Introduction:

Population is an important topic of study for anyone who wishes to understand the character of any place. Geographers study a place's location and physical characteristics and its population and cultural characteristics. They are interested in analyzing the location of these phenomena and how they are related. (See "How to Study a Place," Florida Geographic Alliance papers- http://fga.freac.fsu.edu)

This unit of study will look at Florida's population from a geographic perspective. Local and state planners need population data to address health, education, crime, housing and many other issues. The economy is also dependent on accurate analysis of population. Successful location of banks, restaurants, and other service and retail businesses and retail businesses depends on an understanding of population data in terms of supply and demand. The important decision about where to purchase land on which to build schools depends on geographic thinking.

Geographers help make all of these decisions of planners and business people by providing spatial, or place, analysis of population. This can be an interesting and important study for all citizens.

Objectives

Cognitive

To understand:

1. Why Florida's growth rates have historically been high.
2. Florida's growth rates and population totals compared to selected states.
3. How population is distributed throughout the state.
4. The historical reasons (igniters) for growth.
5. The significance of Florida's relative and absolute location.
6. Why there are areas of very low or no population in Florida.
7. The relation of technology and population in Florida through time.
8. The two aspects of population change and their applications to Florida.
9. The model and linear patterns of Florida's population and why they developed as they did.
10. The reasons for, and the significance of the state's nodes of high-density population.
11. The trends of growth in Florida during the 2000's.
12. The internal migration of people in Florida.
13. The impacts of unique age characteristics within the population.
4. Select unique age characteristics for Florida and individual counties.
15. That strength comes from the population diversity of Florida's population.
16. The selected racial, ethnic, education, and income characteristics and their influence on local and state society.

Psychomotor

Be able to:

1. Develop a composite map of population, transportation, wetlands, etc.
2. Apply methods of spatial analysis of areal distribution, ie.,density, pattern, dispersion, and diffusion, to your home county.
3. To use dot and choropleth maps for geographic analysis.
4. Access and use the data from the April 2000 U.S. Census of Population.
5. Construct a population profile at various scales from U.S. Census data.
6. Interpret a population profile by explaining the reasons for various shapes.
7. Create and explain a chart showing dependency load.

Affective

To appreciate:

1. The positive and negative impacts of population clusters in Florida.
2. The influence of Florida's relative and absolute location on where people live.
3. The pressure of high population density on the physical and cultural environments.
4. That Florida offers a high level of living at relatively low cost.
5. The diversity of Florida's population.
6. The problems created by monthly changes in the number of tourists in selected counties.
7. The differences in demand for services created by unique age distributions.
8. The contributions of people from every racial, ethnic, age, and income category.

Concepts

- Census and Population
- Growth "Igniters"
- Relative Location
- High Energy Coast
- Low Energy Coast
- Natural Increase
- Net Migration
- Population Supporting Potential
- Areal Distribution
- Growth Management
- Population Density

- Population Profile
- Population Dependency Ratio
- De facto population
- Absolute Increase
- Percentage Increase
- Time Distance
- Primate City
- Push/Pull Factors

Generalizations

o The reasons for population growth will change over time.

o An increase in population in a given place, with the level of technology and other resources remaining constant, will increase the level of living to a point beyond which the level goes down.

o The significance of the physical environment is a function of the goals and level of technology of the people.

o The physical environment suggests and limits human activity but it does not dictate them.

o When people modify wet environments, they often must pay an economic price provide the service or function that the natural system did for free.

o People tend to live where they can make a living.

Florida's Population in 1990:
Looking Back and Ahead

Florida has always been a growth state (Figure 1). Since the first census of the territory in 1830, population increases less than 30 percent have occurred in only three decades, 1910-1920, 1930-1940, and 1990-2000. The 1950s showed the largest percentage increase at 78 percent, although the largest numerical increase occurred in the 1980s (Figure 2). Every decade since 1970 has recorded an increase of at least 3 million people. Following the 1970 census, demographers nationally were surprised that a state which started with a base of 5 million people in 1960 had grown at a rate of 34.7 percent. They were more surprised when the 1980 census showed that during the 70s with a base population of 6.8 million, Florida grew over 42 percent. During the 1990s the increase of three million people was a lower percentage increase of about 23.3. Compared with other states during the 1990s, only Nevada, Arizona, Utah, Colorado and Idaho had larger percentage increases than Florida, and only California had larger numerical growth. Florida was the only state to rank in the top five in both percentage and absolute increase during the 1990s.

The 1990 population was 12.9 million. Population in April 2000 was 15.9 million, which made Florida the fourth most populous state behind California, New York, and Texas. The percentage increase between 1990 and 2000 was 23.2, which is 1.9 percent per year compared with 2.7 percent per year during the l980s. During the 1990s absolute growth of three million was exceeded only by California and Texas. Another

way to think about this level of growth is that between 1990 and 2000 Florida's population grew by about 850 people per day.

While it is not the objective of this paper to evaluate the benefits of population growth versus no growth, this question is answered very differently by various groups and individuals. The question is important and can be the topic of a companion study to this unit. The city planner wants to know if growth pays for itself. Some say it does pay in the long term but not in the short term. Others disagree.

Generally, business interests, including labor unions, feel growth is good because more people provide a demand for more goods and services and meeting these needs creates jobs, while some conservationists (environmentalists) feel that more people means the destruction of forest, wetland or other natural areas to provide living space. Growth that causes the filling in of a wetland and increases the pressure on finite resources in an issue our society cannot ignore. A growing population needs more houses, roads, sewers, etc (Figure 3). Discuss the positions of a man who sells cars, and his wife who is a member of the Audubon Society and the Sierra Club, or a retiree who is active in the Defenders of the Environment who made a lot of money before he retired as the owner of a earth moving company.

Growth "igniters"

Why historically has this spectacular growth taken place? Several factors that have ignited growth can be identified for Florida.

- In general, military actions have had a positive impact on Florida's population growth. The Spanish American War, World Wars I and II, Korea, Vietnam, and to some extent, even the Seminole Wars and the Civil War, had strong impacts on population growth. Many of the military men who served and trained in Florida during these wars later returned as tourists and finally as residents. More recently social uprisings in the Caribbean and Middle America have brought immigrants to the nearest friendly soil, which happens to be Florida (Fig 4).

- Early growth igniters were Henry Flagler and Henry Plant. These gentlemen built railroads in Florida in the late I 800s and early 900s. In order to have people and products utilize their railroads, they developed hotels, agriculture, forestry, and other economic activities. They were our earliest comprehensive planners.

- By the **1950s** growth came from economic stability, social security, and labor gains in the North. Disposable income for vacations, assured retirement programs, and early retirement all contributed to Florida's growth.

- In the **1960s**, the space program and the associated expansion of electronics industries fueled much of Florida's growth. This has continued at an uneven pace through today.

- Interestingly enough, both economic booms and busts in the national economy have motivated people to move to Florida. When people had extra money they vacationed here and when they felt strapped financially

they came because, rightly or wrongly, they felt it is less expensive to live in Florida.

- Over the years improvements in transportation and other technology, such as air conditioning and critter control (roaches, mosquitoes, etc) have made Florida a more pleasant place to live.
- Publicity by private and governmental agencies have had a positive impact on growth.
- Since the 1960s billions of dollars have been invested by Disney, Universal, Busch, and others, and the lOOs of millions of dollars by the private and public sectors to build infrastructure to support the entertainment industry.
- Our relative location to ocean lanes, the Panama Canal, which is directly south of Florida, and Latin America has made Florida the major tourist and shopping destination for Latin Americans and is making Miami into the Hong Kong of the Western Hemisphere (See Fig 41).
- Finally, the low cost of a high quality of life has attracted people. We benefit economically from homestead exemptions, no income or inheritance takes, and the low total tax burden, yet Floridians and visitors enjoy the attractive physical environment of the Sunshine State.

Aspects of Population Growth

Geographers and demographers look at two aspects of population growth: natural increase and net migration. Natural increase is the number of births minus the number of

deaths, and net migration is the difference between the number of people moving into the state and the number of people moving out. In Florida, natural increase between **1980** and **1985** accounted for only **11%** of Florida's growth. Although this figure increased to

22% between 1990 and 1995, net migration continues to account for most of Florida's growth. The relative importance of migration over natural increase is because of: (I) the age characteristics of Florida's population, (2) the high cost of raising children, (3) the economic need for a two-person income in a family, and (4) the professional goals of women. In **1980,** we felt that the natural increase, due to our older population, would become negative sometime during the mid-**1980s**. This did not happen. However, on the Southwest Coast in **2000**, each county from Charlotte to Citrus with the exception of Hillsborough had a negative percent natural increases, meaning that there were more deaths than births. Yet, every county grew due to net migration (see appendix for outline map of countries).

A pattern of migration to and from Florida is seen on Figure 5. People from the northeast United States tend to locate in southeast Florida while Midwesterners tend to vacation and reside on the southern Gulf coast. Newcomers from the southeastern United States tend to go to the Orlando area and to the Atlantic coast from Daytona Beach north or to the northern Gulf coast from Panama City west. These patterns have been constant for many years.

International migration has always been an important component of Florida's population make-up. Two examples of early centers of foreign peoples included Hungarians who settled Masaryktown, in Hernando County, and Cubans who were critical to the production of fine cigars in Ybor City, now a part of Tampa. Over the

years the largest migration has been from Cuba but other origins of migrants have been Britain, Ireland, Eastern Europe (including Russia), the island of Hispanola and of course. Hispanics from

many nations have come to make Florida home. Following the Viet Nam War a significant number of South Asians came to Florida. Today tens of thousands of people from around the world vacation in the state, and many will return on a permanent basis (Figure 6).

A look at the population distribution map (Figure 7) may cause one to wonder why a growing population should be considered a problem when so much of the state is uninhabited. Florida's population distribution is explained, in part, by the simple geographic generalization that people tend to live where they can make a living. The population supporting potential of much of Florida's empty land is close to zero. Technology can be applied to modify this generalization. Large parts of the state are too wet or are overly drained sandy pine flatwoods and scrub areas. Other factors which lead to empty acres are: large land ownerships and distance (time as well as linear) from urban services.

Factors of Areal Distribution

Density, a function of area and total population, is for most uses more helpful to consider than the numerical total. Also important, is the fact that every country has areas of high and low density. Density indicates the population supporting potential of an area as impacted by the people's level of technology. It also suggests the pressure of people and their culture on natural systems. Population density in Florida, which statewide in **2000** was about **300** persons per square mile (of land area), ranged from **8** persons per

square mile in Liberty County to over 3,129 in Pinellas County (Fig 8). Such a high density exerts tremendous pressure on land and water supplies, social services, utilities, and transportation. Density pressures on land have policy implications for the protection not only of environmentally fragile areas, but of other water and agricultural land, which are important resources to Florida's economy.

Historically, people first occupied St. Augustine, Pensacola, and Key West for strategic purposes. In fact, for some years in 1700s and 1800s, Key West was the state's largest city. Over time, people moved to Jacksonville, Tampa, and Miami because of port activities and coastal amenities and to agricultural service centers such as Lakeland, Orlando, and Lake City (Fig 9). As we know, due to change in economic trends, the functions of some of these cities have either changed or broadened. Orlando is the best example as it has changed from an agriculture center to an entertainment and transportation hub. As noted above, a simple generalization from geography is that people live where they can make a living. Today, however, many people live on barrier islands to enjoy the sun, sea, and sand. Some environmentalists and planners would say this is a poor place to live because of a lack of water, dune destruction, coastal erosion and the problems of transportation. In today's mobile society much economic activity can be located where people want to live, and bridges and relatively high-speed roads allow people to commute longer distances to work and to Many older Floridians are able to live on the fragile coast because they make their living by going to the mailbox for a social security dividend check.

The next figure (10) shows population growth by counties between **1990** and **2000**. We see that counties with the highest growth rates are on the southern Gulf Coast,

an area where rapid growth started in the 196k and is now beginning to slow, or counties that are satellites to major urban centers such as Hernando, Citrus, St. Johns, Flagler, or Martin counties. People move to the satellite counties to get away from the crowding, to enjoy a lower cost of land, lower taxes, and amenities, such as a larger lot or a kitchen garden. Of course, as the population increases in those counties, people begin to lose the benefits they went there to achieve. An interesting case that began as a satellite county is Broward County (Fort Lauderdale) which, compared to Dade in the mid 1900's, was quite small but began to grow rapidly. Broward County's population grew 64% from 620,000 in 1970 to just over one million by 1980. The numerical increase during that decade was larger than that of the numerical increase of **24** separate states. By **2002** the county's population has grown to 1,700,057.

Figure 11 provides a better understanding of population location and can help us make some useful observations. Although there are definite population nodes or centers, these centers coalesce into a ribbon of linear development along the high energy coasts and the 1-4 corridor. **Seventy-six** percent of Florida's population lives in coastal counties. Trends indicate a continuation of this pattern. High energy coasts have a sea bottom gradient that is steep and that allows wave energy to impact the land and create white sandy beaches and barrier islands. A low energy coast has shallow water for many miles off shore which dissipates the wave energy and creates a more muddy bottom which is not as attractive to tourists but attracts hunters, campers, and fishermen and is also a valuable marine nursery environment (Fig 12).

Over **80** percent of Florida's citizens live in urban areas. The urban increase has not only been due to immigration from other states and nations, but also from movement

since the **1930s** of people from farms to cities. This movement has put pressure on land use, infrastructure, welfare systems, low-cost housing, recreation programs, schools and has caused frustration due to the increased competition for unskilled, low-paying jobs. However, this situation, and the racial integration efforts of the **60s**, has caused some upper income people to begin the reverse move into high-value, planned communities away from urbanized core. The development of suburbs has blurred this rural to urban trend. Due to this suburban dispersion retail business has moved to outlying malls. In turn, this has caused the demise of downtowns and a lack of low cost retail shops for the urban poor. Some northern counties are beginning to attract not only migrants from out of the state, but Floridians from southern counties. Some South Florida citizens move to north Florida because of their perception of "too many people, crime, and high prices" in the urban south and their desire to benefit from the "slower pace and old South atmosphere" of north Florida. This characteristic of North Florida has led to the statement that, "In Florida the farther North you go, the farther South you get."

Age characteristics are of prime importance to policy makers in many areas of government, including labor, education, and other social service departments. Two ways to look at age characteristics of an area are: the population pyramid or profile and the dependency load of a particular area. The population profile for Florida (Figure 13) shows the low birth rate in the state, the large number of baby-boomers who are now **40** to 55, and the large number of individuals over **65**. A healthy profile has a larger percent of people in the productive ages from ages 20 to 65. The profile is not wholly an unhealthy one compared with that of the U.S. (Figure 14). The U.S. has a higher percentage in the baby-boom cohort while Florida has more people over **55**. The Dade

profile (Figure 15) again shows the lower birth rate but a more healthy number of people in the productive ages, between **15** and **65.** The very large number of people in the **over- 60** age group is softened because of the large population base in Dade County.

Pinellas, on the other hand, presents a very interesting profile that, on the face of it, is not very healthy (Figure 16). The first thing that gets our attention is the very low percent of young people and the relatively high number of people over **65**. The baby boom bulge does show up, but the relative percentage of people in the over **60** bulge are quite well to do economically. These people do not fit the non-productive description because so many in Pinellas have high income in retirement plans, dividend checks, etc. Generally, people in the 20-65 age group are considered productive while the 0-19 and over 65 are considered dependent. Of course, there are exceptions. This is similar to the Palm Beach County profile (Figure 17). A number of other counties, for example, Pasco, Hernando, and Citrus, have fewer young people and a high percentage of elderly, but they have a much lower per capita income. Pinellas, Sarasota, and Palm Beach are in the **$25,000-$35,000** per capita income range, while Pasco, Hernando, and Citrus are in the **$16,000** category. Per capita income in Manatee County at $22,000 is between these two age groups. The Charlotte County profile shows another characteristic of some older counties (Figure 18). The very large percentage of elderly citizens indicates a special need to meet health, safety, and education requirements for that population. The median age for Charlotte is 52 years. Other countries with median age over 50 are Pasco, Highlands, Hernando, Citrus, and Flagler.

Pinellas's neighbor, Hillsborough (Figure 19), shows a relatively healthy profile, like Dade, in the productive age groups yet it still has a relatively low total of young

people while showing a slight retirement bulge on the female side of the profile. In Orange County a large percent of people in the working (productive) ages (Figure 20). A problem, however, is that too many of these workers are in the low paying, service jobs.

Leon County (Figure 21) appears to have an unusual age distribution until we realize that the large group from **15** to **35** is due to the existence of two universities, a junior college, and the state government which employs a large number of young people and females. The larger percentage of very young people and the low percent in the elderly age groups indicates that the retirement group has not found Leon County as yet.

Suwannee County (Figure 22) is typical of an agricultural county in which the birth rate is high, but the number of people in the productive age group is low because at about 20 years of age many people leave home for educational or economic reasons and do not return. The large number of young males in Union County (Figure 23) does not suggest that here is the place to send your unwed sister or daughter. This shape is explained by the fact that a large state prison is located in the county and its inmates are counted as part of the county's population.

Another way to look at population is a dependency ratio or dependency load (Figure 24). Those counties such as Miami Dade, Brevard, and Escambia with over **60** percent in the productive age group are very healthy, whereas the counties of Manatee, Charlotte, and Suwannee Counties are less healthy. Again, Union County is an exception to this rule as the prison inmates account for a large portion of the **71** percent of the county population in the "productive ages."

Florida counties with the highest percentage of older people are on the Gulf coast, whereas the counties with the largest number of older people are Dade, Broward. and

Palm Beach on the Atlantic coast. Florida has **thirteen** counties in which more than a quarter of the population is age **65** and above. In **1995**, Charlotte County had **34%** of its population over 65; Sarasota, 32.8%: Manatee, 27.8%. Pinellas is 12 at 25.5%. Older people tend to be less progressive, more resistant to change, and more apt to vote down bond issues for education or other public projects. A number of policy questions are raised when we look at this age characteristic of our population. These policies need to be addressed, in part, because as the number of older people increases, their political power increases. They are conservative, but on the other hand, they often require governmental help is areas such as education, health, protection, and recreation, but their requirements take a different character than those of other age groups. A problem in some Gulf coast counties is that the elderly compete with the unskilled and with teenagers for minimum wage jobs. The Governor's Department on Aging has helped to better understand this age group. The legislature might also consider strengthening the Local Government Planning Act by requiring a demographic or social planning element in the local plans.

Several other characteristics of Florida's population warrant attention. Causes of death in Florida have historically been heart disease, stroke, cancer, and respiratory disease, as well as accidents. Accidents are the primary cause of death of young people. This data does not indicate that Florida is an unhealthy state. The rates of all but the last of these are heavily influenced by our large older population. Most of these people have not contracted these diseases in Florida, but have brought their cancers and respiratory ailments to Florida from other states. In general, Florida has an advanced health care delivery system. Largely the result of a dynamic population, Florida's crime rate is significantly higher than other states, but part of this is due to the fact that Florida's reporting system is also better.

In terms of education Florida is ahead of other states on the basis of per capita years of schooling. However, much of the expense of this favorable statistic has been borne by other states. Education funding and achievement levels are a critical problem for Florida. It is popular to criticize education and politicians run on platforms to strengthen schools yet data prove they do not deliver. This lack of support for education is a major population problem. State statistics show that approximately **12.5** percent of our population is living in poverty. Floridians could afford to solve these problems if they would insist on an overhaul of the tax system at the state level. Many businesses and interest groups are exempt from paying sales tax.

Floridians are in the lowest ten of all the states in per capita taxes. Florida's marriage rate is a bit higher than the nation as a whole and nearly half of all Florida marriages are remarriages. Florida's divorce rate is **over 30** percent higher than that of U.S. as a whole. Data on ethnic groups show that the percentage of blacks in Florida has fallen from **40** percent in **1900** to **14** percent in **1995**. Whereas the Hispanic population has increased from 12% in 1990 to 16% in 2000. Of more importance is the localized character of this trend. The example, the Miami-Dade County population was 55 percent Hispanic in **2000**.

In the future, Florida's population will continue to increase at a rapid rate, although not as rapidly as it did during the **1970s** and **1980s**. Demographers have projected a population of about 19 million by the year 2010. Expectations are that the only difference in the age, sex, or ethnic mix will be slight increases in the over 60 age cohort and a significant increase in the Hispanic percentage statewide.

Several generalizations from geography should be considered when we evaluate Florida's population growth. One, the physical environment suggests and limits human activities but does not dictate them. Some would say 1) "Florida summers are too hot" or 2) "don't concentrate growth in coastal areas." Technology has been used to overcome problems in these areas and leads to another generalization that states 'The impact of the physical environment is a function of people's attitudes, objectives, and technical skills." In Florida our wetlands, our fragile coast, including estuaries, barrier islands and dunes, suggest that few people, if any, live there. Nevertheless, people have chosen to live in the coastal regions where wetland modification, dune destruction and erosion, and potable water problems are just some of the challenges we must be willing to deal with. Some solutions to these problems will come from the further application of technology and through growth management, including selective preservation, but each of these solutions will require additional tax expenditures. It is true that, when humans modify the physical environment, they must pay an economic price to replace its natural functions or suffer a decrease in the quality or loss of the environmental service. For example, a wetland helps clean water nm-off by filtering out solids and by absorbing chemical pollutants. An important need is to be able to identify the thresholds beyond which human occupance is too costly. There is a new breed of environmental economists who specialize in developing formulas to use to calculate these thresholds. We need to know more about the costs of growth. "As more people are added to a given area, even assuming a steady level of technology, more rules are needed to maintain social order." This suggests more not less, government, although the form may change. Some politicians, among others, criticize government as "bad." Is government good or bad, or is it a social tool

people use for good or bad? People tend to like, or dislike government based on whether they feel it helps them or not.

Florida's leaders have shown that they know the importance of population planning, but due to the inevitability of unforeseen events we must be skeptical of trend lines and build into our plans an ability to cope with crises we cannot control. National economic health, immigration laws, weather patterns, and even the nation's foreign policy, and even weather patterns produce impacts on Florida's population over which the state has little control. For example, a social or political uprising in the Caribbean is apt to create another unplanned influx of people (Fig 25). Haiti is the latest example. A change in our federal policy toward Cuba could also have an impact on South Florida's population. Migration and economic policies associated with an energetic federal Caribbean initiative could impact Florida in a major way. In very few, if any, other places in the world do we find a sharper division between wealth and poverty in such a short distance as we find between Florida and our Caribbean neighbors.

In several places in this paper the dynamic character of Florida's population has been mentioned. We benefit from the skills, new ideas, and energy from Hispanics, from tourists, and new citizens from other states and nations. But we also need to realize that most of Florida's citizens lack a common history and unifying background. The diversity tends to work against state pride and unity and can foster prejudices and regionalism, each of which makes it more difficult for elected officials to make rational decisions for the good of the whole. Another interesting problem arises from the fact that Florida lacks a simple powerful area or city called a "primate city." Multiple important cities and urban conglomerates, while in some ways healthy, generate strong political competition for resources.

A final policy problem concerning the population trends and characteristics is the accounting of the "de facto population" in the contrast to the formal census population. In Florida it is important to note the number of tourists that occupy an area at a given time—to understand what their ages, economic status, means of travel, and other characteristics imply for the state. This tourist population provides Florida with the highest per capita retail sales in the country. By **1995** over **40** million people visited the state, spending each year over **$32 billion**, and leave. However, while they are here they make a heavy impact on recreation, transportation, utilities, and housing resources. This demand is seasonal and the situation presents policy problems that cannot be addressed by yearly data or by data that are not site and time specific. It is estimated that Broward County has an additional **350,000** people during the peak tourist weeks. It is also reasonable to assume that winter-long visitors have different needs than two-week tourists. State and local agencies need to know more about different tourist groups and their demands.

The difficult political decision is how much or how little government is needed to protect individual and collective rights, and quality of life in an efficient manner. To balance proactive planning against the often costly reaction to growth problems, and to decide which level of government can best do the job is difficult. An informed legislature and local officials must be willing to provide adequate infrastructure for a good quality of life for all Floridians. The question may or may not be "no new taxes." It should be "adequate and efficient use of taxes." Florida's legislators must see their state as a growing, vibrant business and efficiently invest the money needed to benefit the majority of its citizens by both strengthening our economy and by protecting our environmental resources. This conundrum was pictured by political cartoonist Jim Morin in the Miami Herald (Figure 26).

The questions proposed by population growth and its impacts on the environment are not easily solved. As good citizens it is the students' responsibility to learn how to apply geographic analysis to population challenges

Strategies

Introduction

1. Ask a series of questions. Write the answers on the board and save the answers on paper for future evaluation. Have students suggest aspects of Florida'

Sample Questions: -How do we know how many people live in a place?

-Who were the first people to come to Florida? Why did they come? What does indigenous mean?

-Why do they live there?

-What is the U.S. Census?

-How is it used? (See appendix)

-Are most floridians utban or rural dwellers?

-Do you think Florida's population is growing, declining, or staying the same? (Over 10 years)

-Does Florida's population have any unique characteristics? If so, what are they?

-How many students were born in states other than Florida? How about parents? List all the states and foreign countries named as places of birth of students and parents.

Pursue this type of discussion only as long as students are interested in the activity. This step could be accomplished by dividing the class into small groups and having each one answer the questions, which would later be presented to the class. Wrong answers or assumptions are acceptable at this point but be sure to note them so they can be corrected.

2. Either by lecture or by handing out the first page of this unit read, initiate a discussion about Florida's population relative to other states. State numbers may be handed out in table form or by putting on an overhead. This should show the rate of growth of the last ten years.

3. Hand out a list of total population by states !980—2001. Using a map (or desk outline maps) of the United States, have students not comparisons of data.

4. Using the list of state populations, ask the class to write three statements that describe Florida's population and rate of growth as compared to other states. In addition, answer the question, "Is population growth in Florida a good thing?" Let students react to, but not judge selected answers without identifying authors. Now, show on the overhead, the Fort Myers Newspress political cartoon. Discuss. Ask, "Is growth equally good or bad in all sections of the state?"

5. Introduce the "Growth Igniters," either by lecture or by assigning to individuals or groups, to have students gain an understanding of the reasons, over time and under varying levels of technology, why people have chosen to live in Florida.

6. After the lesson on "Growth Igniters," have the class develop generalizations regarding why people migrate to a place. Possible answers: better jobs, better life esthetically, to join a family, more outdoor recreation, climate, health reasons, lower cost of living, etc. What local "igniters" might be different from those of the state as a whole.

<u>Location, Density, and Pattern</u>

7. Give students a list of population totals by county. Using discussion, individual or committee assignments, ask the following questions:

-Why do people live where they do?

-Why are there large areas of little or no population?

-Why is population density significant?

-How do you determine density by county? (divide total population by areas).

-What is the weakness of using a countywide density figure?

-Is the county density more realistic and useful for Miami-Dade or Pinellas County? Why?

8. Have students place, on an 8 ½" X 11-dot map of the population of Florida, four linear band over about 80% of the population (Figure 1).

9. Explain the pattern of these bands and their significance by making general statements about the relationships of population density and physical and cultural phenomena.

Natural Increase and Migration

10. Provide census tables that show natural increase and migration data for the state and for selected counties. Compare the data of your home county with those of the state and selected counties. Be sure to include both urban and rural examples.

11. Collect data from the class on both natural increase and migration. Determine the number of children, parents, and grandparents that are represented by the class over the last twenty years. Determine the number of births and deaths to see if there is a positive or negative natural increase. Using the same family data, determine the number of people who have which has moved into Florida during that time. Discuss

    whether there are people who are moving out of the state and why they would do so.

12. Discuss reasons why people might move into Florida and why people might leave the state. These are called "push-pull" factors.

Population Analysis (Selected methodologies)

13. Profiles for age. Look at the population profiles of Florida and the United States. Compare and speculate about observable differences.

14. Provide population profile data for the home county and a blank for so students can create a local profile.

15. Discuss the demands on, and contributions to, any place by different age groups.

16. Discuss the differing infrastructure needs of Florida's population. Include for examples: transportation, health, education, crime protection, jobs, water, sewer, electric, open space, and recreation etc.

17. In what ways does the Florida population profile show characteristics that make Florida a unique place. Speculate as to whether these traits will change in the future.
18. What national and international policies and events might impact Florida's future population make up?
19. Discuss the various education needs of different groups of Florida's population. How is education important to Florida's economy? How do individuals benefit from education?
20. Using an outline map (found in the appendix) have students draw freehand patterns of various physical and cultural phenomena such as highways, population centers, state parks or forests, satellite population counties, swamp areas, areas of little or no population. From population tables, students can use patterns, colors or shading to denote different aspects of data.
21. From page 6 have students role play different people's opinions regarding growth.

Family Migration

TOPIC: A study of family migration

GRADE LEVEL: All levels

TIME: one week

CONCEPT: Students will research why people migrate.

OVERVIEW: Students will research where their parents went to school when they were in the same grade level. They will research why their parents migrated to their current residence.

MATERIALS:

Computer with Internet access
Printer
Large world wall map (could even be map on material)
Yarn (2 colors)
Digital camera
Family photos (or just student photo)
Index cards (size your choice)
Markers

Objectives: Students will:

1. Define migration
2. Research where parents lived at their age
3. Research why parents moved to present residence
4. Create a map using their data
5. Design a bulletin board to display their data
6. Write a paper explaining the migration of their families

PROCEDURES:

Initiating Activity:

Ask students if they know what the world migration means. Why do they think people migrate?

Strategies:

1. Divide students into small groups. Have them write questions to ask their parents about where they lived when they were their age and in their grade in school. Also ask why they migrated to their current residence.
2. On a large chart paper make a table to record data collected.
3. Have students bring in family photos or take a picture of student.
4. The student will create a card with his/her family information written on it and include family photo or student photo.
5. As a class create a Family Migration Map. Put a world map on the wall.

Have student put his/her info card around the map in a display. Connect the card to the location where his/her parents lived with one color of yarn, then connect the card to the current location with another color of yarn.

6. The student will use the data he/she collected to write an expository paper about where his/her parent lived when they were the same age. Also include how and why the parents came to the current residence.
7. Students will share their stories with their class. A class book with maps drawn of the places where their parents lived can also be made.
8. Have students compare and contrast the areas their parents lived and the reason their parents migrated.
9. Have a class discuss why people might migrate now? How will these migrations affect the environment? Ask if the students think they might migrate and why.

Culminating Activity:

Have the students write a letter to another teacher at school and ask the same questions of them. Collect data and create a TEACHER MIGRATION MAP. Have students write an expository paper using the data from and create a TEACHER MIGRATION BOOK to share with the teachers.

EVALUATION:

Data Cards
Migration Maps
Expository papers
Letters to Teachers
Observation

NATIONAL GEOGRAPHY STANDARDS:

Standard 1: How to use maps and other geographic representations, tools, and other technologies to acquire, process, and report information from a spatial perspective.
Standard 4: The physical and human characteristics of places.
Standard 14: How human actions modify the physical environment.
Standard 17: How to apply Geography to interpret the past.

SUNSHINE STATE STANDARDS:

SS.B.1.2.1: The student uses maps, globes, charts, graphs, and geographical tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
SS.B.1.3.1: The student uses various map forms and other geographic representations to acquire, process, and report geographic information.
LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes.
LA.C.1.3: The student uses listening strategies effectively.
LA.C.3.3: The student uses listening strategies effecticely.

FCAT:

- Vocabulary knowledge and strategies
- Making inferences
- Drawing conclusions
- Comparison and contrast
- Cause and effect relationships
- Read and organize information for multiple purposes
- Reference materials

US HISTORY: WESTERN MIGRATION IN THE MID-1800'S

1) **GRADE LEVEL**- 5-8

2) **TIME**-One to two weeks

3) **CONCEPT:** Western migration within the United States during the mid 1800's.

4) **GENERALIZATION:** Western migration came about for a number of reasons (push and pull) such as large groups were searching for gold and others were escaping religious persecution.

5) **OBJECTIVES:** STUDENTS WILL BE ABLE TO:

A) examine primary sources such as diaries and maps to understand what it was like for people emigrating to the west.
B) map the routes of the different groups traveling west.
C) analyze locations chosen for western settlement.

6) **MATERIALS:**

A) Diary account of Sallie Hester. Found in America's History Through Young Voices: using primary sources in the K-12 Social Studies Classroom by Richard M. Wyman,Jr. ISBN #0-205-39576-7.
B) National Geographic Map- "Western Migration." Septermber 2000.
C) MSN Family Roots Quiz "Did you survive the 1860's?" Found at http://msn.ancestry.com.
D) From Social Education 63(4),pp.216-219-May/June 1999: The Great American Prarie: An Integrated Fifth Grade Unit.
E) Nystrom Desk Atlases: United States History and Our Country's History.
F) Colored pencils,pens, and paper.
G) The Ballad of Lucy Whipple by Karen Cushman. ISBN# 0-395-72806-1

7) **PROCEDURES:**

A) Initiating Activity: I start this lesson by giving my students the MSN Family Roots Quiz : Did you survive the 1860's.It is a great way to start a discussion and to get the students interested in the topic of western migration during the mid 1800's.

B) After the quiz we go over vocabulary and concepts:
- push/pull factors
- emigration/migration
- primary/secondary sources

C) I then present the NGS map "Western Migration" and discuss what groups were leaving the east, why they were leaving and what routes they were choosing to take.

D) Each student will then read the Diary of Sallie Hester. The teacher should read aloud the first accounts to get the students interested and also answer preliminary questions.

E) Each student will also write their own diary account as they "travel" with Sallie and her family. They can take the role of a person their own age, a parent, cattle driver, person in charge of fresh water, a doctor, wagon train leader, gold prospector, a Mormon, teacher, etc. The diary account should be from that person's point of view throughout the assignment.

F) As students are reading Sallies diary I have made overheads from Nystrom Atlases to discuss the groups traveling, their mode of

transportation and the routes they chose to take.

G)Evaluation:

Questions for students:

The routes chosen do not follow a straight path, why do you think that is?

How would the journey have been different if she traveled by plane or on horseback?

What was it like sleeping, cooking, playing with friends or siblings?

What questions would you have for Sallie?

Why didn't she keep up the diary after she got married?

Would Sallies journey be different if she were a boy?

Would it be different if she was an adult?

Sallies family was moving because of health. Why do think her family chose the west and not a location closer to home?

8)**EXTENSION ACTIVITY:** Students can read the fictional book: The Ballad of Lucy Whipple by Karen Cushman and play the game Oregon Trail. Students can also find places along the trails and compare them to modern times: population number, do they still exist or are they ghost towns, what it the major economic activity of these towns, are they still located along a major transportation route?

SUNSHINE STATE STANDARDS:

SS.B.2.3.1- The student understands the patterns and processes of migration and diffusion throughout the world

SS.B.1.3.5-The student knows the ways in which the spatial organization of a society changes over time.

SS.B.1.3.7-The student understands the spatial aspects of communications and transpiration systems.

NATIONAL GEOGRAPHY STANDARDS:

GEOGRAPHY STANDARD 9-Human Systems- Explain migration streams over time.

GEOGRAPHY STANDARD 12- Human Systems-Identify and describe settlement patterns.

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