

AP HUMAN GEOGRAPHY

UNIT 2

Population and Migration Patterns and Processes



12–17%
AP EXAM WEIGHTING



~19–20
CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a blue horizontal line with two short vertical bars extending downwards from its center, resembling a computer monitor or a stylized 'I'.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 2

Multiple-choice: ~35 questions

Free-response: 1 question

- 1 stimulus

Population and Migration Patterns and Processes



Developing Understanding

BIG IDEA 1

Patterns and Spatial Organization **PSO**

- How does where and how people live impact global cultural, political, and economic patterns?

BIG IDEA 2

Impacts and Interactions **IMP**

- How does the interplay of environmental, economic, cultural, and political factors influence changes in population?

BIG IDEA 3

Spatial Patterns and Societal Change **SPS**

- How do changes in population affect a place's economy, culture, and politics?

This unit addresses the patterns associated with human populations. Populations may increase or decrease as a result of a combination of natural changes (births and deaths) and migration patterns (emigration and immigration). Students examine population distributions at different scales—local, national, regional, and global. Population pyramids demonstrate age-sex structures, revealing the growth or decline of generations and allowing geographers to predict economic needs based on reproductive and aging patterns.

Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes on a place's economy, culture, and politics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment and on cultural, economic, and political institutions. The study of migration patterns allows students to examine factors contributing to voluntary and forced relocation and the impact of these migrating populations on existing settlements.

Combined, the concepts and theories encountered in this unit help students develop connections and transfer their learning in upcoming units to course topics such as cultural patterns, the political organization of space, food production issues, natural resource use, and urban systems.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
			~19–20 CLASS PERIODS
PSO-2	2.1 Population Distribution	3.A Identify the different types of data presented in maps and in quantitative and geospatial data.	
	2.2 Consequences of Population Distribution	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	2.3 Population Composition	2.A Describe spatial patterns, networks, and relationships.	
IMP-2	2.4 Population Dynamics	3.C Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
	2.5 The Demographic Transition Model	3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.	
	2.6 Malthusian Theory	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
SPS-2	2.7 Population Policies	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	2.8 Women and Demographic Change	3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.	
	2.9 Aging Populations	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
IMP-2	2.10 Causes of Migration	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
	2.11 Forced and Voluntary Migration	1.D Describe a relevant geographic concept, process, model, or theory in a specified context.	
	2.12 Effects of Migration	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 2. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.3	<p>Create Representations</p> <p>Although population pyramids are most often used to illustrate the population composition of countries, they may also be used to illustrate the age-sex population of subnational units. Provide students with scenarios regarding the characteristics of different subnational units. Then have the students draw a population pyramid based on the scenarios and explain their thinking.</p>
2	2.5	<p>Making Connections</p> <p>Give students this list of terms: <i>crude birth rate</i>, <i>crude death rate</i>, <i>rate of natural increase</i>, and <i>total population</i>. Allow students a few minutes to gather and recall information about the terms or concepts and then pair students to discuss how the relationships among the terms are represented in the demographic transition model. Then, ask students to take different population pyramids and place them at the appropriate stage of the demographic transition model. Have them justify their choice of stage.</p>
3	2.12	<p>Jigsaw</p> <p>Assign students different countries, some with negative net migration rates and others with positive net migration rates, and have them use a variety of resources to examine the effects of migration on their assigned country. Then, create two groups—one with countries with positive net migration rates and one with countries with negative net migration rates—and have them discuss and compile information gathered on migration effects. Lastly, create groups with mixed positive and negative net migration rate countries and have students summarize and present information on the impacts for these different countries.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

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SUGGESTED SKILL

 *Data Analysis*

3.A

Identify the different types of data presented in maps and in quantitative and geospatial data.



AVAILABLE RESOURCES

- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

TOPIC 2.1

Population Distribution

Required Course Content

ENDURING UNDERSTANDING

PSO-2

Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

LEARNING OBJECTIVE

PSO-2.A

Identify the factors that influence the distribution of human populations at different scales.

PSO-2.B

Define methods geographers use to calculate population density.

PSO-2.C

Explain the differences between and the impact of methods used to calculate population density.

ESSENTIAL KNOWLEDGE

PSO-2.A.1

Physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population.

PSO-2.A.2

Factors that illustrate patterns of population distribution vary according to the scale of analysis.

PSO-2.B.1

The three methods for calculating population density are arithmetic, physiological, and agricultural.

PSO-2.C.1

The method used to calculate population density reveals different information about the pressure the population exerts on the land.

TOPIC 2.2
Consequences of Population Distribution

Required Course Content

ENDURING UNDERSTANDING

PSO-2

Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

LEARNING OBJECTIVE

PSO-2.D

Explain how population distribution and density affect society and the environment.

ESSENTIAL KNOWLEDGE

PSO-2.D.1

Population distribution and density affect political, economic, and social processes, including the provision of services such as medical care.

PSO-2.D.2

Population distribution and density affect the environment and natural resources; this is known as carrying capacity.

SUGGESTED SKILL

 *Spatial Relationships*

2.C

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

SUGGESTED SKILL

 *Spatial Relationships*

2.A

Describe spatial patterns, networks, and relationships.



AVAILABLE RESOURCES

- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

TOPIC 2.3

Population Composition

Required Course Content

ENDURING UNDERSTANDING

PSO-2

Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

LEARNING OBJECTIVE

PSO-2.E

Describe elements of population composition used by geographers.

PSO-2.F

Explain ways that geographers depict and analyze population composition.

ESSENTIAL KNOWLEDGE

PSO-2.E.1

Patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales.

PSO-2.F.1

Population pyramids are used to assess population growth and decline and to predict markets for goods and services.

TOPIC 2.4

Population Dynamics

SUGGESTED SKILL

 *Data Analysis*

3.C

Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.A

Explain factors that account for contemporary and historical trends in population growth and decline.

ESSENTIAL KNOWLEDGE

IMP-2.A.1

Demographic factors that determine a population's growth and decline are fertility, mortality, and migration.

IMP-2.A.2

Geographers use the rate of natural increase and population-doubling time to explain population growth and decline.

IMP-2.A.3

Social, cultural, political, and economic factors influence fertility, mortality, and migration rates.

SUGGESTED SKILL Data Analysis**3.B**

Describe spatial patterns presented in maps and in quantitative and geospatial data.

**AVAILABLE RESOURCES**

- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

TOPIC 2.5**The Demographic Transition Model****Required Course Content****ENDURING UNDERSTANDING****IMP-2**

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE**IMP-2.B**

Explain theories of population growth and decline.

ESSENTIAL KNOWLEDGE**IMP-2.B.1**

The demographic transition model can be used to explain population change over time.

IMP-2.B.2

The epidemiological transition explains causes of changing death rates.

TOPIC 2.6

Malthusian Theory

SUGGESTED SKILL

 *Spatial Relationships*

2.B

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.B

Explain theories of population growth and decline.

ESSENTIAL KNOWLEDGE

IMP-2.B.3

Malthusian theory and its critiques are used to analyze population change and its consequences.

SUGGESTED SKILL

 *Spatial Relationships*

2.C

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

TOPIC 2.7

Population Policies

Required Course Content

ENDURING UNDERSTANDING

SPS-2

Changes in population have long- and short-term effects on a place's economy, culture, and politics.

LEARNING OBJECTIVE

SPS-2.A

Explain the intent and effects of various population and immigration policies on population size and composition.

ESSENTIAL KNOWLEDGE

SPS-2.A.1

Types of population policies include those that promote or discourage population growth, such as pronatalist, antinatalist, and immigration policies.

TOPIC 2.8

Women and Demographic Change

Required Course Content

ENDURING UNDERSTANDING

SPS-2

Changes in population have long- and short-term effects on a place's economy, culture, and politics.

LEARNING OBJECTIVE

SPS-2.B

Explain how the changing role of females has demographic consequences in different parts of the world.

ESSENTIAL KNOWLEDGE

SPS-2.B.1

Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world.

SPS-2.B.2

Changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration, as illustrated by Ravenstein's laws of migration.

SUGGESTED SKILL

 *Data Analysis*

3.B

Describe spatial patterns presented in maps and in quantitative and geospatial data.



AVAILABLE RESOURCES

- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

SUGGESTED SKILL *Spatial Relationships***2.C**

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

**AVAILABLE RESOURCES**

- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)
- Classroom Resources > [Scale](#)

TOPIC 2.9

Aging Populations

Required Course Content

ENDURING UNDERSTANDING**SPS-2**

Changes in population have long- and short-term effects on a place's economy, culture, and politics.

LEARNING OBJECTIVE**SPS-2.C**

Explain the causes and consequences of an aging population.

ESSENTIAL KNOWLEDGE**SPS-2.C.1**

Population aging is determined by birth and death rates and life expectancy.


SPS-2.C.2

An aging population has political, social, and economic consequences, including the dependency ratio.

TOPIC 2.10

Causes of Migration

SUGGESTED SKILL

 *Spatial Relationships*

2.B

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.C

Explain how different causal factors encourage migration.


ESSENTIAL KNOWLEDGE

IMP-2.C.1

Migration is commonly divided into push factors and pull factors.

IMP-2.C.2

Push/pull factors and intervening opportunities/obstacles can be cultural, demographic, economic, environmental, or political.

SUGGESTED SKILL *Concepts and Processes***1.D**

Describe a relevant geographic concept, process, model, or theory in a specified context.

TOPIC 2.11

Forced and Voluntary Migration

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.D

Describe types of forced and voluntary migration.

ESSENTIAL KNOWLEDGE

IMP-2.D.1

Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.

IMP-2.D.2

Types of voluntary migrations include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban.

TOPIC 2.12

Effects of Migration

SUGGESTED SKILL

 *Spatial Relationships*

2.B

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.E

Explain historical and contemporary geographic effects of migration.

ESSENTIAL KNOWLEDGE

IMP-2.E.1

Migration has political, economic, and cultural effects.

