

# Gee, It's Crowded in Here

## Background

In this Age of Information, we must equip our students with information management skills which will help them to become better problem solvers and mathematicians. Studies of our population give students an almost unlimited supply of dynamic raw data to use while learning information management skills. In addition, working with population statistics and figures helps students gain a new understanding of their place in an ever-changing world. In this hunt your students will have the opportunity to collect and analyze raw data. The activity sheets provided aid your students in collecting and organizing their data. Once completed, these data sheets should serve as the ingredients of class discussions and comparisons.

## Objectives

- The student will record, analyze, and interpret raw data.
- The student will use graphic organizers to manage raw data.
- The student will compare large numbers in a meaningful context.
- The student will organize information in order to draw conclusions.
- The student will explore the nature of population accounting.
- The student will participate in recordkeeping based on a dynamic subject.

## The Hunt

**Activity One:** Look! There's Another One!

**Key Question:** How fast are we growing?

**Activity Two:** Five Minutes in America

**Key Question:** How much does the U.S. population change in five minutes?

## Focus Web Site

Census Bureau Population Clocks

Go to <http://www.teachercreated.com/books/2159>

Click on page 23, site 1

## Companion Sites

Go to <http://www.teachercreated.com/books/2159>

- |                   |                          |
|-------------------|--------------------------|
| Population Map    | Click on page 23, site 2 |
| Population Map 2  | Click on page 23, site 3 |
| Population Growth | Click on page 23, site 4 |

# Look, There's Another One!

<http://www.teachercreated.com/books/2159> Click on page 23, site 1

**Key Question:** How fast are we growing?

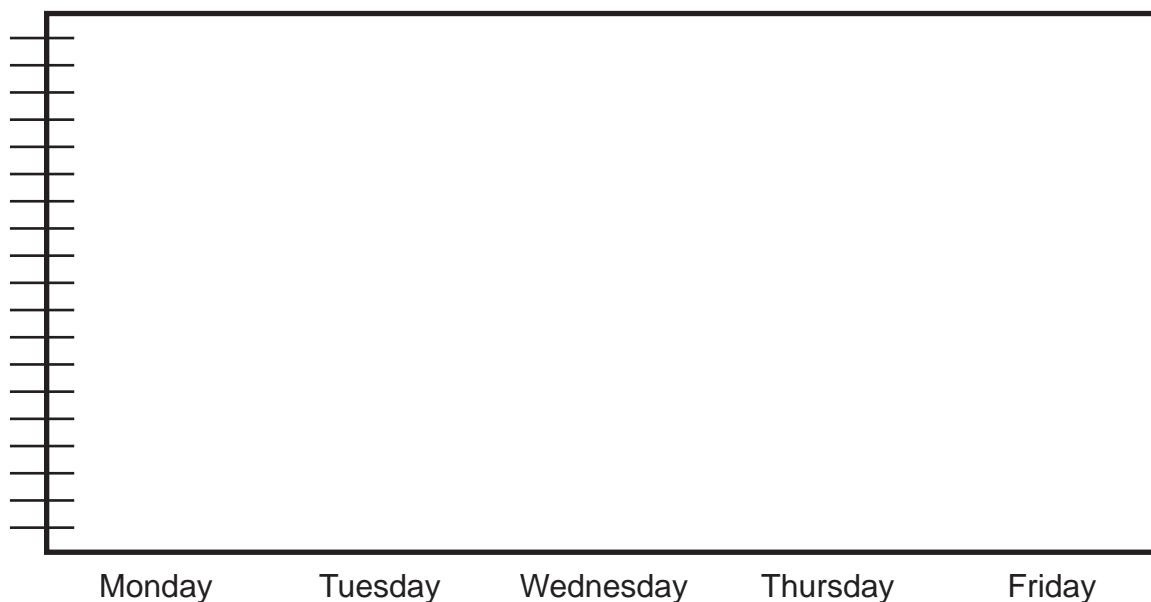
**Directions:** Spend one week collecting information on either the world or U.S. populations from the U.S. Census Bureau Web site (the main page, don't click into either of the clocks – yet!). Take readings at the beginning and the end of each the day. Be consistent, choose a morning and afternoon time that's convenient and then stick to them. Record your data in the chart below. Then construct a bar or line graph to share your data. Feel free to choose either the U.S. or world population, or if you're feeling adventurous, do both!

Morning Reading Time: \_\_\_\_\_ Afternoon Reading Time: \_\_\_\_\_

	Morning Reading	Afternoon Reading	Increase
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Try This: After Tuesday afternoon's reading, estimate what you think Friday afternoon's population will be!

Use the empty graph below to create a bar or line graph of the data in your chart!



# Five Minutes in America

<http://www.teachercreated.com/books/2159> Click on page 23, site 1

**Key Question:** How much does the U.S. population change in five minutes?

**Directions:** From the U.S. Census Bureau Population Clock Web site, click on the blue box around the U.S. population. Use the information on this site to complete the time line of U.S. population for the next five minutes. Don't forget that you need to click on the Reload/Refresh button every minute.

Start Time: \_\_\_\_\_

	Births	Deaths	Newcomers	Homecomings
First Minute				
Second Minute				
Third Minute				
Fourth Minute				
Fifth Minute				

Stop Time: \_\_\_\_\_

**Totals:** Births: \_\_\_\_\_ Deaths: \_\_\_\_\_ Newcomers: \_\_\_\_\_ Homecomings: \_\_\_\_\_