Urban Geography Plan

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| **Topic / Content** | **Learning Outcome** | **Activities / Assessment** | **Resources** |
| **The Development of cities** | Students should be able to:  Understand and explain the problems of defining states.  The basic differences between:  nations and nation states, colonization and imperialism. | Students should have studied the development of cities during Grade 10 History. The teacher will ask them in groups to complete a short timeline:   |  |  | | --- | --- | | Birth of Cities | Why? Location? Functions | | Ancient Cities  Site = water point site  Situation = near to fresh water | Location? Functions?  (interior, avoid invading Vikings). Overland trade routes   * Centres of religion and commerce, education. * Places to rest while continuing a journey. | | Early Exploration  Site = Coastal  Situation = Sea trading routes. | Location change why? Sea trading. Dominance of interior cities declined. The situation of cities changed.  Prior to European exploration, most cities were located in the interiors of cities. Overland trade routes such as the Silk Road sustained these places | | Second Urban Revolution | Situation = near to power sources: coal, or water for textiles. Route points = along canals or railroads.  Horrible living conditions – no regulations led to jumbled, chaotic cities |     Site = the site of a city is its absolute location, often chosen for the best trade location, best defensive location, or an important religious location.  Situation = its relative location, its place in the region and world around it.  Homework Reading  Students complete Chapter 9 Part 1 Worksheet | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.254-274  Chapter 9 reading part 1 (word) |
| **Settlement hierarchy and Central Place Theory** | Students should be able to:  Understand and explain settlement hierarchy.  Analyze the strengths, weaknesses, and effectiveness of Central Place Theory. | What is Settlement Hierarchy?  Complete the activities on the PowerPoint.  Students then read through the central place theory worksheet and complete an AP model evaluation of it. (The strengths, weaknesses and effectiveness of this model in the past and today). | Book pages  What is Settlement Hierarchy (ppt)  Settlement hierarchy (word)  Central place theory (word)  [www.mrbevan.com](http://www.mrbevan.com) |
| **Settlement Sites** | Students should be able to:  Understand and explain how the site and situation of settlements has changed over time.  Identify different settlement types. | Teacher will elicit from students different types of settlement sites from the PowerPoint presentation. The students should take the following notes:  ROUTE FOCUS  Point where many communication routes (roads, railways) meet.  BRIDGING POINT  Settlement located where a river is bridged or forded.  WET-POINT SITE  Place where a settlement is close to a water supply such as a spring on a chalk escarpment.  DRY-POINT SITE  Site of a settlement, which avoids land that is likely to flood.  GAP TOWN  Settlement located where there is a gap between an area that would be otherwise difficult to cross.  Students make a copy of the different types of sites, liner, nucleated, dispersed – along with examples from “Why do Settlements form where they do?”  Review Activities  Students will complete the activities:  “How were sites for early settlements chosen?” or “What are the different functions of settlements” from the GCSE textbook.  Homework:  Prior to the giving out the H/W students will complete the Bid Rent Worksheet.  Limitations of Bid-Rent  *The bid rent theory, applicable to commercial property rents, emphasizes the desirability of properties close to the center of an urban district, based on the chance of more customers and business activities that can prove profitable there, due to the density of population in central locations during the business hours of the week.   However, in recent times Internet sales have overtaken store-front operations as a way of selling products to the point where many stores are closing because it's more profitable to do business online. This severely impacts the validity of the bid rent theory which is based on commercial businesses bidding against each other for the highly desirable locations in the center of the city*.  Burgess and Hoyt model reading pp. 277 to  278 | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.257-274  Different Settlement Site Game  <http://www.bbc.co.uk/bitesize/standard/geography/settlement/settlement_site/revision/1/>  Settlement sites 1 (ppt)  Settlement site and situation (word)  Why do Settlements form? (word)  Waugh and Bushell, New Key Geography for GCSE, Nelson Thomas, 2007 pp.150-153  Bid-rent curve (word)  AP Models worksheet (word) |
| **How are cities organized, and how do they function? (MDCs)** | Students should be able to:  Analyze the strengths, weaknesses, and effectiveness of Urban Models | Review the Burgess and Hoyt models in class using “Land use models 2”  **Key term: PLVI**  Important Notes:  Researchers have argued that neither model accurately reflected city structure in the mid-20thC. The multi-nuclei model and galactic model recognize that the CBD is losing its dominant position as the nucleus of cities.  Most geographers agree that these models are too simplistic to describe the modern city. The availability of personal automobiles and construction of ring-roads and other arteries led to the explosion of suburbanization in the 1970’s and 1980’s. Suburban downtowns, often located near key freeway intersections developed many big regional shopping centers and attracted industrial and business parks, hotels, restaurants, entertainment facilities and even sports stadiums. They became **edge cities** such as Tysons Corner, Virgina (see pic) which is outside Washington D.C. They attracted tens of thousands of nearby suburbanites – offering workplaces, shopping, leisure activities, thereby loosing remaining ties to the central city.  **Free Response Question Practice 2004**  Take the students through the Do’s and Don’ts of FRQ writing and how to identify the points value of FRQ’s  Students attempt to plan the answers in bullet points. Then the teacher will show them the scoring guidelines and students will “grade” a previous response. | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.276-278  Land Use Models 2 (word)  Waugh and Bushell, New Key Geography for GCSE, Nelson Thomas, 2007 pp.182-183  How to FRQ:  <http://www.mrbevan.com/exam-review.html>  How many points (word)  2004 FRQ (pdf)  2004 Scoring Guidelines (pdf) |
| **How are cities organized, and how do they function? (LDCs)** | Students should be able to:  Analyze the strengths, weaknesses, and effectiveness of Urban Models  Understand and explain the problems within LDC cities . | Play Shanty town video, make some categories for a mind map such as; housing, location, sanitation, people.  Students then complete the worksheet LEDC’s problems urban growth  Activity:  To consolidate their learning students complete the activities on p.182-3 from GCSE  **Key Vocab: disamenity Sector**  LDC Urban Models (ppt)  Using the PPT students quickly perform model analysis of the Latin, Sub-Saharan and SE Asian City model. They may use pp. 280-282 to help them.  Reading Activity: Teacher made notes (LEDC Urban Models)  HW:CHAPTER PT 2 NOTE  **Homework Reading:** Urban Geography Review Notes | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.278-282  Shanty towns (WMV)  Waugh and Bushell, New Key Geography for GCSE, Nelson Thomas, 2007 pp.182-183  LEDC’s problems urban growth (word)  Latin city model (ppt)  LEDC urban models (word)  Urban Geography Review Notes (word) |