particularly valuable to illustrate the concepts of population distribution and population density.
2. Discuss the difference between the two lists. Ask: Why is Antarctica not included in the Percentage of the World's Population chart? Why is Latin America the region in the Percentage of the World's Population chart, but South America is the Percentage of the World's Land? Why is U.S. and Canada the region in the Percentage of the World's Population chart, but North America is the Percentage of the World's Land? Explain the difference between physical and cultural regions.
3. Use the picture book, *If the World Were a Village: A Book about the World's People*, 2nd Edition, by David J. Smith. Highlight the similarities and differences among people throughout the world.

Assessment

Class Discussion

RESOURCES

"2014 World Population Data Sheet" at Population Reference Bureau

www.prb.org

This website contains population data