CHAPTER 2:
POPULATION

The Five Steps to Chapter Success Checklist

<table>
<thead>
<tr>
<th>Step</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read the Chapter Summary below, preview the Key Questions, the Chapter Outline, and the Geographic Concepts of the chapter.</td>
</tr>
<tr>
<td>2</td>
<td>Complete the Pre-Reading Activity (PRA) for this chapter.</td>
</tr>
<tr>
<td>3</td>
<td>Read the chapter and complete the guided worksheet.</td>
</tr>
<tr>
<td>4</td>
<td>As you read the chapter, complete World Region Map Sheets for every world map.</td>
</tr>
<tr>
<td>5</td>
<td>Go to the Student Companion Website to print out the WRMS.</td>
</tr>
<tr>
<td></td>
<td>Take an AP-style Practice Quiz.</td>
</tr>
</tbody>
</table>

STEP 1: *Chapter Summary, Key Questions, Chapter Outline, and Geographic Concepts*

Chapter Summary

In the late 1700s, Thomas Malthus sounded warning bells about the rapidly growing population in Great Britain. He feared a massive famine would soon “check” the growing population, bringing widespread suffering. Although the famine in Great Britain did not take place as he predicted, the rapidly growing worldwide population made many more follow Malthus’s trajectory, issuing similar warnings about the population explosion over the last two centuries.

The growth rate of the world population has certainly slowed, but human suffering is not over yet. Dozens of countries still face high death rates and high birth rates. Even in countries where the death rate is low, slowed population growth is often a result of horrid sanitary and medical conditions that lead to high infant and child mortality, diseases such as AIDS that ravage the population and orphan the young, or famines that governments deny and that global organizations cannot ameliorate.

Population pyramids illustrate that as wealthier countries worry about supporting their aging populations, poorer countries have problems of their own. A high birth rate in a poor country does not necessarily mean overpopulation—some of the highest population densities in the world are found in wealthy countries. Even poor countries that have lowered their birth rates and their death rates are constantly negotiating what is morally acceptable to their people and their cultures.

Geography offers much to the study of population. Through geography we can see differences in population problems across space, how what happens at one scale affects what goes on at other scales, and how different cultures and countries approach population questions.
Key Questions

<table>
<thead>
<tr>
<th>Field Note: Basic Infrastructure</th>
<th>36–37</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where in the world do people live and why?</td>
<td>38–45</td>
</tr>
<tr>
<td>2. Why do populations rise or fall in particular places?</td>
<td>45–60</td>
</tr>
<tr>
<td>4. How does the geography of health influence population dynamics?</td>
<td>62–72</td>
</tr>
<tr>
<td>5. How do governments affect population change?</td>
<td>72–76</td>
</tr>
</tbody>
</table>

Chapter 2 Outline

A. Where in the World Do People Live and Why?
   1. Physiologic Population Density
   2. Population Distribution
   3. World Population Distribution and Density
      a. East Asia
      b. South Asia
      c. Europe
      d. North America
   4. Reliability of Population Data

B. Why Do Populations Rise and Fall in Particular Places?
   1. Population Growth at World, Regional, National, and Local Scales
      a. Population at the Regional and National Scales
      b. Population Growth at the Local Scale
   2. The Demographic Transition
   3. Future Population Growth

C. Why Does Population Composition Matter?

D. How Does Geography of Health Influence Population Dynamics?
   1. Infant Mortality
   2. Child Mortality
   3. Life Expectancy
   4. Influence on Health and Well-Being
   5. Infectious Diseases
   6. Chronic and Genetic Diseases
   7. AIDS
E. How Do Governments Affect Population Change?
   1. Limitations
   2. Contradictions

<table>
<thead>
<tr>
<th>Geographic Concepts</th>
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<th>Geographic Concepts</th>
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<tbody>
<tr>
<td>Population Density</td>
<td>Population Explosion</td>
<td>Child Mortality Rate</td>
</tr>
<tr>
<td>Arithmetic Population Density</td>
<td>Natural Increase</td>
<td>Life Expectancy</td>
</tr>
<tr>
<td>Physiological Population Density</td>
<td>Crude Birth Rate</td>
<td>Infectious Diseases</td>
</tr>
<tr>
<td>Population Distribution</td>
<td>Crude Death Rate</td>
<td>Chronic or Degenerative Diseases</td>
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<tr>
<td>Dot map</td>
<td>Demographic Transition</td>
<td>Genetic or Inherited Diseases</td>
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<tr>
<td>Megalopolis</td>
<td>Stationary Population Level</td>
<td>Endemic AIDS</td>
</tr>
<tr>
<td>Census</td>
<td>Population Composition</td>
<td>Expansive Population Policies</td>
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<tr>
<td>Doubling Time</td>
<td>Population Pyramids</td>
<td>Eugenic Population Policies</td>
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<tr>
<td></td>
<td>Infant Mortality Rate</td>
<td>Restrictive Population Policies</td>
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<td></td>
<td>Newborn Mortality rate</td>
<td>One-Child Policy</td>
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</table>

**Step 2: Pre-Reading Activity (PRA)**

Name: ________________________ Period _____ Date __________

Chapter Title: __________________________

Chapter # __________ Pgs. ____ to ____

1. Write down each of the Key Questions and the number of pages for each (go back to Step 1 of your textbook for answers).

<table>
<thead>
<tr>
<th>Key Question</th>
<th># of Pages</th>
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2. After looking over the key questions, looking through the outline, and reading the chapter summary, write a few sentences about what you expect to learn in general in this chapter.
3. Preview the entire chapter and look at all the maps, tables, charts, and pictures. Read the captions. Briefly describe IN YOUR OWN WORDS five maps or charts.

Pg. ______
Pg. ______
Pg. ______
Pg. ______
Pg. ______

4. How many world maps are there in this chapter? _____ (Go to the Student Companion Website and print out the World Map Region Worksheets needed for this chapter.)

5. Read the Field Note introduction of the chapter and list five specific facts you learned.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

6. Go to Step 1 and look at the Geographic Concepts. Create a list of terms you think you know and terms you need to know.

<table>
<thead>
<tr>
<th>I THINK I KNOW</th>
<th>I NEED TO LEARN</th>
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Step 3: Chapter 2 Guided Worksheet (Created by Parisa Watson)

Name: ___________________________ Period _________ Date ____________

Directions: As you read the chapter, fill in the blanks on the guided worksheet.

FIELD NOTE—BASIC INFRASTRUCTURE

1. ________ now has the longest metro system on Earth—a system capable of transporting ________ people a day.
2. China’s biggest urban challenge may be ________ as it already has little to spare. ___% of water use today in China is for ________, while demand from urban centers is on the ________.

WHERE IN THE WORLD DO PEOPLE LIVE AND WHY?

3. Demography is the study of ____________. Demographers use ____________ to measure population in relation to land area.
4. ____________ density is the total population of people per unit of land, while ____________ density is the number of people per unit of arable land. The problem with using ____________ is that it does not take into consideration internal clustering in a country. 98% of Egyptians live on just ___% of the land.
5. ________ maps are commonly used to show population distributions.
6. The three main clusters of population ____________, ____________, ____________ and a minor concentration of ____________ are all found on the landmass of ____________.
7. A ____________ refers to the large cluster of cities close together.
8. In terms of the census, the concern is that people in ________ are undercounted.

WHY DO POPULATIONS RISE OR FALL IN PARTICULAR PLACES?

9. ________ believed that the world did not have enough food because he believed food grew ________ while population grew _________.
10. In general, countries with low population growth are located in ________ countries.
11. Countries with high population growth are located in _____________.
12. Demographers use ________ to measure whether a population can replace its deaths with births. In order to reach replacement levels, this number needs to be ________ to keep a stable population. Almost everywhere on Earth, the number is ________.
13. ________ is used to compare the population growth rate. In recent years, it has taken ________ time for this to occur.
14. ________ refers to the number of deaths per thousand. ________ refers to the number of births per thousand.
15. The difference between births and deaths is referred to as the rate of ________.
16. The demographic transition model (Figure 2.15) has low growth occurring in stage 1 because of _______ births and deaths. Stage 2 shows a decrease in the _______ rate, stage 3 has a population _______. Stage 4 has _______ growth as both birth and death rates are relatively _______, while stage 5 marks a population _______, with the _______ rate falling below the _______ rate.

WHY DOES POPULATION COMPOSITION MATTER?

17. The number of men and women along with their ages make up the _______ _______ of a country. Geographers use _______ _______ to represent these traits visually. They are displayed in percentages of each age group in ___ year increments by a _______ bar with _______ on the left and _______ on the right.

18. A population pyramid can instantly convey the _______ _______ in a country.

19. A population pyramid for a less developed country looks ______________________ while a population pyramid for a more developed country looks like ______________________.

HOW DOES THE GEOGRAPHY OF HEALTH INFLUENCE POPULATION DYNAMICS?

20. One of the leading measures of the condition of a country’s population is the _______ _______. It is recorded as a baby’s death during the first _______. Infant and child mortality reflect the overall _______ of a society.

21. Look at Figure 2.18. In the world, where are infant mortality rates the highest?

________________________________________

22. Within the United States, where are infant mortality rates the highest?

________________________________________

23. _______ _______ is an indicator of well-being and is higher in more developed countries. They do not take into account _______ differences by country. In general, _______ _______ _______. Countries such as _______ have a high life expectancy.

24. Diseases can be grouped into categories. 65% of all diseases are _______, resulting from an invasion of parasites and their multiplication in the body. _______ is an infectious disease. The remainder can be divided into _______ or _______ diseases, the maladies of longevity and old age such as _______ disease. _______ or _______ _______ we can trace to our ancestry. _______ is an example of such a disease.

25. There are two types of infectious diseases, _______ and _______. A vectored disease has a _______, such as the case of malaria with the mosquito.

26. Chronic diseases occur in countries with higher _______. Among them, _______, _______ and _______ are leading diseases in this category.

27. Low life expectancies in some parts of the world are caused by the ravages of diseases such as _______. Sub-Saharan Africa’s high mortality rate is strongly influenced by _______. _______ is reshaping the population structure of the countries hardest hit by the disease.
HOW DO GOVERNMENTS AFFECT POPULATION CHANGE?

28. Over the past century, many of the world’s _______ have instituted policies designed to influence the overall _______ rate or ethnic ratios within a population. ________ ________ _______ encourage large families. The _______ government offered cash subsidies for women who have 2 or 3 children. Russia’s aging population led to a _______ _______ of conception.

29. In the past, some governments designed _______ _______ _______, favoring certain populations over others. _______ _______ was a drastic example of this policy.

30. Today many of the world’s governments seek to reduce the rate of natural increase through various forms of _______ _______ _______. China’s _______ policy is an example of such a policy.

Step 4: Remember to fill out World Region Map Sheets.

Go to the Student Companion Website to print out the sheets: www.wiley.com/college/Fouberg

Step 5: Practice Quiz

Chapter 2: Population

Multiple Choice Questions

1. All of the following are components of population growth EXCEPT
   A. crude birth rate
   B. crude death rate
   C. immigration
   D. total fertility rate
   E. emigration

2. An index that relates a country’s population density to its available arable land is known as
   A. physiologic density
   B. population density
   C. arithmetic density
   D. distribution density
   E. crop density
3. The region of the world with the largest population density is
   A. Southeast Asia
   B. southern Europe
   C. eastern North America
   D. eastern coastal South America
   E. East Asia

4. According to the text, the world’s 2011 population was
   A. 7 million
   B. 10 billion
   C. 9 million
   D. 7 billion
   E. 15 billion

5. Which of the following statements is true?
   A. the slowest growing countries are in the economic core
   B. the slowest growing countries are in the economic periphery
   C. the fastest growing countries are in southern Africa
   D. Russia’s population is in decline because of its one-child policy
   E. China’s family planning programs once included guns exchanged for sterilization

6. In what two stages of the demographic transition model does population grow rapidly?
   A. stages 1 & 2
   B. stages 2 & 3
   C. stages 3 & 4
   D. stages 1 & 4
   E. stages 4 & 5

7. All of the following are directly indicated on a population pyramid EXCEPT
   A. % of population
   B. life expectancy
   C. age cohorts in five-year increments
   D. males
   E. females
8. Which of the following countries has the highest life expectancies in the world?
   A. United States
   B. Canada
   C. Sweden
   D. France
   E. Japan

9. Where in the world has the HIV-AIDS epidemic had the greatest impact?
   A. inner-city United States
   B. Russia
   C. Subsaharan Africa
   D. Southeast Asia
   E. Southwest China

10. In countries where cultural traditions restrict educational and professional opportunities for women, and men dominate as a matter of custom, what is the usual impact on population growth rates?
    A. rates of natural increase tend to be high
    B. rates of natural increase tend to be low
    C. total fertility rates tend to be low
    D. infant mortality tends to be high
    E. there is no discernible correlation