

• Infant mortality, or the number of deaths of children under one year of age that occur annually, is a demographic statistic that is a major indicator of a country's overall condition. Ask students to research and discuss the causes of infant mortality and locate countries with high levels of infant deaths on a map. As a follow-up, students may break into small groups and develop initiatives to address high infant mortality rates in selected countries. Recent infant mortality statistics may be found at the following web site:

www.cia.gov/cia/publications/factbook/rankorder/2091rank.html

• Famine is still a major global issue, especially in sub-Saharan Africa. Ask students to map countries of the world that are particularly food insecure. Also, although famine is primarily seen as an environmental issue, experts reflect that it often has strong underlying political and economic causes. For example, while the people of Ireland were dying of starvation during the Irish Potato Famine, or The Great Hunger, huge quantities of food were being exported from Ireland to England. Ask students to research the environmental and agricultural causes of The Great Hunger and describe how English colonial policies of the time contributed to this tragedy. Finally, students may develop Venn Diagrams that compare and contrast the causes of The Great Hunger with contemporary famines. Valuable research information may be found at the following web sites: www.nde.state.ne.us/SS/irish/irish_pf.html, www.oxfam.org.uk/what_we_do/issues/debt_aid/bp29_death.htm

• Eleven thousand years ago, one of the world's prime pieces of real estate was located between the Tigris and Euphrates Rivers, an area later called the Fertile Crescent. Ask students to research the technology of irrigation and discuss its role in allowing this region to support large populations and become the birthplace of Sumer, home to one of the first civilizations in world history. Students should also investigate the negative effect of irrigation technology on life in the Fertile Crescent. As a follow-up, students may also develop maps of modern countries that make up this region. More information may be found at the following web site:

www.learner.org/exhibits/collapse/mesopotamia.html

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- www.mtholyoke.edu/courses/rschwartz/ind_rev/
Mount Holyoke College offers a wealth of statistical information on the Industrial Revolution, and includes an "Opposing Voices" section which contains various viewpoints of 19th-century personalities on the increasing industrialization of society.
- www3.who.int/whosis/hale/hale.cfm?path=whosis,hale&language=english
The World Health Organization's "Healthy Life Expectancy 2002" from the 2004 World Health Report provides life expectancy statistics for countries around the world.
- www.loc.gov/rr/program/bib/ourdocs/Indian.html
The Library of Congress has the full text of the Indian Removal Act of 1830.

Suggested Print Resources

- Bowden, Rob. *Overcrowded World? Our Impact on the Planet*. Raintree Steck-Vaughn, Austin, TX; 2002.
- Lomberg, Michelle. *Healthy Cities: Improving Urban Life*. Smart Apple Media, North Mankato, MN; 2004.
- Reilly-Giff, Patricia. *Maggie's Door*. Wendy Lamb Books, New York, NY; 2003. A work of historical fiction about the difficulties faced by Irish immigrants to America in the 19th century.

TEACHER'S GUIDE

Jeffrey W. Litzke, M.Ed.

Curriculum Specialist, Schlessinger Media

TITLES IN THIS SERIES

- ENVIRONMENT & SOCIETY
- PHYSICAL SYSTEMS
- GEOGRAPHIC PERSPECTIVES: THE UNITED STATES OF AMERICA
- PLACES & REGIONS
- HUMAN SYSTEMS
- THE WORLD IN SPATIAL TERMS

Teacher's Guides Included
and Available Online at:

800-843-3620



Teacher's Guide and Program Copyright 2006 by Schlessinger Media,

a division of Library Video Company

P.O. Box 580, Wynnewood, PA 19096 • 800-843-3620

Executive Producer: Andrew Schlessinger

Programs produced and directed by JWM Productions, LLC.

All rights reserved.

T0153
V6293



HUMAN SYSTEMS

Grades 5–9

The study of geology brings together various dimensions of Earth, so that we can increase our knowledge of both the physical and human processes that shape the planet. Enhancing geographic literacy with an in-depth analysis of the spatial aspects of human existence provides students with insight into some of the most challenging questions facing Earth. As world population surges past the six billion mark, as globalization intensifies social and economic interconnections and as the physical environment becomes more and more threatened, *Geography for Students* offers students a unique opportunity to grasp their increasingly complex world and gain a better understanding of their place in it.



Program Summary

Why do people settle where they do? Why do populations move from one place to another? The physical characteristics of Earth have always been major factors in determining where and how people live, and where and how we live has a huge impact on our planet. “Location, location, location” helped determine early settlement patterns as regions with ample natural resources could support large populations, and enabled the development of ancient river civilizations such as Mesopotamia. Push factors, such as extreme physical conditions and starvation, and pull factors, such as more economic opportunity and more reliable food sources, have influenced immigration trends and sparked the tremendous growth of cities. Through the study of demographics, we can gain a greater understanding of the changes and patterns in population over time and the cultural changes associated with our increasingly globalized world.

Vocabulary

demography — The systematic analysis of human populations relating to such factors as size, birth, life expectancy and disease.

choropleth map — A thematic map that is shaded or patterned to indicate statistical data about an area or region, such as population density or per-capita income.

Mojave Desert — A large desert area in southern California and parts of the American southwest.

Fertile Crescent — A crescent-shaped region that encompasses an area from the eastern Mediterranean Sea to the Tigris and Euphrates rivers where the world’s first permanent farming settlements began.

Mesopotamia — The fertile land between the Tigris and Euphrates Rivers that is considered to be the birthplace of civilization.

Irish Potato Famine — A devastating famine that occurred in Ireland from 1845-1849, which was caused by a potato blight epidemic and compounded by British political and economic policies.

urbanization — The increasing movement of populations from rural to urban areas.

Industrial Revolution — The movement toward replacing animal and water power with machines, which dramatically changed the way people lived and worked. The Industrial Revolution began in England in the 18th century.

cultural diffusion — The spread of cultural traits and ideas from one place to another.

ethnic enclave — A geographic area of a city where people of a certain religious, racial or economic background come together.

(Continued)

globalization — The bringing together of the world in increasingly interconnected ways, such as economics, culture or in dealing with common threats, such as HIV/AIDS or terrorism.

West Bank — An area in the Middle East on the west bank of the Jordan River that Israel captured in the 1967 Six-Day War.

The Trail of Tears — A term used to describe the brutal, often deadly, forced marches of the Cherokee to lands west of the Mississippi River in the 1830s.

Chunnel — A railroad tunnel under the English Channel that, when completed in 1994, connected France and England.

Pre-viewing Discussion

- There are over 30 million teenagers in the United States. Speculate about why teenagers are considered to be one of the most influential demographic groups in the country.
- People choose to settle in a variety of different places for a variety of different reasons. What factors will help you choose where you want to live when you get older?
- All over the world, various groups and individuals are fighting for control of land. Provide historic and modern examples of international boundary or border disputes.

Focus Questions

1. What is demography? What do demographers study?
2. Why has Zimbabwe experienced lowering life expectancy rates over the last few years?
3. What tools do demographers use to study populations?
4. What does a population diagram or population pyramid measure?
5. What is the current world population?
6. What technological advancements helped cities such as Chicago and Las Vegas to rapidly develop?
7. What social and environmental problems can result from a period of rapid urbanization?
8. Where was the Fertile Crescent? Why did people consider it to be an ideal place to settle?
9. What are push and pull factors?
10. Why did over one million Irish move to the United States between 1847 and 1854?
11. How did the Industrial Revolution transform much of the western world?
12. What is cultural diffusion?

(Continued)

13. What is an ethnic enclave? Provide an example.

14. How did American soldiers impact the lives of indigenous Cherokee in 1838-1839?

Follow-up Discussion

- What countries have the highest and lowest life expectancies? Discuss a variety of factors that contribute to low life expectancy, speculate about their societal effects and propose solutions that would improve this demographic statistic.
- City planning has changed throughout history and across cultures. Describe the differences between the development of a medieval city such as Madrid and a modern city like Dallas.
- Discuss the phenomenon of forced migration. What factors can cause people to become part of these population transfers? Provide examples of forced migrations from history and describe their social and economic toll on affected populations.

Follow-up Activities

- Culture refers to a person’s way of life and includes things like music, food, language, religion and dress, while cultural diffusion is the spread of these elements from one culture to another. Ask students to bring from home several items they feel best represent their culture, such as food, clothing or music samples, and place these items in an unmarked brown paper bag. Break your class into small groups. Ask each group to examine different bags of items and to hypothesize about and map their geographic origins. Groups may try to determine how these products came to their local area and speculate about what students in other parts of the country and world would bring to class to represent their cultures.
- To give students a richer understanding of what it was like to make the difficult journey from Europe to the United States in the late 19th and early 20th centuries, present students with photographic images of immigrants who arrived at Ellis Island. Students may develop maps tracing the origins of newly arriving immigrants and speculate about their experiences after coming to America. As a follow-up, share portions of Jacob Riis’ *How the Other Half Lives* (Charles Scribner’s Sons, 1890) and ask students to write journal entries describing the living conditions of immigrants who congregated in urban tenements. The Library of Congress has a number of selected images of Ellis Island and immigration from 1880-1920 at the following web site: www.loc.gov/rr/print/list/070_imm.html, and the entire text of *How the Other Half Lives* can be found at this web site: www.yale.edu/amstud/inforev/riis/title.html

(Continued)