

Class:8	Subject: SST - Geography	Topic: Human Resources
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SUMMARY SHEET		
Pedagogical Approach: Student – led		
Learner Previous Knowledge	N.A.	
Target Knowledge for this Topic	Importance of Human Resources. Distribution of population: The pattern of population distribution. Density of Population. Factors affecting distribution of population; Physical Factors: topographic, climate, soil, water, minerals. Economic Factors: urbanization, Industrial activity, resources Socio-cultural Factors: cultural centers, religious centers Population Change: birth rate, death rate, migration, natural growth rate, emigrants, immigrants; Patterns of population change. Population Composition: Age Structure, Sex Composition, Literacy Rates, Occupational Structure. Population pyramid. Human Resource and economic development.	
Learning Goals		
<i>More Complex Learning Goal- Students will be able to understand the importance of human resource.</i>		
<i>Target Learning Goal- Students will be able to explain the distribution of population in the world.</i>		
<i>Simpler Learning Goal- Students will be able to describe factors affecting the distribution of population.</i>		
Period No.	Lesson Objectives	Teaching Learning Materials Required
1	- Students will understand the importance of Human Resources. - Students will be able to explain the distribution of population.	World map from home

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2	Students will be able to calculate the density of population.	- Handout (Reference: Annexure 2A) - Worksheet (Reference: Annexure 2B)
3	Students will be able to describe the factors affecting the distribution of population.	- Handout (Reference: Annexure 3A) - Handout (Reference: Annexure 3B)
4	Students will be able to explain the population changes	- Handout Annexure 4A - Handout Annexure 4B
5	Students will be able to describe population pyramid.	Handout: Annexure 5A

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Lesson Plan 1

Lesson Objectives

At the end of this lesson students will be able to:

- Students will understand the importance of Human Resources.
- Students will be able to explain the distribution of population.

Teaching Learning Materials required

- World map from home

Details of Teaching Learning Experience

Seating Arrangement: Normal

Lesson Beginning <u>Time:</u> 10 minutes <u>Purpose:</u> Introduce topic	Questionnaire • Ask questions as: ○ What are minerals? ○ Do you consider them to be a resource? If yes why? ○ Who exploits these minerals and bring them to use? ○ Do you think machines can run by their own? ○ How do you feel the forest product is being converted into various different consumer goods? • Let the students learn that it is human brain which makes these products to be considered into a resource. • Make them emphasize on humans the most essential resource who exploits all the other natural endowments on earth.
Lesson Middle <u>Time:</u> 20 minutes <u>Purpose:</u> Develop conceptual understanding	Map study • Let them understand the meaning of population distribution. • Ask introductory questions: ○ How many of you prefer to live on line of equator which is very hot? ○ How many would like to live in snow covered peaks? ○ How many would prefer to live in dense forest? • Ask them what all problems they will face in such places and where will they move at the end. • Conclude that the density of population varies from place to place depending upon various factors for survival. • Ask them to take out world map and mark the most populous countries. • Help the students in marking the map • Let them understand through the map how the population is unevenly distributed.
Lesson End <u>Time:</u> 10 minutes <u>Purpose:</u> Finish up	Finish Up • Collect the maps for review. • Ask them to write few points why population is unevenly distributed?

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Lesson Plan 2

Lesson Objectives

At the end of this lesson students will be able to:

- Students will be able to calculate the density of population.

Teaching Learning Materials required

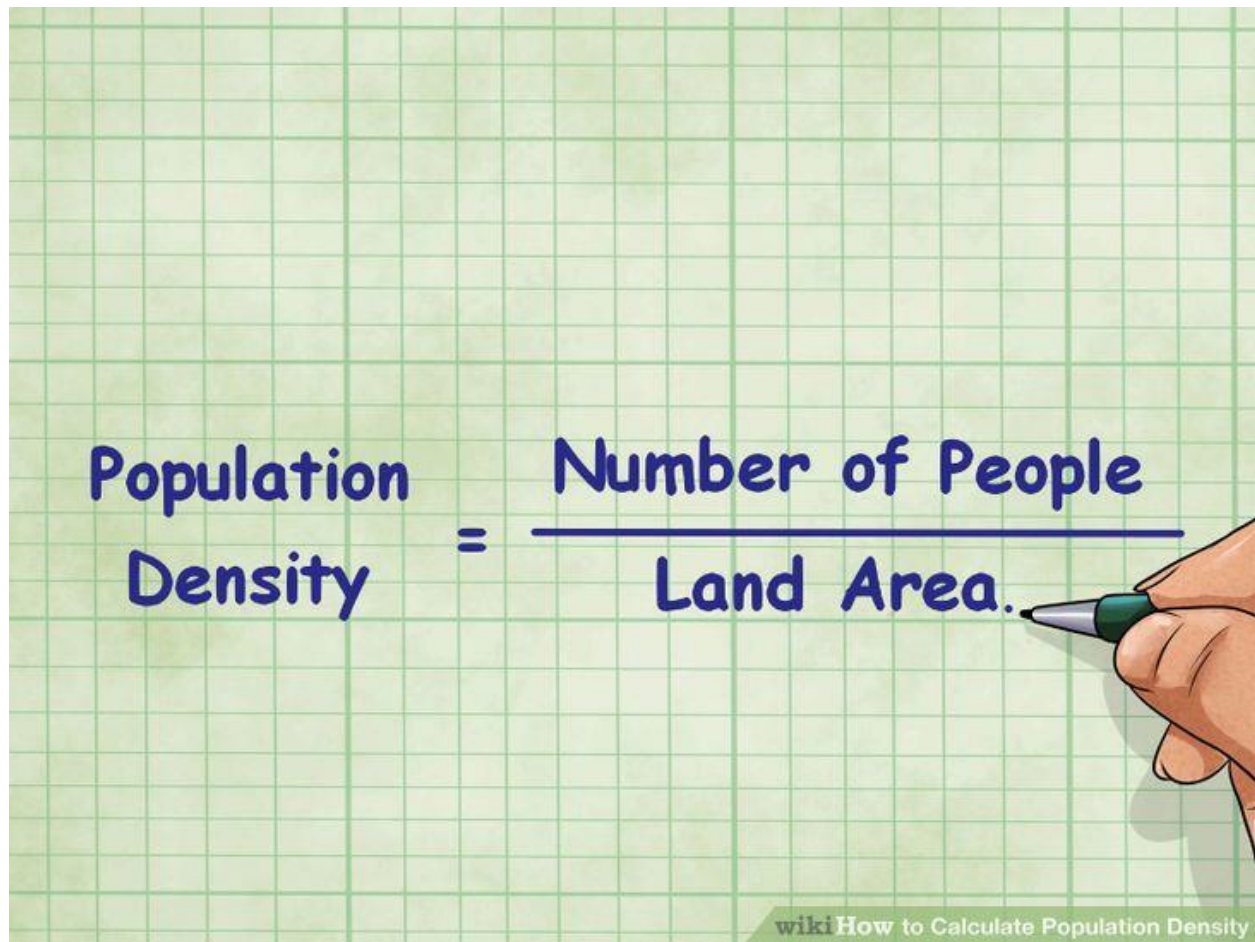
- Handout (Reference: Annexure 2A)
- Worksheet (Reference: Annexure 2B)

Details of Teaching Learning Experience

Seating Arrangement: Normal

Lesson Beginning <u>Time:</u> 10 minutes <u>Purpose:</u> Introduce topic	<u>Class Activity</u> • Make the three fourth of the class students to stand on one corner of the room and the other left over students in the other corner. • Let them understand that the corner in which the concentration of children is more we will call it densely populated area and the corner with less number of children will be the area of low density population • Distribute (Reference: Annexure 2A) to all the students • Let them understand and learn how to calculate the density of population of a given area.
Lesson Middle <u>Time:</u> 20 minutes <u>Purpose:</u> Develop conceptual understanding	Worksheet • Distribute worksheet (Reference: Annexure 2B) to all the students. • Ask them to complete the worksheet. They can have peer discussion to complete it.
Lesson End <u>Time:</u> 10 minutes <u>Purpose:</u> Finish up	Finish Up • Collect the worksheets for review.

Annexure 2A


$$\text{Population Density} = \frac{\text{Number of People}}{\text{Land Area.}}$$

wikiHow to Calculate Population Density

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Name_____

Skill: Critically analyse and interpret knowledge

Annexure 2B

Study the pictures given below and answer the following questions:

Picture 1



Picture 2



1. What do you understand from the given pictures?

2. Draw out the difference between the two pictures.

3. Give examples of areas where you find such scenes.

4. What do you think is the reason for such a demography in an area?

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Lesson Plan 3

Lesson Objectives

At the end of this lesson students will be able to:

- Students will be able to describe the factors affecting the distribution of population.

Teaching Learning Materials required

- Handout (Reference: Annexure 3A)
- Handout (Reference: Annexure 3B)

Details of Teaching Learning Experience

Seating Arrangement: Normal

Lesson Beginning <u>Time:</u> 10 minutes <u>Purpose:</u> Introduce topic	Class Discussion • Discuss with the students about the unequal distribution of population. • Let the student's brain storm and share their thoughts as to why some places have high population and some less. • Distribute handouts (Reference: Annexure 3A) • Let them study the handout and ask them questions as to which places will have more population and why • Let them accompany their answers with reasons. • Ask them to write these in their notebooks.
Lesson Middle <u>Time:</u> 20 minutes <u>Purpose:</u> Develop conceptual understanding	Handout • Let the students learn different factors affecting the distribution of population. Handout: Annexure 3B • Explain all the three factors in detail. • Let them discuss with their peer • Clear their doubts
Lesson End <u>Time:</u> 10 minutes <u>Purpose:</u> Finish up	Finish Up • Collect the notebooks for review.

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Annexure 3A

Picture 1



Amazon Forest

Picture 2



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Sahara Desert

Picture 3



Farms in Punjab

Picture 4



Deccan Trap

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Annexure 3B

Population Distribution

The factors that influence population distribution are:

- ☐ Geographical Factors
- ☐ Social and Cultural Factors
- ☐ Economic Factors

Geographical Factors

Topography:

- Human settlement is more prominently seen in the areas of even topography.
- According to you which areas are more densely populated due to even topography?

Climate:

- There are parts of the earth where people cannot live or it is very difficult to live because it is too cold. People don't live in Antarctica and very few people live in the arctic.
- Few people live in hot climates such as deserts. Look at the Sahara and Gobi deserts.
- Wet climates can also be a problem such as tropical rainforests. The Amazon rainforest is sparsely populated because the soil is not very fertile.

Water

- People live closer to valuable resources such as oil, arable land, and fresh water. Most people in the world live near the coast or along a major waterway and they live on flat ground that is easy to farm.

Topography

- Topography plays a very important role in the distribution of population. People always prefer to reside on the even topography as such areas are suitable for primary activities.

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Economic Factors

People don't live in areas where there are no jobs. This is one reason why people migrate to other countries or to cities.

Capital

- Areas that have good transportation networks such as roads, trains, subways, or busses are more heavily populated.

Rural Urban Settlement

- The location of cities affects population distribution. Think about the United States. Most of the major cities are on the coasts or near the Great Lakes. These are also the most heavily populated areas.

Government Policy

- The Russian government forced thousands of people to move to Siberia in order to develop the natural resources and economy of the region.

Industrialization

- Population growth will decrease as a country becomes more developed. Countries that are highly industrialized have low population growth rates.

Social Factors

Conflicts

- Wars have a major impact on population distribution because people flee areas that have conflicts. Some examples are the Sudan, Rwanda, and the Former Yugoslavia.

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Lesson Plan 4

Lesson Objectives

At the end of this lesson students will be able to:

- Students will be able to explain the population changes

Teaching Learning Materials required

- Handout: Annexure 4A
- Handout: Annexure 4B

Details of Teaching Learning Experience

Seating Arrangement: Normal

Lesson Beginning <u>Time:</u> 10 minutes <u>Purpose:</u> Introduce topic	Class discussion • Discuss with the students the population growth in the world • Ask students a question: Is the world population stable? If not. Why do you think so? • Let the students discuss with the peers • Introduce them the two terms Birth Rate and Death Rate: Annexure 4A • Let them understand that the reason of population change is changes in the birth and death rate.
Lesson Middle <u>Time:</u> 20 minutes <u>Purpose:</u> Develop conceptual understanding	Graph • Distribute Annexure 4B. • Explain them the graph of population change. Let the students discuss with the peers. • Ask them write a short note on the population change in their notebooks.
Lesson End <u>Time:</u> 10 minutes <u>Purpose:</u> Finish up	Finish Up • Collect the notebooks for review.

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Annexure 4A

Birth Rate

Now, this might seem very obvious to you, but when babies are born, it results in a population change! Social scientists who study this trend have some key terms, though. First, the fertility rate in a country refers simply to the number of children born. This is different from the fecundity rate, which is the number of children who could be born in a given society. In other words, fecundity is the biological capacity of humans to produce children.

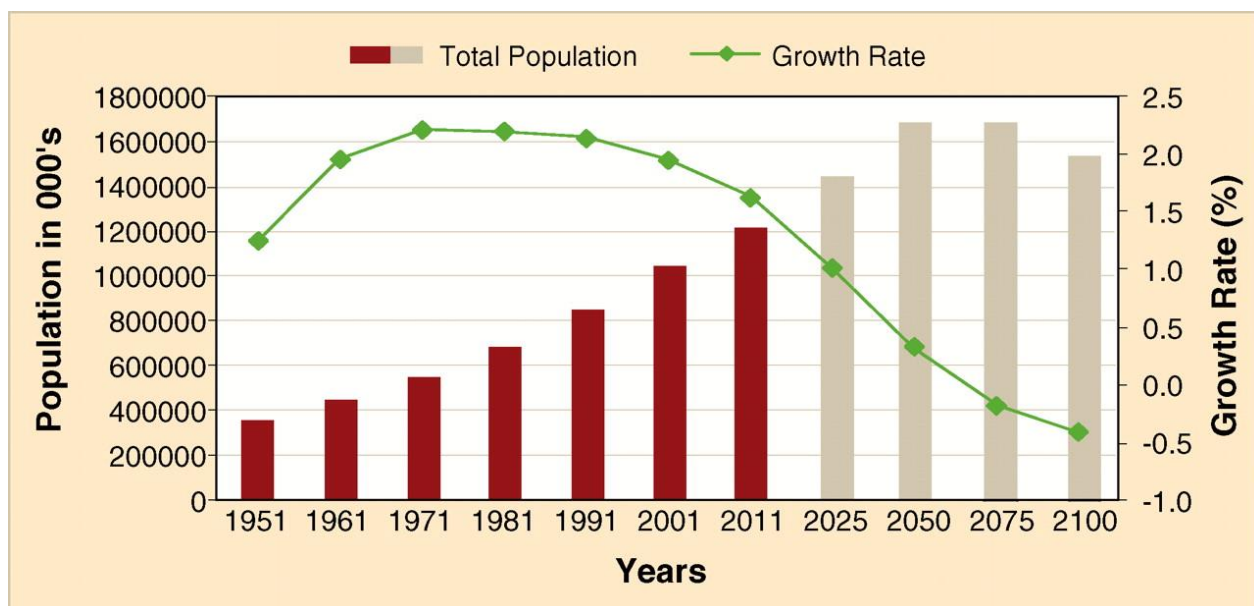
For a woman, this is generally the time frame between her early teens and her mid-forties. For men, this window is longer, but factors like sperm count diminish as a man ages. The fecundity rate is greater than the fertility rate in most cases. Birth rates vary by society for a number of reasons, including personal choice and social and political factors. Factors such as poverty level, access to contraception, maternal and infant care, and availability of nutrition all impact the birth rate in a society.

Death Rate

Just as when babies are born, when members of a society die it changes the population. This might be a bit morbid to think about, but scientists refer to this as the mortality rate, which is simply the number of deaths that occur in a society. This is usually calculated by looking at the number of deaths per 1,000 individuals. In the United States, for example, the death rate is 8/1000 people. Just like birth rate, the death rate in a country depends on things such as availability of quality medical care, disease, war, or famine.

Annexure 4B

Population Change graph of India



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Lesson Plan 5

Lesson Objectives

At the end of this lesson students will be able to:

- Students will be able to describe population pyramid.

Teaching Learning Materials required

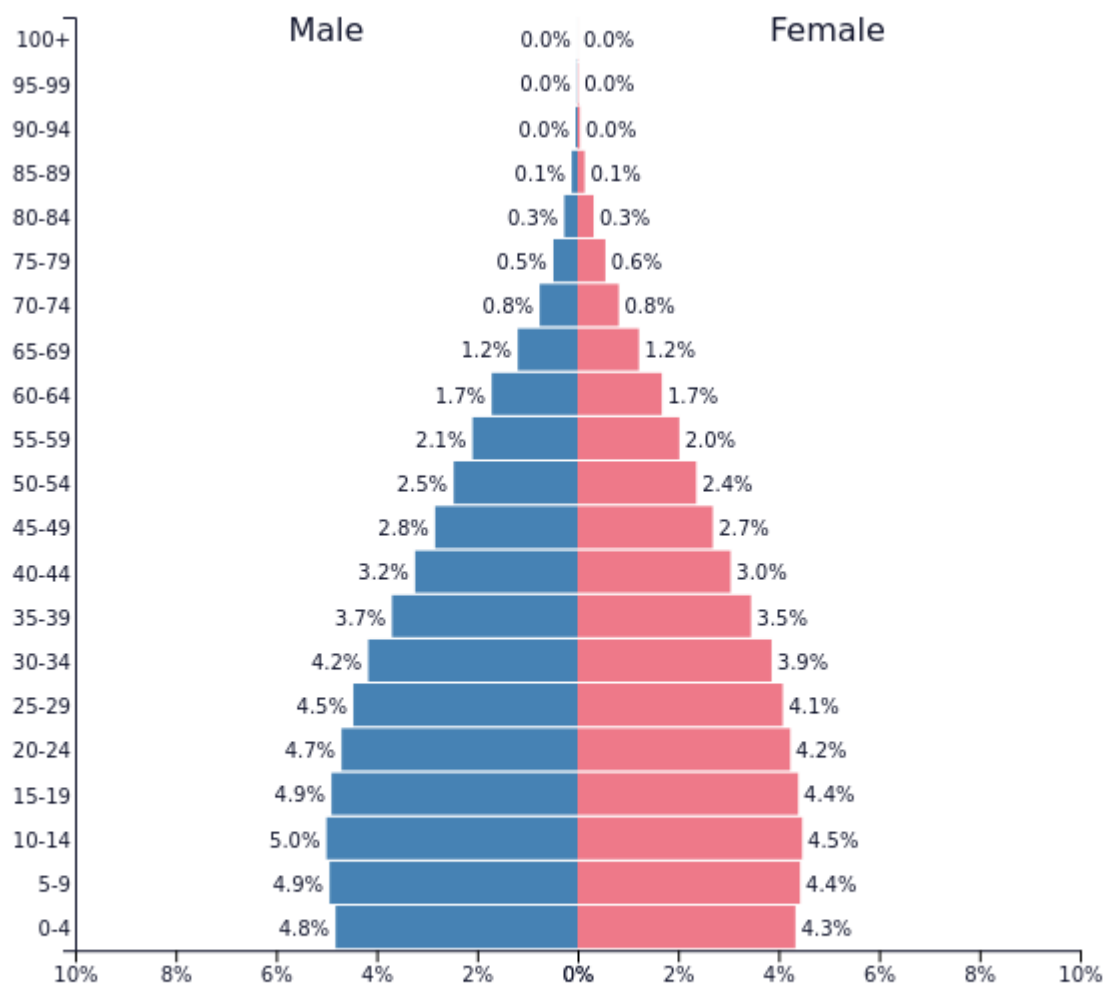
- Handout: Annexure 5A

Details of Teaching Learning Experience

Seating Arrangement: Normal

Lesson Beginning <u>Time:</u> 10 minutes <u>Purpose:</u> Introduce topic	Population Pyramid • Distribute Annexure 5A to all students. • Explain the population pyramid to students. • Let them read and understand the Population Pyramid thoroughly. • Let the students discuss with the peer
Lesson Middle <u>Time:</u> 20 minutes <u>Purpose:</u> Develop conceptual understanding	Class Activity • Ask them to draw the population pyramid in their note books ❖ A Densely populated country ❖ Sparsely populated country ❖ Country with Stable population
Lesson End <u>Time:</u> 10 minutes <u>Purpose:</u> Finish up	Finish Up • Collect the notebooks for review.

Annexure 5A
Population Pyramid



PopulationPyramid.net

India - 2017
Population: 1,342,512,705

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What is Population Pyramid?

A Population Pyramid is a pair of back-to-back Histograms (for each sex) that displays the distribution of a population in all age groups and in both sexes. The X-axis is used to plot population numbers and the Y-axis lists all age groups.

What is the use of Pyramid?

- ✚ Population Pyramids are ideal for detecting changes or differences in population patterns. Multiple Population Pyramids can be used to compare patterns across nations or selected population groups.
- ✚ The shape of a Population Pyramid can be used to interpret a population. For example, a pyramid with a very wide base and a narrow top section suggests a population with both high fertility and death rates. Whereas, a pyramid with a wider top half and a narrower base would suggest an ageing population with low fertility rates.
- ✚ Population Pyramids can also be used to speculate a population's future development. An ageing population that is not reproducing would eventually run into issues such as having enough offspring to care for the elderly. Other theories such as the "Youth Bulge" state that when there's a wide bulge around the 16-30 age range, particularly in males, this leads to social unrest, war and terrorism.