

Is Population Growth a Crisis?

*World population soared in the 20th century.
Is it a monumental crisis or a manageable challenge?*



Is Population Growth a Crisis?

The 2017 World History Course and Exam Description of the College Board Advanced Placement Program* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

The Five Themes

- 1. Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)
- 2. Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
- 3. State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
- 4. Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)
- 5. Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

This Booklet's Main Theme:

- 1** Interaction between humans and the environment.

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Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

Describe the changes in life expectancy and infant mortality over the past century, and explain why you do or do not think the phrase “population crisis” should be used to sum up these trends.

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

Is Population Growth a Crisis?

In many ways, the twentieth century is unique in all of human history. During this period, enormous scientific breakthroughs; industrial, commercial, and agricultural innovations; medical discoveries; and public health systems vastly enhanced the physical well-being of people all over the world.

All of these advances, however, brought new problems, one of which was an explosion in the world's population. These advances vastly extended the number of years individuals live, and greatly reduced rates of infant mortality. These are wonderful achievements, but they inevitably cause populations to grow.

In 1800, average life expectancy was probably in the low 30s nearly everywhere in the world. This means a newborn could expect, on average, to live about that long. This figure began to increase in certain locales: By 1900, global life expectancy rose to about 47 years; today, it's about 67 years, according to UN statistics. In the wealthiest nations, average life expectancy is more than 80 years for women and in the high 70s for men.

There is a good deal of regional variation in these figures, naturally. Yet life expectancy has risen dramatically even in many of the poorer nations. About three-quarters of all the nations on earth have an average life expectancy of over 60 years. The main exception is sub-Saharan Africa, where rates of HIV/AIDS infection are tragically high.

Closely related to life expectancy is the infant mortality rate. This is the number of infants under the age of one who die, out of every 1000 births. In 1900, rates of 200 per 1000 live births were common everywhere, due to malnutrition and various diseases such as diphtheria, pertussis, measles, and others. Today, most wealthy nations have rates below 10 infant deaths per 1000 live births. Three-fourths of all nations are below 50 infant deaths per 1000 live births. Again, sub-Saharan Africa has the highest rates, with 10–15 nations at 100 or more deaths per thousand.

The causes of these improvements were higher quality health care and nutrition, safer food, better

education, new medical knowledge, central heating, and public health measures resulting in sanitation systems and clean drinking water.

As a result, population has soared. After thousands of years of human history, the world's population only reached its first billion by the early 1800s. Today, it is over six billion. UN estimates show the number rising possibly as high as ten billion by 2050. Surging populations clearly use up more natural resources and tend to threaten the health of the environment. Poverty adds enormously to this problem: Poorer nations do not have life expectancies as quite as high as richer nations, but they do have much higher fertility rates. That is, women there have many more children than in wealthier nations. With lower infant mortality rates, this results in their populations skyrocketing.

By the mid-twentieth century, concern about overpopulation was turning into panic. Some predicted virtual doom for the human race by the year 2000—massive resource depletion, famine, and war, leaving billions dead. Crash programs to drastically limit population growth were recommended as necessary to limit the inevitable horrors.

Were these fears justified? Are they still justified? The same UN estimates of population growth also show world population leveling off. In fact, in many wealthier nations, fertility rates have dropped below what it takes to replace the current population. In those nations, some people actually warn of too few new births, not too many. In the poorer nations, fertility rates have also begun to decline due to better nutrition, health care, and education, and greater rights for women. As a result, the population debate has become more complicated in many ways. It is still a very serious one, however. The sources here will help you better understand and take part in that vital and ongoing debate.

Population Growth Time Line

1798

• • •

In his “Essay on the Principle of Population,” Reverend Thomas Malthus claims that while population increases at a geometrical ratio, available food and other resources only increase at a slower arithmetical ratio. As a result, population inevitably outpaces the ability to take care of all the new people unless war, disease, famine, or some other calamity keep population down. Ever since, arguments about population center around this theory and its many critics.

1800

• • •

Around 1800, world population reaches one billion.

Mid-1800s

• • •

The Industrial Revolution begins in England and spreads. While it increased wealth, it may actually have worked against population growth at first, in that it led to crowded, cold, and filthy urban housing, unsanitary waste disposal, and dirty food and water. For example, outbreaks of cholera in 1831, 1848, 1854, and 1866 devastate Britain.

1860–1864

• • •

French chemist Louis Pasteur makes the breakthrough discoveries that confirm the germ theory of disease. He finds that germs are the cause of the decay of organic matter. In the decades ahead, discoveries are made of the germs that cause diphtheria, cholera, bubonic plague, and other diseases.

1871

• • •

The new germ theory proves that many dangerous germs are spread through unclean water. This pushes the British government to pass the Public Health Act of 1871, which forces cities to provide supplies of clean drinking water and to remove sewage from the streets. An era of growing public health regulation begins.

Early 1900s

• • •

Many improvements begin to drive down infant mortality, especially in better-off societies—clean drinking water and better sewage systems, more and safer food, greater care in hospitals to maintain cleanliness and keep infections from spreading, and later on, antibiotics, vaccines, and many other medical breakthroughs. As a result, life expectancy begins to rise in North America, Europe, and other wealthier regions, especially.

1927

• • •

World population reaches two billion.

1968

• • •

As a growing environmental movement focuses on pollution, resource depletion, and overpopulation, Paul Ehrlich publishes his dire warnings of worldwide peril in his book *The Population Bomb*. However, 1968 is also the year when a former USAID director first used the term “Green Revolution” to describe a vast array of new techniques, including high-yield strains of crops that were improving food production and would allow it to keep pace with population growth.

1975

• • •

World population reaches four billion.

1979

• • •

China institutes its one-child policy as a population-control method. It seeks to limit couples to one child, enforcing this through fines and other constraints. It is applied unevenly. China’s policy is extreme, but it is one example of a broader approach to overpopulation that stresses population control through active efforts to influence reproductive decisions.

1999

• • •

World population reaches six billion.

Visual Primary Source Documents 1 & 2

Document 1



Nick Stubbs, Shutterstock Inc.

Document 2



Kaspars Grinvalds, Shutterstock Inc.

Information on Documents 1 & 2

Document 1. Population problems usually become most noticeable when combined with environmental crises, civil war, or poverty. These are the hands of refugees reaching out for food relief after a devastating tsunami hit Aceh, Indonesia, in 2004, killing over two hundred thousand people throughout the heavily populated Indian Ocean region.

Document 2. Overpopulation is as much a problem in cities as in impoverished rural areas, as this cityscape suggests. In 2007, a United Nations Population Fund report announced that by 2008, more than half the world's population (about 3.3 billion people) would be living in towns and cities. This number is expected to reach about 5 billion by 2030.

Visual Primary Source Documents 3 & 4

Document 3



Spencer Hoo, Shutterstock Inc.

Document 4



Nick Stubbs, Shutterstock Inc.

Information on Documents 3 & 4

Document 3. Overpopulation may actually be a relative problem more than an absolute one. In other words, a society only has “too many people” relative to how well that society can support those people. This is a crowded downtown crosswalk in Japan. Japan is a small island nation with a very large population, yet it is also one of the wealthiest nations on the planet.

Document 4. In Japan and many other wealthy, industrialized nations, people voluntarily limit the number of children they have. In fact, a family of two adults and one child is not uncommon. A population in which such practices are widespread may not be able to maintain population growth over time. Japan is one such nation where this is happening, as are many of European nations.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Background—Doc. 1 _____

What do you know about the 2004 Indian Ocean tsunami? Why do you think people in Indonesia, India, Sri Lanka, and Thailand were hardest hit? Do you think a tsunami off the coast of southern Greenland would result in as much death and destruction? Why or why not?

2 Bias, or Point of View _____

Photographs offer selective views of reality, not reality itself; that is, they emphasize some things, leave others out, etc., all in order to convey a point of view. Do you think these two photos do that? How might the way the photos are composed and cropped help convey a point of view about overpopulation, poverty, or other global problems?

3 Interpreting the Image _____

Visual Source Document 2, the cityscape, is not identified as any particular city. Do you think this urban neighborhood is poor, rich, or somewhere in between? What problems do you think a family would face living in one of the buildings shown here?

Study the Documents: Visual Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Background—Doc. 3

Japan is slightly smaller than the state of California, with a population of about 128 million. List factors that you think make it possible for Japan to support such a large population in such a small nation.

2 Compare & Contrast

Compare the two city scenes in Visual Source Documents 2 and 3. What special problems of life would people face in highly dense urban settings in poorer nations, as compared with those in richer nations such as Japan?

3 Drawing Conclusions

Taken together, what do these four photos suggest about claims that overpopulation is a huge crisis? Do you think this selection of four images is representative enough of aspects of this problem? Or do you think the selection is itself biased from one point of view or another? Explain your answers.

Comparing the Documents

★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the problem of population growth in the twentieth century?

Document 1



Nick Stubbs, Shutterstock Inc.

Document 3



Spencer Hoo, Shutterstock Inc.

Document 2



Kaspars Grinvalds, Shutterstock Inc.

Document 4



Nick Stubbs, Shutterstock Inc.

Documents 1 & 2

☐

Documents 3 & 4

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Document 1

Information on Document 1

This table lists total fertility rates for selected nations. A total fertility rate is the average number of children born per woman over her lifetime. The left column shows each nation's rank in fertility from highest to lowest. Experts say a society needs a total fertility rate of 2.1 children per woman just to keep its population steady. The entire world's total fertility rate is 2.58, shown at the bottom of the table. The nations on the left are above that average; those on the right are below it.

(Source: *The World Factbook*, Central Intelligence Agency, June 2008, accessed at <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2127rank.html>.)

Document 1					
Rank	Country	Total Fertility Rate	Rank	Country	Total Fertility Rate
1	Mali	7.34	112	Mexico	2.37
9	Congo (Dem Rep.)	6.28	113	Indonesia	2.34
23	Nigeria	5.41	127	United States	2.10
26	Zambia	5.23	128	Argentina	2.09
37	Haiti	4.79	135	France	1.98
39	Kenya	4.70	149	Brazil	1.86
42	Tanzania	4.62	159	China	1.77
53	Saudi Arabia	3.89	175	United Kingdom	1.66
60	Pakistan	3.58	184	Canada	1.57
69	Bangladesh	3.08	193	Germany	1.41
74	Zimbabwe	3.03	196	Russia	1.40
75	Philippines	3.00	206	Italy	1.30
86	Israel	2.77	208	South Korea	1.29
87	India	2.76	217	Japan	1.22
88	Egypt	2.72	220	Taiwan	1.13
97	World	2.58			

Written Primary Source Documents 2 & 3

Information on Documents 2 & 3

Document 2 is from the prologue to *The Population Bomb* (1968), a book on the subject of overpopulation by biologist Paul R. Ehrlich. This book was for a time widely popular and quoted often by the press.

Document 3. Kota Murase, a deputy director at Japan's Education Ministry, as quoted in several newspaper reports in March 2005. The problem Murase refers to is also one that received a good deal of attention in Europe in recent decades.

Document 2

The battle to feed all of humanity is over. In the 1970's the world will undergo famines—hundreds of millions of people are going to starve to death in spite of any crash programs embarked upon now. At this late date nothing can prevent a substantial increase in the world death rate, although many lives could be saved through dramatic programs to “stretch” the carrying

capacity of the earth by increasing food production. But these programs will only provide a stay of execution unless they are accompanied by determined and successful efforts at population control. Population control is the conscious regulation of the numbers of human beings to meet the needs, not just of individual families, but of society as a whole.

Document 3

A nation requires a certain scale in the population to continue its momentum, but in Japan, we are confronting a serious combination of a low birthrate and an aging nation. Our pension system is already being

tested to its limits. And with fewer young people in society, the question is: How are we going to sustain the elderly and the nation's future? We don't have a clear answer yet.

Study the Document: Written Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Summarizing Information _____

Write a brief paragraph that develops this opening phrase: "This table shows that the population crisis of the twentieth century . . ."

2 Interpreting Figures _____

From what you know about the countries named here, what characteristics do the high fertility nations share, and what characteristics do the low fertility nations share? How might these characteristics explain differing preferences of families in these nations for many children or few?

3 Drawing Conclusions _____

Based on these figures, how do you think the population problem has been shaped by such forces in the twentieth century as industrial growth, world wars, colonialism, and the end of colonialism? Make a list of ideas to share with others in class.

Study the Documents: Written Sources 2 & 3

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Interpreting Meanings

Ehrlich speaks of some relief coming from “dramatic programs to ‘stretch’ the carrying capacity of the earth by increasing food production.” What sort of programs do you think he means? What factors do you think have actually kept the population problem from producing the catastrophe Ehrlich predicted for the 1970s?

2 Making Judgments

What specific actions do you think Ehrlich had in mind in calling for population control as he defines it here? Do you think the population problem justifies such solutions? Why or why not?

3 Compare & Contrast

What do you think Kota Murase would say about Ehrlich’s view of the world’s population problem? Which of these views do you think will prove more relevant to the population problems as people in the year 2100 will view them? Why?

Comparing the Documents

★ *The Written Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the problem of population growth in the twentieth century?

A table listing total fertility rates for selected nations, some with the lowest rates and others with the highest

Document 1

☐

A passage from Paul Ehrlich's The Population Bomb, and a brief quote by Kota Murase, a deputy director at Japan's Education Ministry

Documents 2 & 3

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on the population growth in the 20th century. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

Document-Based Question

1

Describe the changes in life expectancy and infant mortality over the past century, and explain why you do or do not think the phrase “population crisis” should be used to sum up these trends.

OR

2

“‘Population explosion’ or ‘population bust’—it’s hard to know which of these titles to use for the last century and the one to come. Probably neither will fit.” Explain why you do or do not agree with this statement.

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

Worksheet 1

Visual Sources 1 & 2

1. Answers will vary, but all should say that poverty and densely populated areas along the coasts contributed to the devastation.
2. Answers can vary. Both photos could be said to be framed or cropped to stress the crowded or desperate situations they depict.
3. Answers will vary.

Worksheet 2

Visual Sources 3 & 4

1. A very productive industrial system, careful conservation of scarce resources, a reliance on trade for other resources, etc.
2. A lack of adequate health care, poor policing, more low-wage work and poverty, less efficient services, undeveloped transportation systems, etc., would set cities in poorer nations apart from those in wealthier nations.
3. Answers will vary and should be discussed. In general, the four photos together present a mixed view of the nature of the population problem.

Worksheet 3

Written Source 1

1. Answers will vary and should be discussed.
2. The high fertility nations are mainly very poor nations in Africa. Their preference for many children could reflect a need for extra workers to help in rural areas, etc. As couples' incomes and education level increase, they tend to have fewer children, as do women who gain more rights to make such decisions for themselves, etc.
3. Lists will vary and should be the basis for a class discussion.

Worksheet 4

Written Sources 2 & 3

1. Ehrlich probably means intensifying agricultural practices of his time, and opening up marginal lands to cultivation, etc. Factors such as growing income, better health and education, innovations by the Green Revolution, etc., have probably been more important in helping resources keep pace with population.
2. Ehrlich likely meant various controls over reproductive decisions, birth control methods, family planning, etc. Other answers will vary.
3. Answers will vary and should be discussed.

Visual Primary Sources

First Group—Documents 1 & 2

Document 1



Nick Stubbs, Shutterstock Inc.

Document 2



Kaspars Grinvalds, Shutterstock Inc.

First Group—Documents 3 & 4

Document 3



Spencer Hoo, Shutterstock Inc.

Document 4



Nick Stubbs, Shutterstock Inc.

