

SPECIAL ED

EFFECTS OF HUMAN POPULATION UNIT FOR HIGH SCHOOL

34
GOOGLE
SLIDES



Special Needs for Special Kids



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves the sound of piano keys. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

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123-140	Assessment
141-142	Terms of Use

In separate files, you will find:

- Lesson plans
- Voice-recorded PowerPoint
- Directions and links to digital activities

This unit contains over 150 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

Effects of human population

Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their

The lesson plans contain:

Overall tips for teaching students with significant needs

Quick Look

Day	Activity	Day	
1	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	7	<ul style="list-style-type: none">• Book• Vocab cards activity• Writing Prompt
2	<ul style="list-style-type: none">• Book• Vocab cards activity• Urbanization experiment	8	<ul style="list-style-type: none">• Book• Vocabulary cut and paste• Sudoku puzzle
3	<ul style="list-style-type: none">• Book• Vocab cards activity• Cause and effect activity	9	<ul style="list-style-type: none">• Book• Vocabulary cut and paste• Word search
4	<ul style="list-style-type: none">• Book• Vocab cards activity• Cause and effect activity	10	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
5	<ul style="list-style-type: none">• Book• Vocab cards activity• Match solution to problems	11	<ul style="list-style-type: none">• Assessment
6	<ul style="list-style-type: none">• Book• Vocab cards activity• Reducing my ecological footprint		

The lesson plans contain:

A quick look at what you will do each day

Day 2

Activity	Notes	Materials
Read or listen to a recording of the book (15 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary cards I Spy Game (10 minutes)	<ul style="list-style-type: none">• I play this game, or variations of it the first few days<ul style="list-style-type: none">◦ Determine how many cards your students can handle in front of them. This can vary, some students may be able to have all the cards, so may only be able to handle a field of 3-5• Since this is the first time playing this game, I make it easy. Hold up a card, and have students find the matching one and hold it up• Discuss relevant points on the card<ul style="list-style-type: none">◦ You can also play this game in this manner having them find the symbol on their vocabulary board	<ul style="list-style-type: none">• Vocabulary cards (student set and teacher set)• Vocabulary board
Circle map review (5 minutes)	<ul style="list-style-type: none">• Review the circle map completed yesterday	<ul style="list-style-type: none">• Circle map completed yesterday
Urbanization experiment (10 minutes)	<ul style="list-style-type: none">• Students will complete the experiment (see directions included in unit)• Make connections to the book as necessary	<ul style="list-style-type: none">• Construction paper• Grids• Colored tiles
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their impressions from the experiment with the group using the communication method of their choice	<ul style="list-style-type: none">• Completed grids• Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run

This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



In general, the number of people, or the **population** impacts the earth in two ways. First, the population affects how many resources are **consumed** or used.



There is a book with this unit using simple text and photos. It is 41 pages and is an overview of the effects of the human population on the earth.

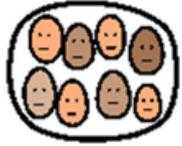
Next, we will consider the population **composition**. This is the overall age of the population. How many old and young people are present.



Both come in pdf versions as well as a voice-recorded powerpoints (so you don't have to print it out.)

carrying capacity

Maximum population the earth can sustain forever.



population

All of the people that live in a certain area.



consumed

Used up.



resources

Physical material that humans need and value such as land, air, and water.



distribution

Where people are located.



developing country

Poor country that is seeking to become more advanced economically and socially. 80% of the world.



composition

The number of people in different age groups within the population.



urbanized

Made more like a city.

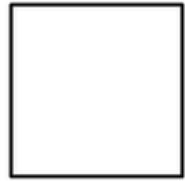


There are 12 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

carrying capacity

Maximum population the earth can sustain forever.



population

All of the people that live in a certain area.



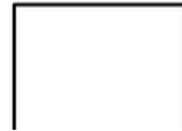
consumed

Used up.

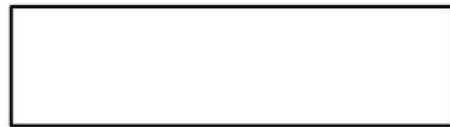


resources

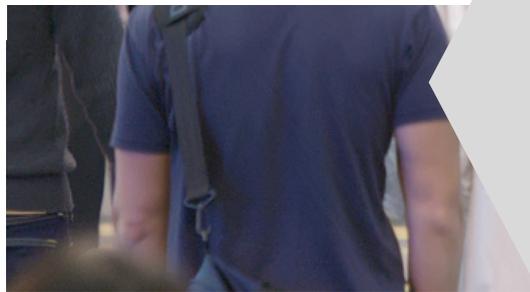
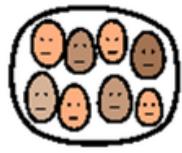
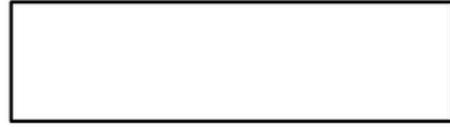
Physical material that humans need and value such as land, air, and water.



carrying capacity



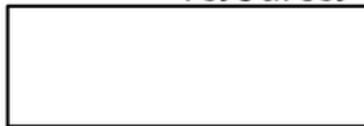
population



consumed



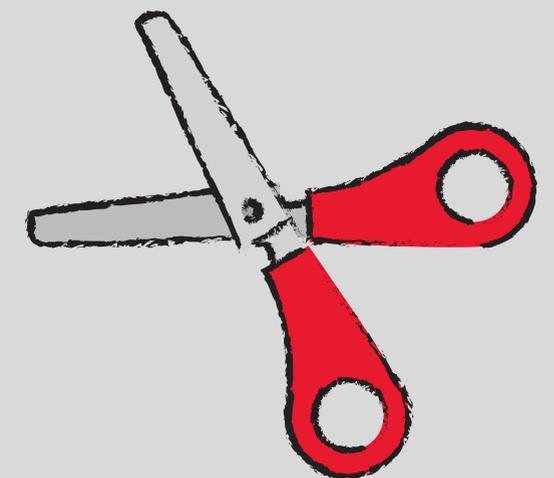
resources



Cut apart and match definition with pictures.

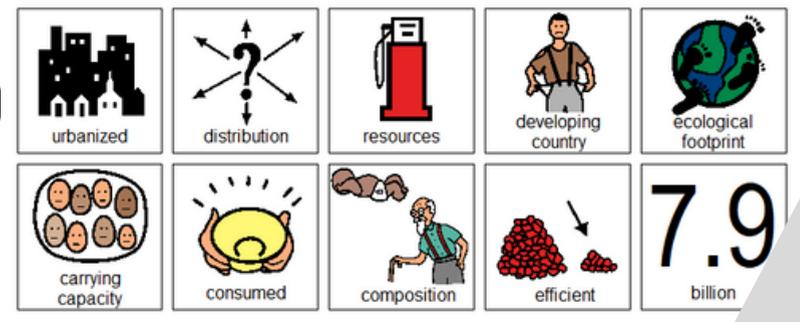
Physical material that humans need and value.	The amount of land and resources required to support a population.
The number of people in different age groups within the population.	Maximum population the earth can sustain forever.
All the people that live in a certain area.	Uses less energy and makes less waste.

On days 8&9 there is an activity where students will match either the picture to the definition or the definition to the picture (harder).

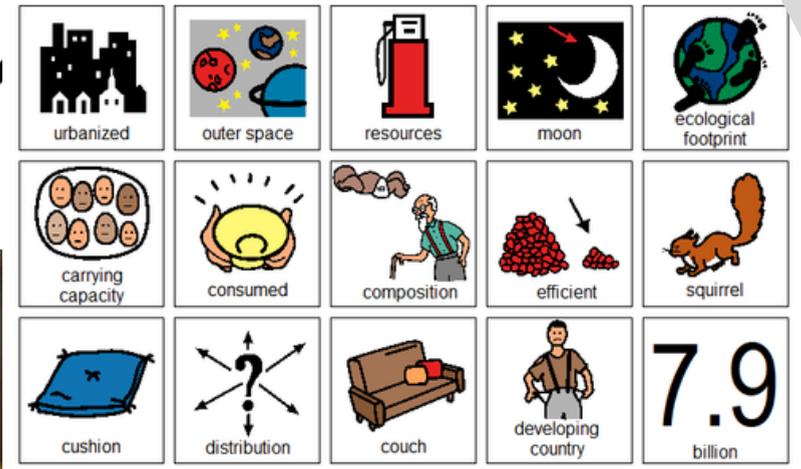


Errorless version

Place the pictures in the circle map on previous page about the effect of the human population on the planet.



Place the pictures in the circle map on previous page **ONLY IF** you think it relates to the effect of the human population on the planet.



There is a circle map on the effects of the human population.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

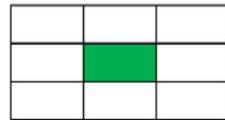
Urbanization Experiment

Materials:

- 3 large pieces of construction paper with a 1 inch grid drawn on it
- 1 inch colored tiles separated into 3 baggies labeled city, suburb, rural or country
 - City: 5 green tiles (plants), 150 other colored tiles (people)
 - Suburb: 10 green tiles, 100 colored tiles
 - Rural: 20 green tiles, 30 colored tiles

Rules:

- Students will attempt to place all tiles on gridded paper
- For each green tile, there must be an empty space all around it, reflecting the amount of room plants need to grow.



- They should place all the colored tiles, but may not be able to fit all the green tiles.

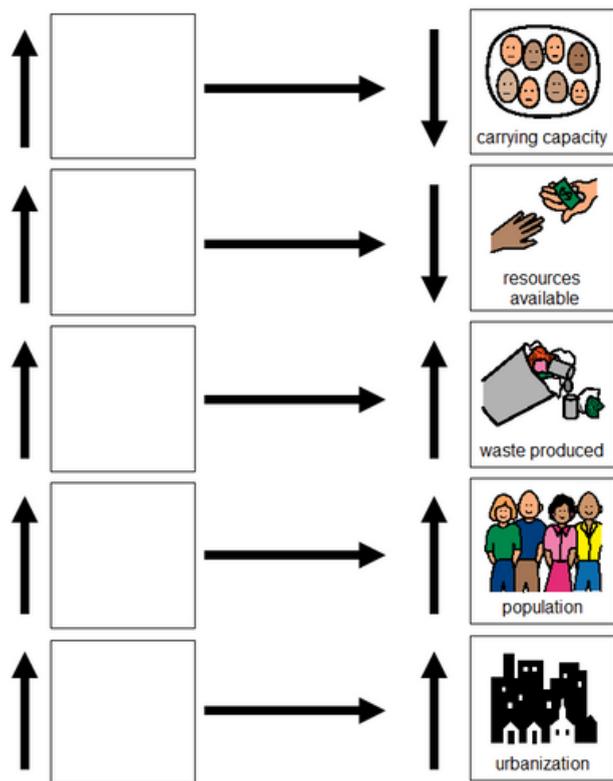
Observations:

- Once all three papers are filled, put side by side to talk about what they notice about the number of plants versus number of people.

There is a group activity where students will manipulate materials to better understand the effects of urbanization.

3

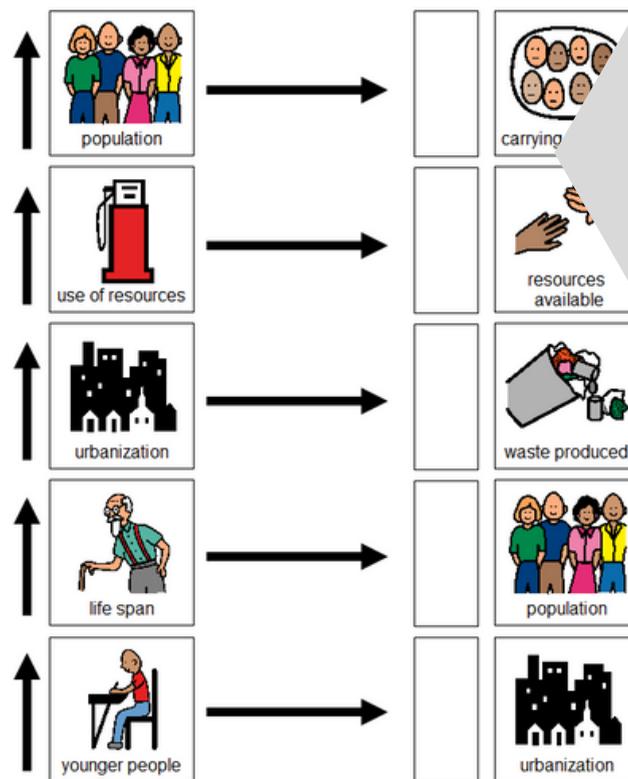
What are the causes of the following effects on the earth and environment.



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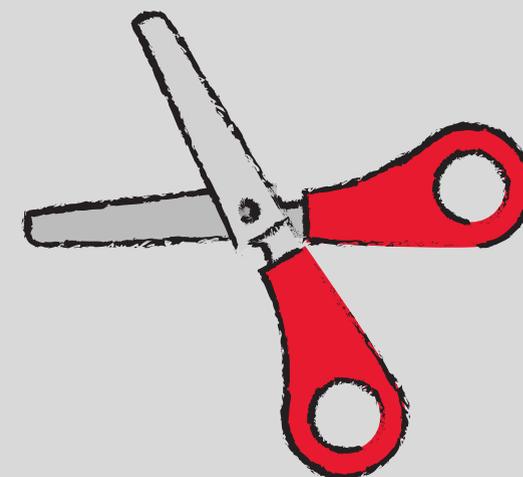
2

What are the effects on the earth and environment for the following. Fill in the correct arrows.

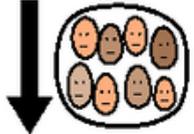
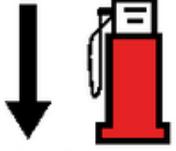
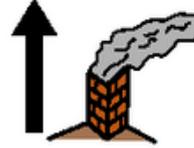
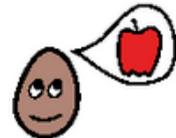
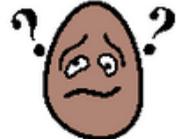


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There are several activities for students to understand the causes and effects of the increasing population.



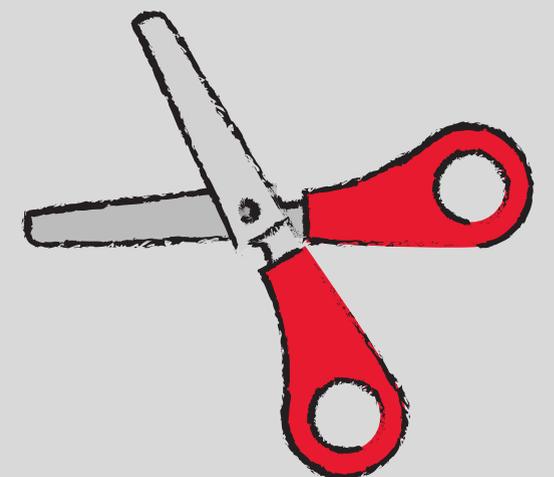
Find the best solution to each of the following problems caused by human population.

 carrying capacity		 natural resources	
 waste & pollution		 birth rate	
 urbanization		 not enough food	
 want more things		 unaware of problem	

Match the following solutions to the problems on the previous page. There may be more than one correct answer.

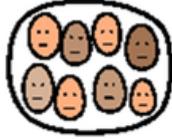
 simple life	 grow own food	 renewable energy	 rural
 cleaner energy	 education	 less people	 better health care

There is an activity where students match the best solution to the problems caused by the increasing population.



What people need to know

We all need to do to protect our earth.

are a big part of the problem. 

One thing we can do is use less .

We can live a more life.

If we don't do something soon, it could be .

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 more	 something	 better	 a lot	 a better job	

 people	 we	 you			

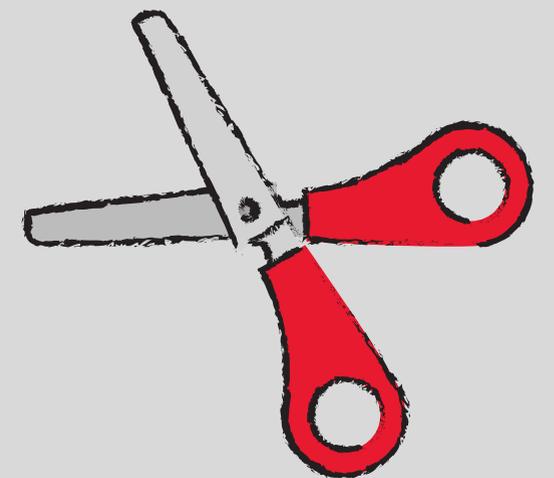
 fuel	 electricity	 oil	 things	 natural resources	

 simple	 rural	 relaxing	 easy	 quiet	

 late	 devastating	 terrible	 terrifying	 upsetting	 bad

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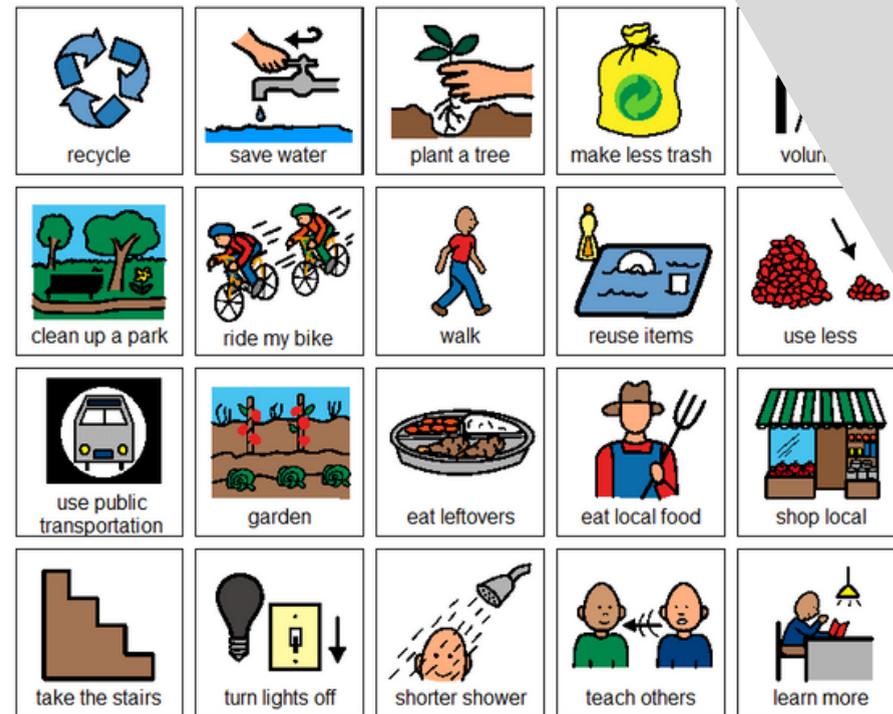
There is a writing prompt about what people need to know about the increasing human population.



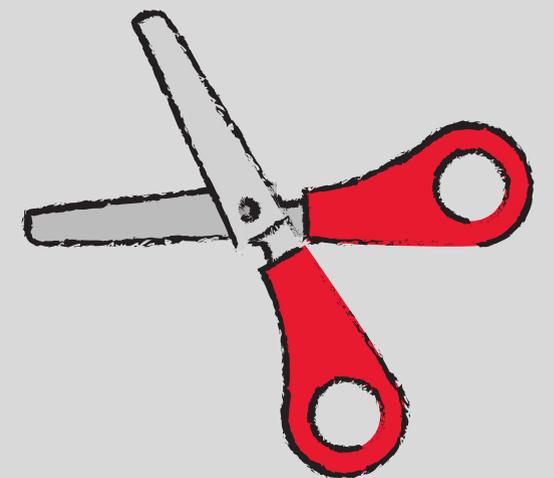
How I can reduce my ecological footprint



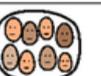
You can choose from these pictures or draw your own to add to the previous page.



Students will create a collage about how they can reduce their own ecological footprint.



Effect of human population

 carrying capacity	 urbanized	 population			 composition
 composition				 population	
 ecological footprint	 population	 carrying capacity		 urbanized	
	 composition	 urbanized	 ecological footprint	 carrying capacity	 population
		 distribution	 population		
	 carrying capacity	 composition	 urbanized		

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 carrying capacity	 population	 distribution	 distribution	 distribution
 distribution	 distribution	 composition	 urbanized	 urbanized
 ecological footprint	 ecological footprint	 ecological footprint		

Effect of human population

	 ecological footprint		
 composition	 distribution	 carrying capacity	 ecological footprint
 distribution			 composition
		 distribution	

There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



Effect of the human population

FKUZIEMXBGHMKVZIQYCT
 QFRKPFBCIBWJWJJVUHZP
 XNBPOWUBAWYVBUPBKMZL
 LAEUPSQQALTERNATIVEC
 LAFOUDATRQTSVTPISLVR
 LZFHILTCAFGQQNIMBGJCO
 ESIWARQPLGTJUOEKPDH
 JRCATNEYHSQINUVRQAFI
 YTIIGIEEENQXFOOTPRINT
 PXEWORESSOURCESSIUKMA
 LUNRNJKNCOMPOSITIONE
 DRTEVNSCFXPVMGBFPVZU
 FBDNIGQGKSVRFNLFSSVA
 EALEGRICLDIQCONSUMEU
 LNRWKLDPXDFDSLLEJOT
 XIUANJUWCPOVVNJFOFKC
 KZRBHCTZZOBKZETHRKB
 PEALKSXFYONIGBFDAFDR
 IDLECARRYINGCAPACITY
 QHNUDISTRIBUTIONKJFZ

carrying capacity	distribution	composition	populatic
alternative	resources	urbanized	renewabl
footprint	efficient	consume	rural



Effect of the human population

FKUZIEMXBGHMKVZIQYCT
 QFRKPFBCIBWJWJJVUHZP
 XNBPOWUBAWYVBUPBKMZL
 LAEUPSQQALTERNATIVEC
 LAFOUDATRQTSVTPISLVR
 LZFHILTCAFGQQNIMBGJCO
 ESIWARQPLGTJUOEKPDH
 JRCATNEYHSQINUVRQAFI
 YTIIGIEEENQXFOOTPRINT
 PXEWORESSOURCESSIUKMA
 LUNRNJKNCOMPOSITIONE
 DRTEVNSCFXPVMGBFPVZU
 FBDNIGQGKSVRFNLFSSVA
 EALEGRICLDIQCONSUMEU
 LNRWKLDPXDFDSLLEJOT
 XIUANJUWCPOVVNJFOFKC
 KZRBHCTZZOBKZETHRKB
 PEALKSXFYONIGBFDAFDR
 IDLECARRYINGCAPACITY
 QHNUDISTRIBUTIONKJFZ

carrying capacity	distribution	composition	population
alternative	resources	urbanized	renewable
footprint	efficient	consume	rural

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.



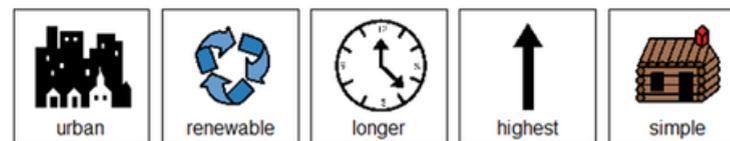
Human population

1. The number of people is constantly .
2. The carrying capacity is how many the earth can keep alive.
3. People way too many resources.
4. People produce way too much .
5. We need to look at people live.



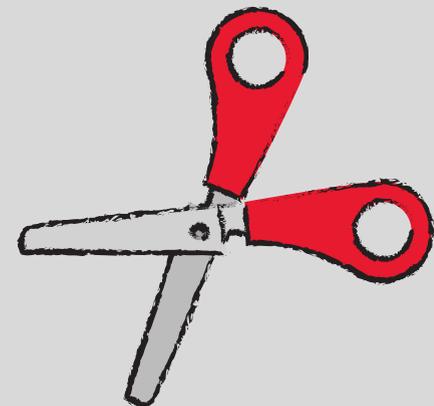
Human Population

6. Developing countries have the birth rate of anywhere.
7. People are living about 20 years .
8. Younger people tend to live in more .
9. Scientists are looking at how to use more energy, save our natural resources.
10. It would help if people lived a more life.

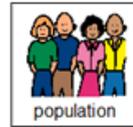
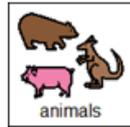


Close worksheets are a great informal assessment. There are two worksheets that cover the main points from the book.

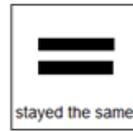
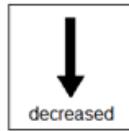
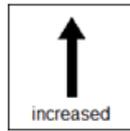
Answer key included.



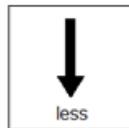
1. The ecological footprint is the amount of land need to support the:



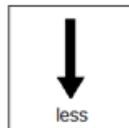
2. Over time, the population of the word has:



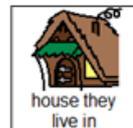
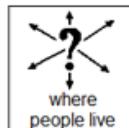
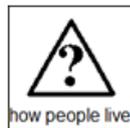
3. We need to consume _____ resources.



4. We need to create _____ waste.



5. The population distribution relates to:

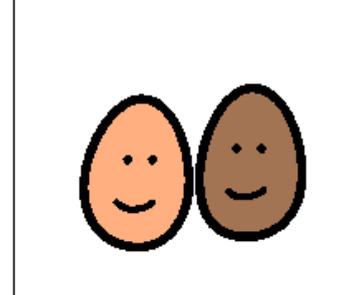
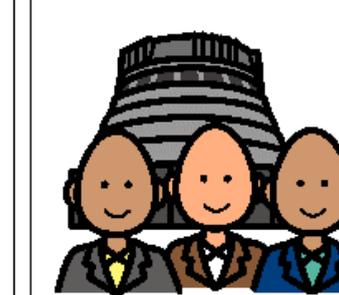


FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

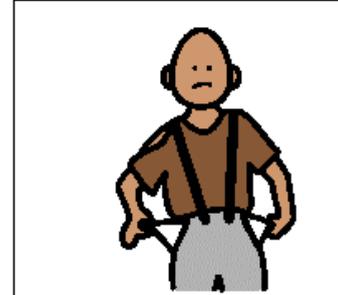
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 6

 <p>age of people</p>	 <p>color of people</p>	 <p>government</p>
--	--	--

Q 7

 <p>rich</p>	 <p>poor</p>	 <p>freezing</p>
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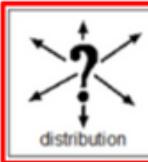
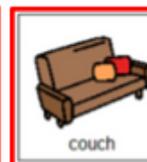
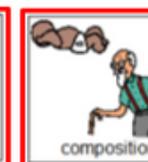
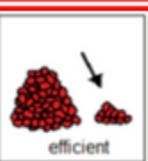
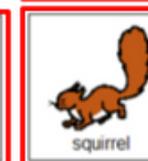
With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. The ecological footprint is the amount of land need to support the:
 - A. Animals
 - B. Factories
 - C. population
2. Over time, the population of the word has:
 - A. Increased
 - B. Decreased
 - C. Stayed the same
3. We need to consume _____ resources.
 - A. More
 - B. Less
 - C. A lot
4. We need to create _____ waste.
 - A. More
 - B. Less
 - C. A lot
5. The population distribution relates to:
 - A. How people live
 - B. Where people live
 - C. House they live in
6. The population composition refers to:
 - A. Age of people
 - B. Color of people
 - C. government

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

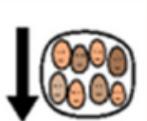
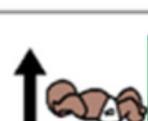
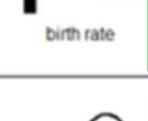


Place the picture in the circle map **ONLY IF** they relate to the effect of human population on the earth.

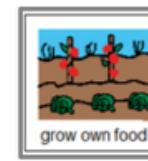
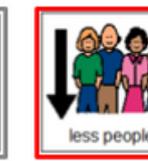
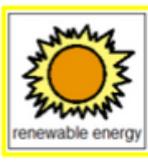
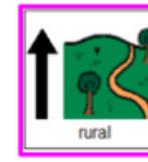
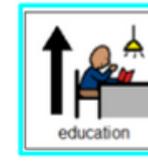
 urbanized	 distribution	 resources	 developing country
 ecological footprint	 outer space	 couch	 composition
 efficient	7.9 billion	 consumed	 squirrel
 cushion	 carrying capacity	 moon	



This unit also has 34 google slides. There are 2 sets of slides (17 in each set). The second set is differentiated using color.

 carrying capacity		 natural resources	
 waste & pollution		 birth rate	
 urbanization		 not enough food	
 want more things		 unaware of problem	

Find the best solution to each of the following problems caused by human population.

 simple life	 grow own food	 less people
 renewable energy	 rural	 better health care
 cleaner energy	 education	



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the book) come in color and black and white.

[Click Here to read more!!](#)