Chapter Activities

# Chapter 13: Population and Urbanization: Living on Planet Earth

## Improving Your Own City

**Objective:** Students will better understand the cities they live in and what can be done to improve them.

**Directions:** Before class, get a large map of the city. Each student (or team of students) should be given a section of the city to investigate, either by walking tour or by computer. Students should report back on the population and makeup of that area of the city, including observations on the race or ethnicity and socioeconomic status of the residents. In addition, any businesses or industries should be noted. After all students have reported on the city, hold a discussion about the ways in which the city is segregated or integrated and determine which theory of urbanization from the text best applies.

## International Demography

**Objective:** Students will learn more about the ways the populations of other countries differ from the population of the United States and from one another.

**Directions:** Assign each student a different country from around the world by writing it on the top of their individual worksheets (follows). Give them the sheets at random the day before population is discussed in class, and ask each to complete the sheet using the provided directions and bring them back to class the next day. Call on selected students to discuss their findings before the class. Alternatively, you can place students into small groups (try to ensure that a variety of countries—in terms of stage of development and continent—are represented within each group) and have them present their findings to one another, comparing and contrasting the populations of their countries.

# Your Assigned Country

To complete the following tables, use [http://www.census.gov/ipc/www/idbsum.html](%20http://www.census.gov/ipc/www/idbsum.html) to find the answers for this project.[[1]](#footnote-1)

|  |  |  |
| --- | --- | --- |
|  | **Your Country** | **United States** |
| **Total Population\*\*** |  |  |
| 1950 |  |  |
| 2012 |  |  |
| 2050 |  |  |
| **Annual Period Growth Rate** |  |  |
| 1950–1960 |  |  |
| 1990–2000 |  |  |
| 2040–2050 |  |  |
| **Life Expectancy at Birth** |  |  |
| 2000 or 2006 |  |  |
| 2025 |  |  |
| **Birth Rate** |  |  |
| **Death Rate** |  |  |
| **Infant Mortality Rate** |  |  |
| **Total Fertility Rate** |  |  |
| **Net Migration Rate** |  |  |
| **Median Age** |  |  |
| Male |  |  |
| Female |  |  |
| **Ethnic Groups** |  |  |
| **Literacy Rates** |  |  |
| **Dependency Ratio (must calculate)** |  |  |

## Ethnic Enclaves

**Objective:** One of the most fascinating parts of a major city is the ethnic enclaves that are present. This acidity will have students research ethnic enclaves to develop an appreciation of the role of these enclaves in the development of major cities.

**Directions:** Provide a list of major U.S. cities and have students choose one and identify an ethnic enclave within the city’s borders. Have the students do some research on the history of the enclave and the state of the enclave today. In the next class have students discuss their findings. What did they learn about the role of enclaves in terms of immigration? What impact does this enclave have on the larger city? How has the enclave changed over the years since it was originally formed?

## The Ideal City

**Objective:** Students will learn what is required to “make” a city and what the differences are between small and large cities.

**Directions:** Break your students into small groups and have them design, from scratch, their ideal city. In doing so, tell them to address the following variables: its size, people, economy, businesses, politics, services, systems of social control, tax base, transportation system, education system, housing, culture, and types of entertainment. Have each group present their ideal city to the rest of the class. Have a discussion on the benefits of small and large cites.

## Your Country of Expertise

**Objective:** To help students understand that the levels of poverty, urbanization, health, and education in a particular country are often related to the history of that country.

**Directions:** Give the following assignment to students to complete as individuals or in research teams. Once students have completed the out-of-class assignment, you may want to have them present their findings to the class to see the differences that exist among different parts of the world.

## Your Country of Expertise

For this assignment, you will be assigned a country by your instructor. You will be exploring different indicators of the country and connecting those to global events.

**Please note:** You MUST cite any ideas that are not your original thoughts or common knowledge both in the text of your work and on a separate reference page. Failure to do so will be reported to the Committee on Academic Misconduct.

1. Research the history of your country and provide a brief (2- to 3-paragraph) summary of your findings. Include things such as the following: How did your country develop? Was it a world superpower at some point in history? Was it colonized? Have there been important wars that have affected the development of the country? Is it considered more or less developed today? What factors in the history of the country have led to its current stage of development?
2. Using a variety of international databases (listed below), answer the following questions (write approximately 1 paragraph for each question). Include both relevant statistics and textual explanation to answer each question. The best papers will incorporate relevant statistics (which may be different for everyone—demography is sometimes a creative endeavor that involves using whatever statistics we do have available); fully explain what those statistics mean; and support their own ascertains with relevant citations. In addition, the best papers incorporate material from lectures and past readings.
3. What is the rate and extent of poverty or economic prosperity in your country? What factors have impacted the economy of your country?
4. How urbanized is your country? How does this level of urbanization impact the economy of your country?
5. What is the state of education in your country? What primary challenges or strengths do you see affecting the current education system?
6. What are some of the primary health issues in your country? What factors influence these health issues?

[The World Bank Activities by Country](http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/0,,pagePK:180619~theSitePK:136917,00.html#m)

[The World Bank Poverty Assessments](http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0,,contentMDK:20210352~menuPK:435735~pagePK:148956~piPK:216618~theSitePK:430367,00.html)

[U.S. Census Bureau International Database](http://www.census.gov/ipc/www/idb/summaries.html)

[CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/index.html)

1. Using what you know about the history of your country and how it developed, how do you attribute your findings in Part 2 to the historical development of your country? For example, if your country was colonized by another country that exploited it economically, how does that affect the current economy and educational system of your country? How might that colonization have impacted the health, contraceptive use, and urbanization of your citizens? (This discussion should be approximately 2–3 paragraphs.)

## Cities in the United States

**Objective:** Students will understand the various characteristics of U.S. cities.

**Directions:** Assign each student a city in the United States. Have the student research:

1. Population
2. Crime rates
3. Cultural attractions

Then have the students discuss their findings with the class. List on the board the various characteristics of each city and compare their findings.

## Cities Around the World

**Objective**: Students will understand the characteristics of cities around the world.

**Directions:** Assign to students to groups of four or five. Give each group a city around the world. Have the group research the demographics of the city (i.e., race, population, and marital norms). Discuss the group’s findings with the class and compare the characteristics of each city.

1. Thanks to Christie Batson, The Ohio State University, for her inspiration on this exercise. [↑](#footnote-ref-1)