Smaller, Happier, Harmonious Families: China’s One Child Policy

Students learn basic demographic concepts of China’s population policy through population graphs and guided notes.

<table>
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<td>Grade Level</td>
<td>8</td>
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<td>Duration</td>
<td>3 class periods</td>
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**Overview**

When the People’s Republic of China (PRC) was founded in 1949, it had a population of 542 million. Despite the deaths of 30 million people during the Great Leap Forward, the population grew to an unprecedented 820 million by 1970.

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### National Geography Standards

**ELEMENT ONE:** THE WORLD IN SPATIAL TERMS:

3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.

**ELEMENT FOUR:** HUMAN SYSTEMS:

9. The characteristics, distribution, and migration of human population on Earth’s surface.

**ELEMENT SIX:** THE USES OF GEOGRAPHY:

18. How to apply geography to interpret the present and plan for the future.

### Arizona Geography Strand

**Concept 1 World in Spatial Terms**

- PO 1 Construct maps, charts and graphs to display geographic information.
- PO 3 Interpret maps, charts and geographic databases using geographic information.

**Concept 2 Places and Regions**

- PO 2. Explain the factors that contribute to political and social change in various world regions (e.g., USSR, Israel, European Union, China, Korea, Germany).

**Concept 6 Geographic Applications**

- PO 3 Use geographic knowledge and skills when discussing current events.

### Other Arizona Standards

**Strand 2 World History**

- Grade 8
- **Concept 1 Research Skills for History**
  - PO 2. Interpret historical data displayed in graphs, tables, and charts.
- **Concept 9 Contemporary World**
  - PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
  - PO 3. Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.

**Mathematics Common Core Standards**

- **Functions**
  - 8.F.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
- **Statistics and Probability**
  - 8.SP.2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

**Standards for Mathematical Practice**

- 8.MP.3. Construct viable arguments and critique the reasoning of others.
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After decades of encouragement to have large families, the government realized the harmful impact posed by unchecked population growth on China’s resources and economic development. In 1972, the government began a family planning campaign to restrict family size, which evolved into the present day “One couple, one child” policy. Although the One Child Policy has achieved low levels of fertility, China’s population will increase by another 260-300 million people over the next three decades.

Purpose

In this lesson, students will assess the demographic characteristics of China’s population growth, examine the demographic history of the PRC and the evolution of its family planning policies, and predict the future demographic profile for the People’s Republic of China.

Materials

- World Map
- General Reference Resources: Almanacs, gazetteers, or computers with Internet access.
- Population Tables: “World’s Most Populous Countries in 2003” – made into an overhead transparency
- Student Notes: “China’s One Child Policy”
- Student Notes Answer Key: “China’s One Child Policy” – made into an overhead transparency
- Student Worksheet Answer Key: “Population growth, crude birth and death rates, 1949-1996” – made into an overhead transparency
- Student Assessment: “China’s One Child Policy Assessment.”
- Student Assessment Answer Key: “China’s One Child Policy Assessment.”

Objectives

The student will be able to:
1. Define key geographic vocabulary words including: demography, census, family planning, birth rate, death rate, growth rate, total fertility rate, and population momentum.
2. Write framed outline T-notes on China’s One Child Policy.
3. Interpret a population growth graph of China, recognize population trends, and predict China’s future pattern for population growth.

Procedures

Prerequisite Knowledge: Students should understand the terms developing and developed nations.

SESSION ONE

1. Ask students to brainstorm the following question: What are the Top Five Most Populous Countries in the World? Generate a class list on the board and ask students why certain countries were selected. Next, ask students if they know what reference source to consult to find the answer to this question. (An almanac, a gazetteer, online search engines for websites.) Have one or more of these reference sources available for students to research the answer.

2. Have students collectively share their research results. Record the country names and population statistics on the board. Check student research results against the Population Reference Table: “World’s Most Populous Countries in 2003” provided. Note that, in 2003, China ranked as number one in population with 1.29 billion people, followed closely by India with 1.07 billion people.
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3. Have students locate China and India on a world map or in an atlas and identify the continent on which both countries are located (Asia). Inform students that the two countries of China and India account for 38% of the world’s total population, and that China alone accounts for 22%.

4. A concrete way to illustrate the magnitude of China’s proportionate make-up of the world’s population follows. Since 22% is roughly equivalent to a fractional representation of 1/5th, tell students you will verbally count them off, one through five. Have every 5th student stand. Explain that if the classroom were a sample representation of the earth’s population, the standing students would represent the proportion of people who would be Chinese; that is, one out of every five persons!

5. Inform students that China and India are both classified as developing nations. Review that a developing nation is one that is in the process of becoming industrialized, has an overall lower standard of living, and has an economy that depends more on agriculture and primary industries. In contrast, countries such as the United States and Japan are considered to be developed nations.

6. Next, pose the following questions to initiate class discussion: “Is it a “good” thing to be ranked Number One or Two in World Population? How would a huge population impact a country’s resources and economy? Would a huge population affect a developing nation differently than a developed nation?”

7. Explain to students that in the 1970s, the government of China realized that unchecked population growth would dramatically hurt its citizens and that an immediate solution was needed. The government came up with a family planning system also known as the One Child Policy. This policy is quite controversial. Many human rights organizations believe it poses a direct violation on people’s basic rights. They also accuse Chinese officials of brutal methods of enforcement, including forced abortions, sterilizations, female infanticide, beatings, razing of homes, jail sentences, and severe penalty fines. On the other hand, the Chinese government claims that the policy is a necessary duty to insure the present and future well being of its citizenry.

8. Show students the Population Reference Table: “World’s Most Populous Countries in 2050” and explain that most demographers predict that if China can keep its population growth in check with the One Child Policy, then its population growth will begin to stabilize and it will move down to number two by the year 2050. Ask students, “Which country will move up to number one ranking?” (India - Explain that India does not have a one child policy.)

9. Distribute the Student Notes. As the teacher explains the “Demography Basics” on page one, students fill in the missing notes. The teacher should also display the Answer Key on an overhead projection system as well. Stop at the end of page 1 of the Student Notes.

Note: It is critical to check for understanding on the following two demographic concepts:
1) “What is the difference between Birth Rate and Growth Rate?” (BR is the number of people added to the population each year due to births. GR is the overall number of people added to, or subtracted from, the population due to births, deaths, and migration.)
2) “What is the single most important factor in determining a country’s population growth?” (TFR or Total Fertility Rate. If a country can accomplish a TFR of 2.1 or less, then its population growth will eventually stabilize, then decrease.)
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SESSION TWO
1. Pass out the Student Worksheet entitled: “Population growth, crude birth and death rates, 1949-1996.” Discuss graph reading basics with the students: Graph Title, Years on the x-axis, Total Population on the left Y-axis and Crude Birth and Death Rates on the right Y-axis, the legend, and “how to” read the lines on the graph. Have students perform the worksheet activities. Note: Have students trace the slope lines in contrasting colors. This will enable easier visual identification of the proper slope lines for the various questions on the worksheet. It would be best to stick to the colors used in the answer key; that is, red for Total Population, green for Crude Birth Rate, and black for Crude Death Rate.

2. Project the Teacher Answer Key on the overhead. Go over the correct answers for the Student Worksheet: “Population growth, crude birth and death rates, 1949-1996.”
3. Finish the Student Notes from Session One. The teacher discusses “China’s Demographics: A Brief History” on pages 2-4 of the Student Notes, as students fill in the missing notes. Note: It is possible to teach an abbreviated form of this lesson by using only pages 1 and 4 of the Student Notes. Pages 2 and 3 go into a more in-depth treatment of the historical evolution of the PRC’s Family Planning Policies.

4. After completing the Student Notes, initiate an open forum class discussion about the One Child Policy. Allow for open debate regarding the pros and cons posed by the policy. Have students predict if China will be able to stabilize its population in the near future. Ask students, “Should the One Child Policy remain?”

SESSION THREE
1. Give students the “China’s One Child Policy Assessment” to evaluate mastery of the demographic concepts illustrated by China’s One Child Policy and the math skills involved in interpreting data and recognizing trends on a Population Graph.

Assessment
Mastery is considered as 80% or higher on the Teacher Created “China’s One Child Policy Assessment.”

Students need to score at least 4 out of 5 Geography questions correct to show mastery on the Geography component of this lesson.

Students need to score at least 4 out of 5 Math questions correct to show mastery on the Math component of this lesson.

Extensions
♦ Have students compare the Population Pyramids for China for the years 2000 and 2050. Ask students to interpret how population momentum is displayed in the double bar graphs. (Note: Population Pyramids for China are readily found on the US Census Bureau International Data Base (IDB) link at: http://www.census.gov/ipc/www/idbpyr.html)
♦ Have students construct their own “Population growth, crude birth and death rates, 1949-1996” Graph for the country of India. Ask students to compare India’s CBR, CDR, and population growth trend with that of China’s, paying particular attention to the time period after the late 1970’s, when the One Child Policy was implemented. For statistical data needed for constructing the graph, go to: http://indiahealth.info/hipages/healthinfo/htmlsheets/table-2.01.htm for CBR and CDR figures and http://www.library.uu.nl/wesp/populstat/Asia/indiac.htm for Population Growth figures.
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Sources


♦ United States Census Bureau Website: International Data Base (IDB) Summary Demographic Data for China http://www.census.gov/cgi-bin/ipc/idbsum?cty=CH

♦ United Nations Population Fund Website: http://www.unfpa.org/profile/china.cfm#top


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