

## LESSON 9 WHO LIVES IN MY COMMUNITY: LOCAL DEMOGRAPHICS and GRAPHING

### Overview

Using local demographic (census) information, students graph and interpret changes in the census data over time for their community.

### Objectives

*Students will be able to:*

1. Access information from their local governmental agencies.
2. Convert written data into a graphic form that will show change in population over time.
3. Interpret data and draw conclusions about population changes in their area, and how this affects their community (economy, jobs, visual appearance, type of development, community character)

### Procedure

1. Begin by helping students brainstorm places that may have data about their city, e.g. 10-year census.
2. Democratically select a student to be responsible for phoning local city hall to request the information. Once the information is obtained, copy and distribute to each group.
3. Each group must decide which type of graphic form will work best to display the data. Provide the groups with a rubric so they will understand the assignment expectations.
4. Once the graph is complete, ask students to evaluate the information in order to draw conclusions about the changes to the population in their area, and possible consequences of those changes.
5. Compare population characteristics of your community with other communities in the world, using the book titled, *If the World Were A Village: A Book About the World's People* by David Smith.

### Assessment

Students are able to correctly construct a graph and interpret the data on the graph.

### Michigan Content Standards Addressed

#### Language Arts

Standard 1.1.1 Using reading for multiple purposes, such as enjoyment and increasing conceptual understanding

#### Social Studies

Standard 2.4.3 Describe changes in the region over time as well as presently.

Standard 5.1 Inquiry

◆ Use traditional and electronic means to organize information and to make maps, graphs and tables

Standard 5.2

◆ Construct an answer to the question posed and support it with evidence and logical argument.

Standard 5.1.1.1

◆ Locate information in local, state, and national communities using a variety of resources.

#### Math

Standard 3.1.2

• Draw, explain and justify conclusions about trends, using data.

#### Duration

Two 50 minute class periods.

#### Materials

Census information for a period of time (100 years)

Graph paper, colored pencils, markers, rulers

Optional

*If the World Were A Village: A Book About the World's People* by David J. Smith. 2002.

#### Key vocabulary

Census, demographics

#### Subjects

Social studies

Math

