

<b>1. Title: “We analyse the evolution of the world population”</b>	
<b>2. Knowledge and didactic objectives</b>  <b>Knowledge</b> -World population growth: differences between countries- -Factors influencing birth and mortality. -Evolution from the old to the modern demographic model.  <b>Didactic objectives</b> -Analysing graphs and extracting information. -Reflect on the factors that influence birth and death rates. -To understand the causes and consequences of the demographic transition. -Work collaboratively. -Respecting the right to speak. -Express oneself correctly in the language in oral and written form.	<b>3. Timing</b> 55 minutes.
<b>4. Grouping of students</b> <i>Individual, couples, and large group.</i>	
<b>5. Historical thinking skills</b> -Source analysis. -Identification of causes and consequences. -Identifying change and permanence.	
<b>6. Development or sequence of the activity</b> Development phase. The teacher explains to the students in a large group that Europe's population grew moderately throughout the 16th century, stagnated in the 17th century and increased markedly in the 18th century, particularly during the second half of the century, thanks to a decline in mortality.  <u>Task 1: Analyse population graph in Annex I (15 min)</u> Then, the students have to analyse the graph in Annex I and answer the following questions in your notebook:	



- What were the reasons that led Europe to begin the transition from the ancient to the modern demographic regime?
- In which phase does the greatest population growth occur?
- What happens to birth and death rates in the second phase of the transition?

#### Task 2: Analyse population graph in Annex II (15 min).

- What was the population in 2012?
- What will be in 2048?
- What will be the consequences of this grow?

#### Task 3: Debate.

Conduct a debate on world population growth (25 min). Guiding questions:

- Where is birth rate higher: in developed or in developing countries? Why?
- Where is mortality rate lower: in developed or in developing countries? Why?
- Do you think culture, education, religion, economy influences birth rates?
- Can governments influence in birth/death rates?

### **7. Assessment techniques and instruments**

- Evaluation during the activity: using the technique of observation of the student's analytical work in the classroom and their participation in the debate. Evaluation instrument: teacher's diary or registration form.
- Evaluation at the end of the activity: using evaluation of the student's notebook.

Assessment criteria:

- Analyses graphs and extracts information.
- Reflect on the factors influencing birth and death rates.
- Understands the causes and consequences of the demographic transition.
- Work collaboratively.
- Write a report on the results of research.
- Respects the right to speak.

-Expresses him/herself correctly in the language orally and in writing.

The rating items are qualitative. There are three levels: insufficient, adequate, and very good.

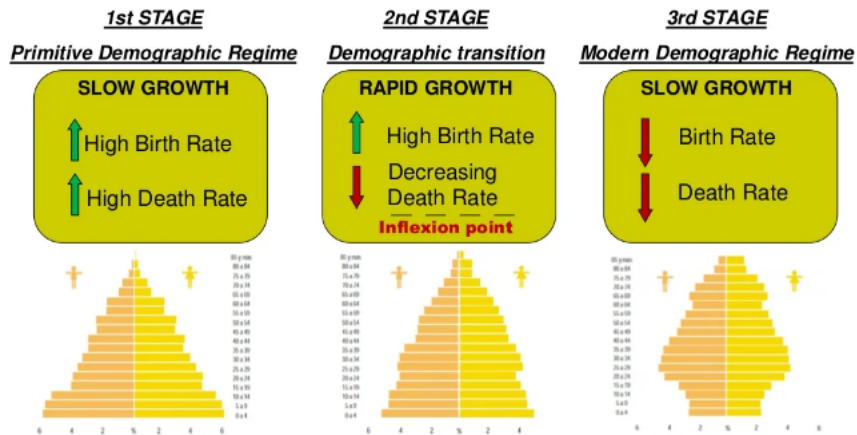
## 8. Complementary resources

-Video “Demographic transition model” by Jacob Clifford (5’33”). Retrieved from <https://bit.ly/3LnmLtU>.

## 9. Annexes

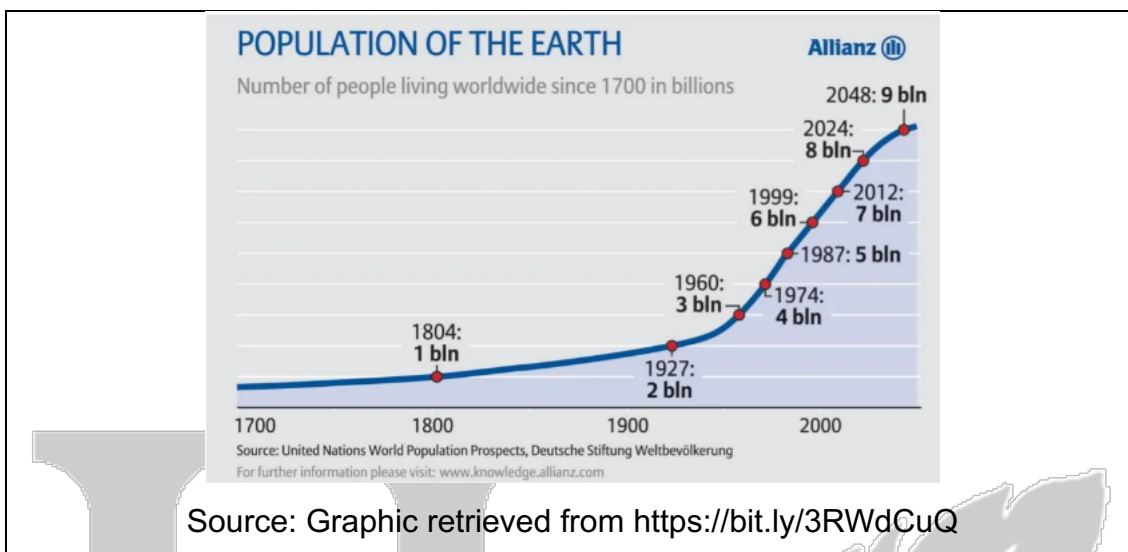
### Annex I. Demographic transition theory

3 Stages in Natural increase (Birth rate – Death rate)



Source: Graphic retrieved from <https://bit.ly/3RWdCuQ>

### Annex II. Population of the Earth



#### Disclaimer

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

