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**Curriculum plans – China’s “One Child” Policy**

This three-day lesson will be incorporated into my 12th grade AP Human Geography curriculum as part of the population unit, which is the second unit of the course. Prior to the readings and activities associated with this lesson, students will have learned about worldwide population distribution and density; past population growth and future growth projections; the demographic transition model; population composition and how to read a population pyramid; and the impact of government policies on population change. These general readings will give students the background to understand China’s population composition and the one-child policy and its impact.

Note: Because I teach in an independent school, I have not made reference to CA or NCHS history standards; however, the study of population is one of the core content areas of the AP Human Geography curriculum.

Texts used in these lessons:

Ebrey, Patricia, Anne Walthall, and James Palais. East Asia: A Cultural, Social, and

Political History, 2nd edition. Boston: Houghton Mifflin Company, 2009.

Pages 483-486.

De Blij, Harm, Erin Fouberg, and Alexander Murphy. Human Geography: People,

Place, and Culture, 9th edition. Hoboken, NJ: John Wiley & Sons, Inc., 2009.

Page A-17.

Stycos, J. Mayone. “The Second Great Wall of China: Evolution of a Successful Policy

of Population Control,” in The Case for Fewer People: the NPG Forum Papers.

Lindsey Grant, editor. Santa Ana, CA: Seven Locks Press, 2006. Pages 43-50.

Other resources:

Brown, Lester Russell. Who Will Feed China?: A Wake-Up Call for a Small Planet.

New York: W.W. Norton & Co., 1995.

Ebrey, Patricia Buckley et al. “A Visual Sourcebook of Chinese Civilization.”

University of Washington, N.D.

<http://depts.washington.edu/chinaciv/geo/people.htm>

Fong, Vanessa. Only Hope: Coming of Age Under China's One-Child Policy. Palo Alto,

CA: Stanford University Press, 2004.

Greenhalgh, Susan. Just One Child: Science and Policy in Deng’s China. Berkeley, CA:

University of California Press, 2008.

Heilig, Gerhard K. “Can China Feed Itself?” IIASA, 1999.

<http://www.iiasa.ac.at/Research/SRD/ChinaFood/index_m.htm>

White, Tyrene. China's Longest Campaign - Birth Planning in the People's Republic,

1949-2005. Ithaca, NY: Cornell University Press, 2006.

Mastery Objectives:

* To describe the impetus for and goals of China’s population policy
* To create and interpret China’s population pyramids (past, present, and projected future)
* To connect the one-child policy and resulting population composition to some current social issues in China

Overview of 3-day curriculum

**Day 1 – introduction to China’s one-child policy**

Homework: Ebrey et al, East Asia, excerpt from Ch. 28 on the one-child policy and changing family relations; J. Mayone Stycos, “The Second Great Wall of China: Evolution of a Successful Policy of Population Control”

In class: discussion of reading: why a restrictive population policy was seen as necessary in China; how and why this policy is enforceable in China (contrast w/India, for instance)

**Day 2 –population pyramids**

No homework due for this day

In class: creation and interpretation of population pyramids (past [1990, 2000], present [2010], and projected future [2050]) using data on China from the US Census Bureau

**Day 3 – the impact of China’s one-child policy**

Homework: individual research on the impact of China’s one-child policy

In class: discussion of the population pyramids created in class on the previous day; presentation of articles located by students and discussion guided by student-generated questions; lesson wrap-up

Assessment:

Students’ understanding of this topic will be assessed in the following ways:

* thoughtful and informed participation in class discussion on a daily basis
* creation of an accurate population pyramid (day 2)
* analysis of China’s population pyramid based on correct interpretations or it (day 2)
* thought-provoking discussion questions based on the student’s own research into the impact of China’s population pyramid (day 3)

**China’s One-Child Policy, day 1**

Objectives: to describe the historical and political context of the one-child policy, its goals and achievements

1. getting started: respond to the following prompts (without using your notes or readings!):

* + How big is China’s population? (if you’re not sure, take your best guess)
	+ Why did China institute a “one-child” policy?

Discuss student responses before moving on

*China’s population: 1,336,718,015 (compare to US population of 313, 232, 044; both CIA World Factbook estimates for July 2011)*

(10 minutes)

2. general class discussion based on readings (excerpt from Ch. 28 (“China Since Mao”) on the one-child policy and its impact on family relationships, in Ebrey et al, East Asia; and J. Mayone Stycos, “The Second Great Wall of China: Evolution of a Successful Policy of Population Control,” in The Case for Fewer People: the NPG Forum Papers)

* + According to Stycos, the one-child policy been a success – why? What are his criteria?
	+ How is the policy enforced?
	+ What is it about China’s political/social culture that has allowed it to adopt this policy?
	+ The Stycos article was published by a group called Negative Population Growth; do you think the author shows bias in his assessment of China’s one-child policy? Why/why not?

During this discussion, images from the Chinese Posters Foundation (maintained by the International Institute of Social History), can help illustrate the Chinese government’s propaganda in support of the one-child policy:

<http://chineseposters.net/themes/population-policy.php>

The following points should be incorporated into the discussion (if the students don’t raise these points, the teacher should):

* China is the most populous state in the world
* East Asia has the largest population concentration in the world
* location of the majority of China’s population (project map from East Asia seminar showing concentration in southeast and maps showing migration flows)
* impact of reducing infant & child mortality on overall population growth
* evolving attitude to population growth (Mao: population growth is good; shift in 1970s as population passed 1 billion mark; stringent imposition of policy in 1980s; some relaxation of policy in 1990s-present)
* exceptions to “one-child” policy (differences btwn rural & urban areas; ethnic minorities; those who can afford to pay fines; Guangdong’s effort to allow parents who are only children to have two children; etc.)
* impact of relaxing hukou system and allowing people to move to urban areas; as in other countries, this has led to higher rates of female education, lower TFRs and smaller families
* environmental impacts of China’s rising population & rising living standards (e.g., consumption of oil & meat)

 (30 minutes)

3. “Ticket Out”

each student will complete the following sentences before leaving class:

Based on today’s reading and discussion, I know…

Based on today’s reading and discussion, I *think* I know…

Here are some things I’d like to know more about…

(10 minutes)

**China’s One-Child Policy, day 2**

Objectives: to create and interpret a population pyramid for China

1. getting started: response to questions from yesterday’s “ticket out” (see previous day’s agenda)

(5 minutes)

2. creation and interpretation of population pyramids

materials

* China population data sheets from US census international data website for 1990, 2000, 2010, and 2050 (choose year & click “submit”; click on “country results” in the menu at the top of the page; choose “midyear population by age and sex” from the pull-down menu; these results have to be copied into MSWord and printed as landscape to fit all data onto one page) – obviously, if students have their own laptops or this is done in a computer lab, there’s no need to print the data; instead, students can be directed to the page below and given the instructions to find their data

<http://www.census.gov/population/international/data/idb/informationGateway.php>

* age-sex graph: PDF from Population Resource Bureau lesson plan on population basics

<http://www.prb.org/Educators/LessonPlans/2005/PopulationBuildingaFoundation/Activities/Activity3.aspx>

* demographic data table to be filled in (handout, see next page)
* calculator/ruler/colored pencils or markers/de Blij textbook

activity

* project population 1950 & 2010 pyramids for the US and discuss, to give students a visual example; point out impact of birthrate on overall population composition
* divide the class into four groups; each group will create population pyramids for different years (1990, 2000, 2010, 2050); NOTE: each student will create her own pyramid so that there are multiple copies of each one
* to create the pyramid, generate percentages for **each** age/sex cohort (*divide # in cohort by total population*)
* generate **all** #s, then transfer to graph, starting at the bottom
* can combine groups at top of pyramid, if percentages are getting too small (make a note on your graph: for example, 65+)
* gather demographic data from de Blij and use that to interpret the population pyramids (see questions on handout)
* due at end of class

(40 minutes)

3. discussion of homework due for next class (page down to see handout)

*based on student interest, topics could include China’s aging population/dependency ratio and implications for its labor force and economy; the sex imbalance; the changing status of women and girls (and relations between the sexes); the growth and subsequent restriction of international adoption from China; whether this policy is creating spoiled children; the intersection of the one-child policy and the 2008 Sichuan earthquake; etc.*

(5 minutes)

AP Human Geography Neubauer

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Interpreting China’s Population Pyramids**

Compare the four population pyramids created in class today. How has China’s population composition changed since 1990? How is it expected to change by 2050?

*Turn to the demographic data table in the back of de Blij, find the data for China, and complete the table below.*

**Demographic Variable Value**

|  |  |
| --- | --- |
| Birth rate (per 1,000) |  |
| Death rate (per 1,000) |  |
| Natural increase rate (%) |  |
| Infant Mortality rate (per 1,000 live births) |  |
| Life Expectancy at Birth (male/female) |  |
| Urban population (%) |  |
| GNI per capita (U.S. $) |  |
| Total fertility rate |  1.5 |

Examine the 1990, 2000, and 2010 population pyramids and the demographic data you compiled above (which is from 2008). Using this evidence, draw **two** conclusions about China’s current population and potential social issues linked to population composition (which is something you’ll be looking into for tomorrow’s class).

AP Human Geography Neubauer

**China’s One-Child Policy – Homework for Day 3**

Now that you have learned about China’s one-child policy and seen the impact of this policy on China’s population composition, your next step is to explore the ways in which this policy has changed Chinese society. For tomorrow’s class, your assignment is to find a substantive article (at least 2-3 pages) from a reputable news or academic source that addresses an impact of the one-child policy. The actual topic you read about is up to you, provided that you can find a source that meets the guidelines. Not sure where to start? Think about your response to the question about social issues in your analysis of China’s population composition; then come see me if you need more ideas or guidance.

In class next time, you will give a **brief** presentation of the article you read and pose a question to the class for discussion. Your question should be analytical rather than factual, and your classmates should be able to respond to it based on what you’ve just presented to them, along with the readings and discussions of the past few days.

Your grade for this assignment will be based on the quality and relevance of the article you find; the clarity of your presentation to the class; the quality of your discussion question; and your active participation in the class discussion.

Requirements

* a substantive article (at least 2-3 pages) in a reputable news or academic source (some places to look include ProQuest, JSTOR, and the CQ Researcher); please PRINT your article and bring it to class
* a full MLA citation *(please write this at the end of your article)*
* a brief presentation of what you learned
* a thought-provoking discussion question based on the presentation of your article; *(see guidelines in the middle paragraph above; please write your question at the end of your article)*
* participation (listening AND speaking) in class discussion based on everyone’s research

**China’s One-Child Policy, day 3**

Objectives: to compare China’s past population growth and projected future growth; to evaluate the social impact of China’s one-child population policy; to evaluate the overall success of the one-child policy

1. getting started: discussion of the population pyramids generated in class the previous day & student responses to the questions (see handout from day 2)

(10 minutes)

2. presentations by students of articles found for homework exploring the impact of China’s one-child policy

each student will give a brief presentation of the article she read and pose her discussion question to the class

NOTE: if the class is too large/time is too short to allow everyone to present to the whole class, students could be divided into smaller groups, either by the issues they focused on or randomly; in either case, ideally they would report out to the whole class at the end but could just hold a small-group discussion if time is short

(60 minutes)

3. wrap-up: Has the one-child policy been a success? Why or why not? Could a similar restrictive policy help address population growth problems in other countries (compare to India’s attempts at population control)? Why or why not?

(10 minutes)