

# GLOBAL STUDIES

Mrs. Sage



# MODULE 3, LESSON 3

- Listen Up!

**Global Studies**

**GNN**  
"Global News Network...Bringing the World Community Together One Story at a Time"

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## Global Studies

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### Lesson 3.03 Listen Up!

Read through your objectives to find out what we will be doing in this lesson.



Your goals are to learn how to complete these objectives:

- Define carrying capacity
- Follow directions to create a population experiment
- Understand the relative impacts of different citizens on the earth's environment

Get the scoop on this assignment by taking the time to listen to what others say. Use your powers of observation to really "hear" the true story!



## Global Studies

Briefing  Assignment  Report

### Lesson 3.03 Listen Up

Wow, there are a lot of people in the world! Read through this first section, then click the picture..."Did you know...":

In Lesson 3.01 you were told that there are over 6 billion people in the world today. That number grows every minute. Even as you are reading this, babies are being born faster than people are dying. At the current rate, the population will be over 13 billion in just 50 years, and all of these people will need resources to live. At this growth rate, no one is sure how much longer the earth will be able to continue to provide those resources, or what the earth's carrying capacity is.

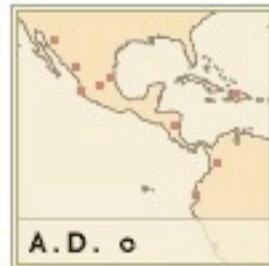


## Carrying Capacity





### Human Numbers Through Time ||



A.D. 0  
ENLARGE THIS IMAGE

#### 2,000 years ago...

...at the dawn of the first civilization, the world's population was around 250 million.



A.D. 1000  
ENLARGE THIS IMAGE

#### 1,000 years later...

...the population had risen to 300 million. It grew well into the second millennium, increasing at an average of one percent each year. The bubonic plague of the 1300s—struck down by the Black Plague. But beginning in the late 18th century, the Industrial Revolution would raise living standards and spur population growth.

This site will explain a little bit more about how the population has grown throughout the years. Keep reading until the end! Close this window to go back to the lesson.





## Carrying Capacity

**Carrying capacity is the maximum number of people the planet can support** by the destruction of the environment and overuse of the earth's resources. Growth with technological advances that lead to higher production of food and more remote areas.

Scientists have come up with a way to study the impact of this growth and use known as the footprint model.

Learn more about the footprint: [Ecological Footprint : Overview](#) from

The ecological footprint refers to the area of the earth's productive surface it takes to produce what we would appear that we are moving towards an ecological overshoot. What is an ecological overshoot? It occurs when humans resource demands are more than nature can supply. An ecological overshoot occurs when the space and resources for the total number of people on earth. Just how long a

Just like a car has only a certain number of seats, so does the Earth have a carrying capacity. Read more about the measurement scientists use to measure that capacity: Ecological Footprint. Then click to open the "Work File GNN" or read the assignment by clicking the link.



Your editor has a very special assignment for you. **Use the link then print out the directions for this assignment.** Follow the link in order to complete an experiment on ecological footprints. You

[Read assignment directions without downloading the work file](#)



## Lesson 3.03 Listen Up! Work File

### Experiment Directions

#### Materials:

- 2,500 popcorn kernels (2 cups) or uncooked navy beans (about 3 cups)
- Metal container
- Two or more audience members
- Questionnaire

If you do not have popcorn or navy beans think of an alternative that will be loud enough to make your point.

#### Preparation:

1. Put the popcorn kernels or uncooked beans into a clean container from which you will pour.
2. Set up your area so that your audience members can easily view the demonstration.

#### Demonstration:

1. Hold ten kernels or beans in your hand and tell your audience, "**This is the person living in Sub-Saharan Africa over the course of his or her lifetime**" and pour them into the pan.
2. Now tell them, "**This is the ecological impact of one person living in the US over the course of his or her lifetime.**" Very slowly pour the rest of the kernels into the metal pan. The more dramatic the impact of your demonstration will be!

#### Audience Participation Questionnaire:

Interview each member of your audience using the following questionnaire. Write down their answers.

- What was the difference in sound between the two impacts?
- Why do you think this occurred?
- What do you think would happen if everyone on the earth used as many of the earth's resources as the person living in the United States?
- Is there anything you can do to lessen the ecological impact you make on the earth?

Your first experiment!

This is a neat way to demonstrate the ecological footprint of the average person living in the US vs. Sub-Saharan Africa. Find a couple of friends, family members, co-workers, or even teachers and complete this demonstration. Find out what they think by interviewing them afterwards. This is important for your assessment. Question your audience thoroughly.



## Comparing Lifestyles

After completing the experiment in the work file, you should have a better understanding of the different effects on the earth's carrying capacity.

**In this section, you will read stories of five families and the difference in their ecological footprint.**

While you are reading, consider the following questions:

- What are some differences between your lifestyle and that of the families? Be prepared to compare and contrast their lifestyles.
- How does the ecological footprint of each family compare to yours?

[PBS: World in the Balance: Material World](#)

Wow, what a difference an experiment makes!. Read through the link here to find out about families in different parts of the world. You may want to take note of the demographic data for each country the family lives in, this will help a lot when completing your assessment!



dwelling, family size, annual income, occupation, and religion. Here, we present five of the photographs Menzel and his team produced, along with updated statistical data for each country.—*Susan K. Lewis*

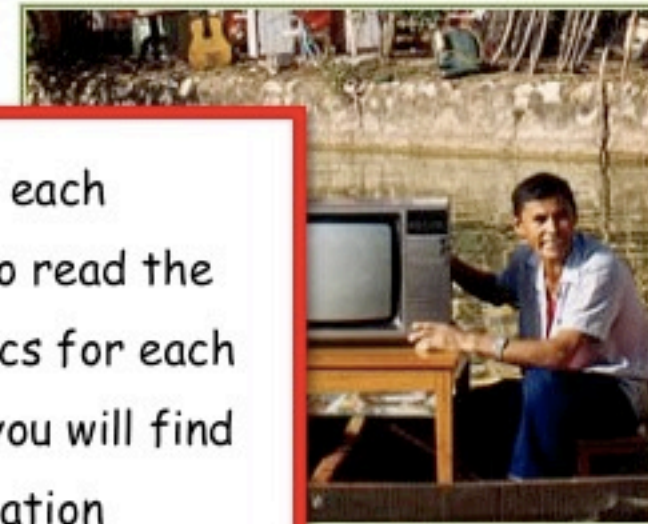
### **China: The Wu Family**

The nine members of this extended family—father Wu Yu Xian (57), mother Guo Yu Xian (57), their sons, daughters-in-law, and grandchildren—live in a three-bedroom, 600-square-foot house in Yunnan Province. While they have no telephone, they watch images of a wider world through two radios and the family's only possession, a television. In the future, they hope to get a color screen as well as a VCR, a refrigerator, and drugs to cure the carp they raise in their ponds. Not included in the photograph are the mandarin trees, vegetable patch, and three pigs.

### **China Stats**

Population: 1.3 billion  
Population density: 627 people per sq. km.  
Total fertility rate: 1.7 children per woman  
Population doubling time: 67 years  
Percentage urban/rural: 37% urban, 63% rural  
Per capita energy use: 905 kg. oil equivalent  
Infant mortality: 32 deaths per 1,000 births  
Life expectancy: 69 (male), 73 (female)  
Adult illiteracy: 7.9% (male), 22.1% (female)  
Internet users: 46 million

When looking at each family be sure to read the stats or statistics for each country. I bet you will find that this information correlates with how each family lives. I suggest taking some notes on similarities so that you can use it in your assessment.



### **India: The Yadev Family**

At age 25, Mashre Yadev is already mother to four children, the oldest of





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**Lesson 3.03 Listen Up!**

**Submit Your Work**

- When you are sure you have met the learning goals and each grading requirement, click the **3.03 Listen Up!** assessment.

Your Report tab explains to visit the Assessment section to complete the worksheet and essay questions for this lesson.



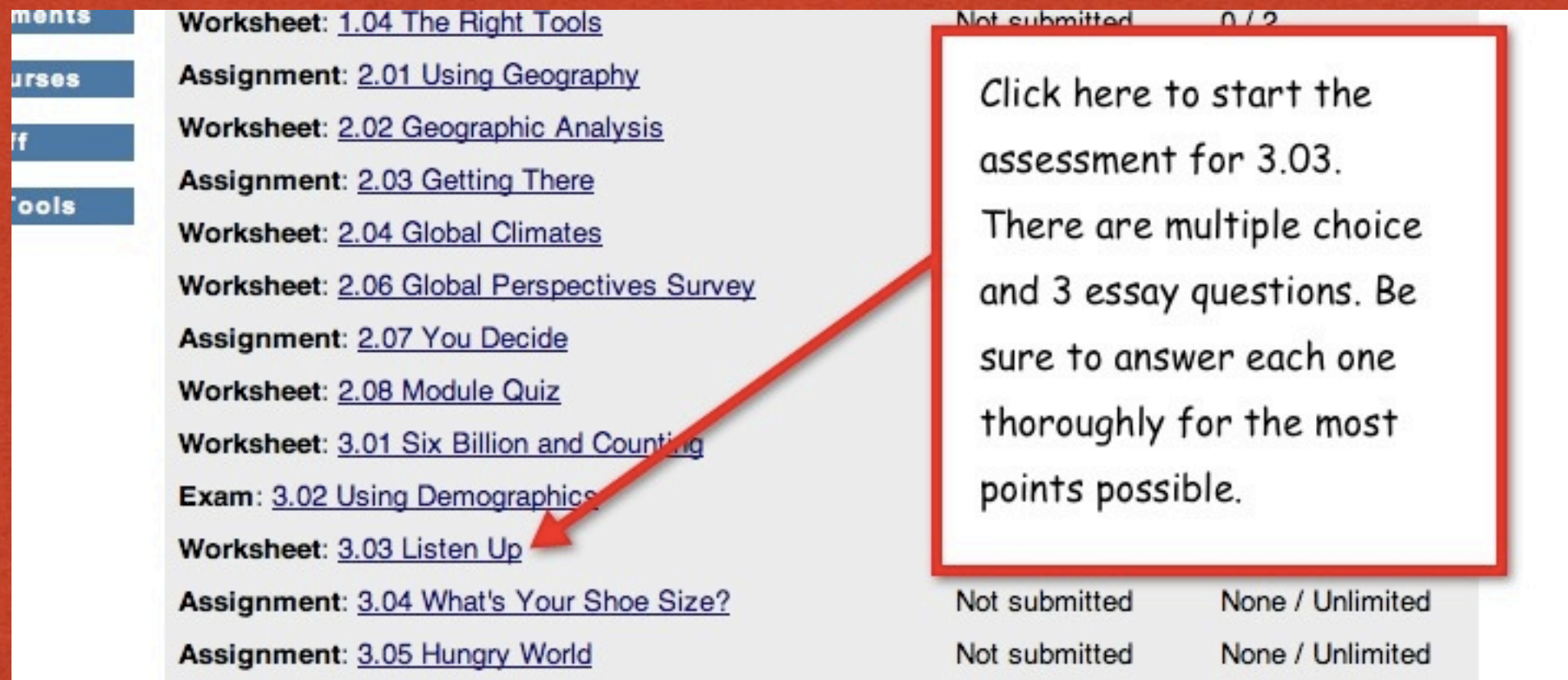
[How will you be graded on this assessment?](#)

Are all necessary pages printed and placed in your notebook?  
Is all work saved on a floppy, zip disk, or CD?



# 3.03 ASSESSMENT

- Under the “Assessment” button, click on 3.03 Listen Up.



The screenshot shows a list of course items. A red arrow points from a callout box to the link 'Worksheet: 3.03 Listen Up'. The callout box contains the following text:

Click here to start the assessment for 3.03. There are multiple choice and 3 essay questions. Be sure to answer each one thoroughly for the most points possible.

Worksheet: <a href="#">1.04 The Right Tools</a>	Not submitted	0 / 2
Assignment: <a href="#">2.01 Using Geography</a>		
Worksheet: <a href="#">2.02 Geographic Analysis</a>		
Assignment: <a href="#">2.03 Getting There</a>		
Worksheet: <a href="#">2.04 Global Climates</a>		
Worksheet: <a href="#">2.06 Global Perspectives Survey</a>		
Assignment: <a href="#">2.07 You Decide</a>		
Worksheet: <a href="#">2.08 Module Quiz</a>		
Worksheet: <a href="#">3.01 Six Billion and Counting</a>		
Exam: <a href="#">3.02 Using Demographics</a>		
Worksheet: <a href="#">3.03 Listen Up</a>		
Assignment: <a href="#">3.04 What's Your Shoe Size?</a>	Not submitted	None / Unlimited
Assignment: <a href="#">3.05 Hungry World</a>	Not submitted	None / Unlimited



- This lesson helps to explain carrying capacity, ecological footprint and how it affects us all in the world. We start to see how much of an impact we all have on our resources and we are beginning to think of ways to reduce that impact.
- For the assessment be sure to answer each essay question in a well-developed paragraph. That should include between 5-8 sentences.



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