

Lesson 5: Human Geography

☐ Getting Started

You already know a great deal about water and landforms and the many different ways that they can be represented on maps. In this lesson, we'll turn our attention to human geography - the study of how human inhabitants interact with their physical environments.

Stuff You Need

- *Prisoners of Geography: Our World Explained in 12 Simple Maps* by Tim Marshall
- *The Geography Book: Activities for Exploring, Mapping, and Enjoying Your World* by Caroline Arnold
- hole punch
- pen or marker
- pencil
- tracing paper* (Activity 1 - Option 2)

Ideas to Think About

- How do the physical characteristics of an environment (such as its landforms, water forms, and climate cycles) affect the human population and the development of local cultures?
- Why do human populations migrate? What role do the physical environment, climate change, and natural resources play in human migration?

Things to Know

- Human populations can most easily thrive in areas that have a hospitable climate, access to water, land or water routes that will facilitate transportation, and other geographical features that help provide for people's needs.
- Humans migrate to different parts of the world. Some settle in sparsely populated rural areas while others settle in densely populated urban areas.
- Humans benefit from some of the geographical features of their environments and face challenges posed by others. Humans also adapt their environments to meet their needs and alter those environments through their actions.

☐ Reading and Questions

Today your reading and questions will come from an on-line reading from the United Nations about population.



www.beyondthepage.com/link/11975/

1. How is the world's population changing?

2. What are the world's most populous countries? Where is the population shrinking?

3. The article states that international migration is also a contributing factor to population change. Why might people move to a different country?

Activities

☐ Activity 1: Population Maps

Population density can be shown using a color-coded map or a dot map. Read pp. 37-38 in *The Geography Book* and then ask a parent which of the two options you should use for this activity:

Option 1: Making a Dot Map

Follow the directions in *The Geography Book* for making a dot map, but instead of tracing a map of your own state, use the map of an imaginary state from the "Making a Dot Map" (Option 1) page and the population data for that imaginary state for the "Dot Map Data" page.

Option 2: Making a Dot Map of Your State

Follow the directions in *The Geography Book* for making a dot map of your own state. Use the following link to find a printable outline map of your state online.

You should be able to find information on cities with more than 10,000 people in them in your state by consulting an atlas, a state road map, or the Internet. A web search using the search terms "10 largest cities" and the name of your state should give you data on enough cities for this project. Record your data on the "Making a Dot Map" (Option 2) page and then use that data to create the dot map of your state.

**Printable State Outline Maps**

www.beyondthepage.com/link/11780/

☐ **Activity 2: Physical Geography Meets Human Geography**

Up until now, we have focused mostly on physical geography - the physical features of the surface of the Earth such as bodies of water and landforms. In this activity, you'll use *Prisoners of Geography* to explore some of the ways that human populations interact with the physical features of their environments.

Prisoners of Geography provides an overview of each major region of the world followed by more detailed information about the specific countries within each region. Below are the page references that will allow you to explore twelve different geographical areas. Briefly browse through each area and then choose two that look interesting to you:

- Russia pp.8-9
- China pp. 16-17
- United States pp. 24-25
- Canada pp. 32-33
- Europe pp. 34-35
- Africa pp. 42-43
- The Middle East pp. 50-51
- India and Pakistan pp. 56-57
- Korea and Japan pp. 60-61
- Latin America pp.64-65
- Australia pp. 70-71
- The Arctic pp. 72-73

Once you have chosen your two areas to explore, use them to complete the "Humans Interact with their Environments" activity page.

☐ **Activity 3: Comparing Two Environments**

Now that you have completed the "Humans Interact with their Environments" page, complete the "Comparing Two Environments" activity page.

Wrapping Up

Humans in different geographic regions interact with their environments in different ways. They are influenced by the geography and landforms of their regions, and

they, in turn, influence their environments in ways both big and small.

Life Application: Migration

We saw in the readings and activities for this lesson that human populations are constantly changing. People settle near certain geographical features, are influenced by and use the natural resources of their environments in different ways, change those environments through their own actions, and migrate from place to place across the surface of the Earth.

Your own family probably has its own migration story. Have you always lived in the home where you currently live? If not, where did you live before? How many times has your family moved, and what factors influenced each decision to move? You might decide to interview several relatives about their own migration stories. You could conduct oral history interviews - record them if you can - and ask your family members the following questions:

- Where were you born, and how long did you live there?
- Describe the place where you lived when you were my age. What was the environment like? What was the weather like? What did you like and dislike about living there?
- How many different places have you lived? Tell me about some of your favorite places.
- When you moved, what kinds of things made you decide to relocate?
- What do you know about where our family's ancestors came from and why our earlier family members moved?

Find a printable U.S. or world map on the Internet that you can draw on or illustrate to show the migration of your family over time.



Blank United States Map

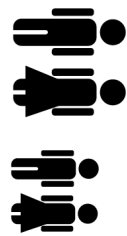
www.beyondthepage.com/link/11781/



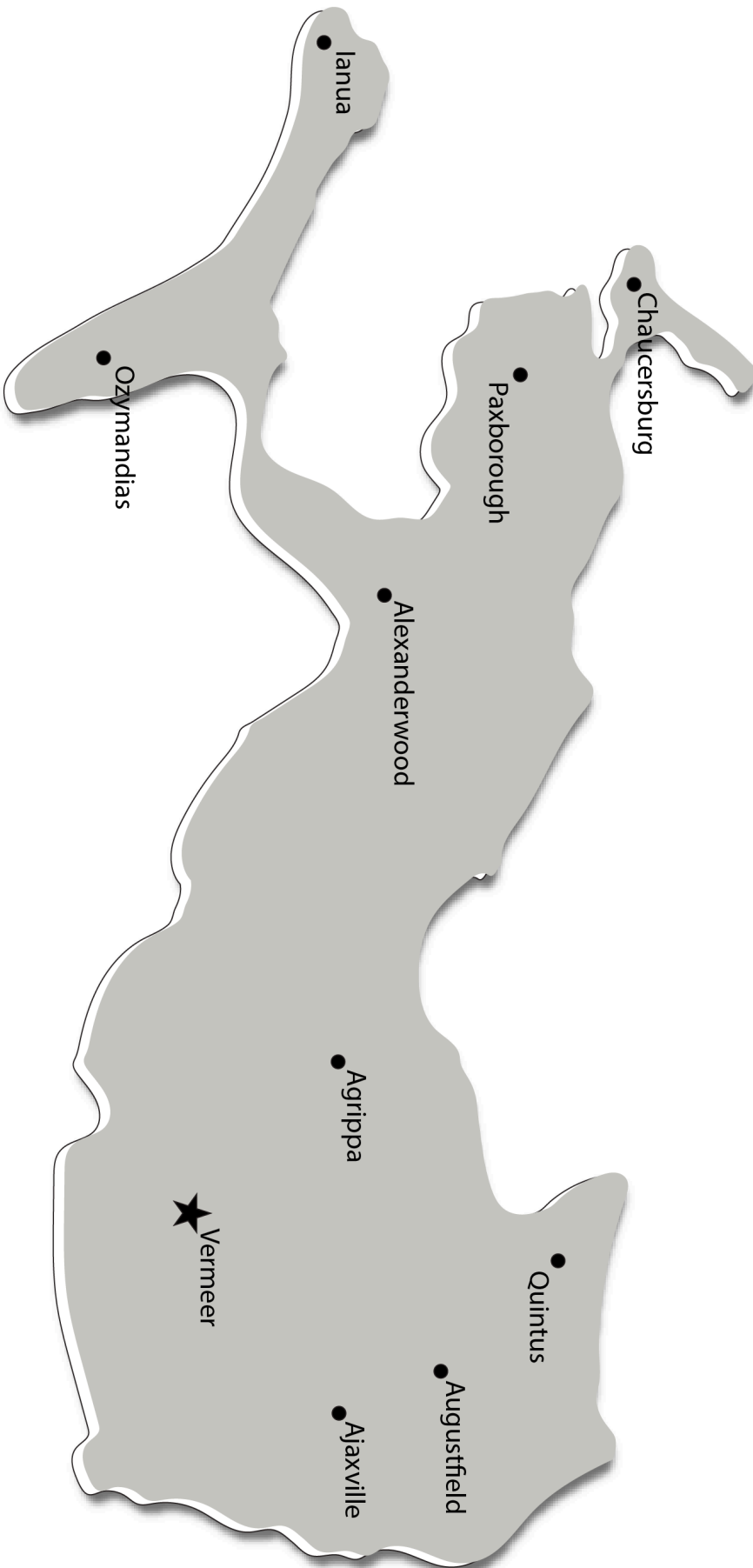
Printable World Map

www.beyondthepage.com/link/11932/

MAKING A DOT MAP



Directions: Use this map of an imaginary state and the population data for its cities (on the following page) to create your dot map.



DOT MAP DATA

Directions: Use the following data to complete your dot map.

CITY	POPULATION
Vermeer	435,200
Agrippa	252,192
Quintus	220,567
Paxborough	192,746
Chaucersburg	174,299
Alexanderwood	132,700
Augustfeld	91,460
Ianua	76,210
Ajaxville	68,283
Ozymandias	42,521



Mapping a Dot Map

My State

Directions: Find or create an outline map of your own state. Identify the population of ten cities in your state and record that data on the table below. Then use that information to create your dot map.



CITY	POPULATION
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Humans Interact with Their Environments

Directions: Use *Prisoners of Geography* to record the following information about two different places from the list provided in Activity 2 of Lesson 5. If you cannot identify any information for one of the items below, just write "None" and move on to the next section.

Place 1

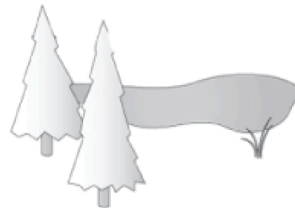
Weather & Climate



Locations



Natural Resources



Major Landforms



Significant Bodies of Water

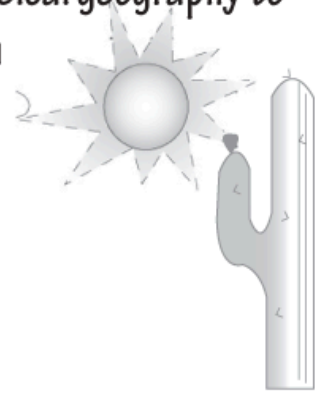
Humans Interact with Their Environments

Place 1

Benefits of the physical geography to the human population



Challenges of the physical geography to the human population



Ways people alter the physical geography (such as dams, irrigation systems, or mines)



Humans Interact with Their Environments

Directions: Use *Prisoners of Geography* to record the following information about two different places from the list provided in Activity 2 of Lesson 5. If you cannot identify any information for one of the items below, just write “None” and move on to the next section.

Place 2

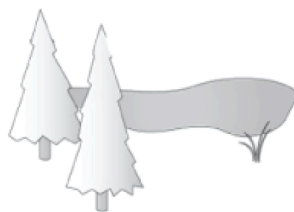
Weather & Climate



Locations



Natural Resources



Major Landforms



Significant Bodies of Water

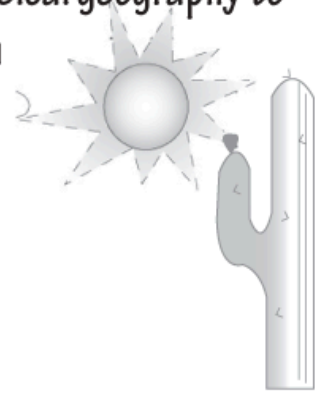
Humans Interact with Their Environments

Place 2

Benefits of the physical geography to the human population



Challenges of the physical geography to the human population



Ways people alter the physical geography (such as dams, irrigation systems, or mines)



Comparing Two Environments

Directions: Compare the two places that you recorded information about on the “Humans Interact with Their Environments” activity pages. Below list the pros and cons of living in each place.

	Place 1	Place 2
Pros		
Cons		

In the space below, explain in which of these two places you think you would rather live and why you would prefer to live there. You can use other information from *Prisoners of Geography* to support your argument, too.

Lesson 5: Human Geography

Getting Started

✿ Ideas to Think About

- How do the physical characteristics of an environment (such as its landforms, water forms, and climate cycles) affect the human population and the development of local cultures?
- Why do human populations migrate? What role do the physical environment, climate change, and natural resources play in human migration?

Things to Know

- Human populations can most easily thrive in areas that have a hospitable climate, access to water, land or water routes that will facilitate transportation, and other geographical features that help provide for people's needs.
- Humans migrate to different parts of the world. Some settle in sparsely populated rural areas while others settle in densely populated urban areas.
- Humans benefit from some of the geographical features of their environments and face challenges posed by others. Humans also adapt their environments to meet their needs and alter those environments through their actions.

⦿ Skills

- Identify and use models and maps as ways of representing landforms. (SS)
- Analyze how absolute and relative location influence ways of living in the United States and other countries of North America. (SS)
- Describe the economic and social differences between developed and developing regions in North America. (SS)
- Explain how and why population distribution differs within and between countries of North America. (SS)
- Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment. (SS)
- Describe factors that influence changes in distribution patterns of population. (SS)
- Examine factors that influence human migration. (SS)
- Analyze the past movement of people, goods, and ideas and compare it to movement today. (SS)

Introducing the Lesson

Let your child know that in this lesson, he will learn more about how maps can be used to show human population density, how humans interact with their environments, and how and why people move from place to place.

Reading and Questions



www.beyondthepage.com/link/11975/

1. How is the world's population changing?

Your child might mention that the world's population is growing, and that the population growth is expected to increase mostly in Africa and India. Your child may elaborate on this, describing the impact of health care and family planning on population growth.

2. What are the world's most populous countries? Where is the population shrinking?

At 1.4 billion, China and India are the world's most populous countries. The population in China and in countries in Europe are shrinking.

3. The article states that international migration is also a contributing factor to population change. Why might people move to a different country?

Answers will vary but your child may mention that people move to a different country for jobs or as refugees to escape persecution.

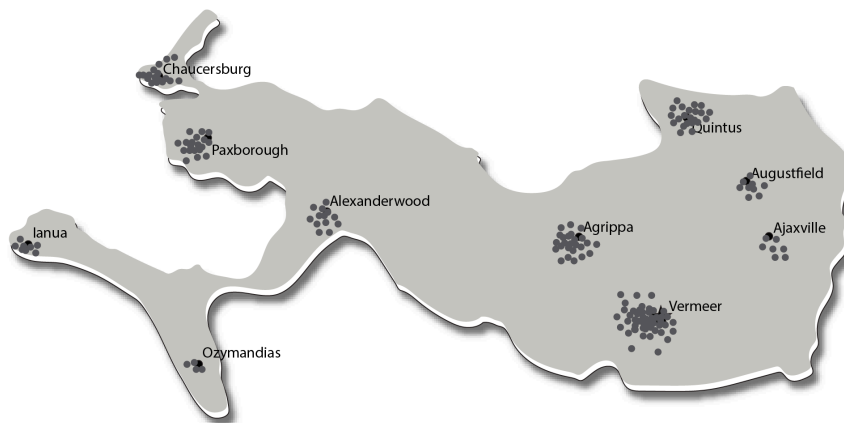
Activities

Activity 1: Population Maps

Your child will have two options in this activity.

Option 1: Making a Dot Map

Option 1 will allow him to create a population dot map using a provided map of a fictional state and provided data about its population.

"Making a Dot Map" Answer Key

Option 2: Making a Dot Map of Your State

Option 2 will require your child to trace or print out a map of his own state and find data on the population of several cities in his state online, in an atlas, or on a road map. While both options will help your child understand an important way of representing population data on a map, Option 2 will use real and relevant data, but it will also be more time-consuming and will require more advanced research skills. Choose the option that you think will be most appropriate for your child and that will best fit into the time that you have available this week.

Activity 2: Physical Geography Meets Human Geography

In this activity, your child will use a graphic organizer to compare human interaction in the natural world between two different places on Earth. Your child will be able to choose the parts of the world that he wants to explore for this activity, but you may want to make suggestions based on his interests.

Activity 3: Comparing Two Environments

In this activity, your child will use the information from the previous activity to decide which of two places he would prefer to live and explain his reasoning.

Wrapping Up

Questions to Discuss

- What do people need in their environments in order to survive? (People need things like water, food, and shelter from their environment to survive. They also need good land to grow food and resources like wood and metals to build homes and make tools.)
- How can the geographical features of a place make it a good place for humans to live? (Geographical features like rivers, fertile soil, and mild weather can make a place good for humans to live because they provide water, food, and comfortable living conditions. Mountains and forests can also offer protection and resources for building homes and tools.)
- How do humans use the natural resources in their environments? (Humans use natural resources like water, trees, and minerals to drink, build houses, and make things. They also use land to grow food and animals for meat and materials.)
- How do humans change their environments? (Humans change their environments by building houses, roads, and cities, and by cutting down trees to create farmland. They also dig mines for minerals and build dams to control water for farming and electricity.)
- Why do humans sometimes migrate from one place to another? (Humans sometimes migrate from one place to another to find better jobs, safer living conditions, or more resources. They might also move to escape natural disasters or conflicts.)

Things to Review

- Review your child's dot map and activity pages about humans' interaction with their environments. Discuss your child's views on which location would be a better place to live. If you like, use library resources, an atlas, or the Internet to learn more about some of the places that your child researched.