| **Human Geography Unit 7 Urban Land Use** | |
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| **Unit Overview** | |
| In this unit, students will study the forms and functions of both urban and rural settlements, compare land use in different regions, the processes of urban planning, the connections between urban and rural places, and propose solutions to issues common to human settlements around the world. | |
| **Overarching Inquiry Question** | |
| How do we make better places for people to live?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Places and Regions (PR)** – The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions.  **Environment and Resources (ER)** – The ER theme encourages the study of Earth’s physical systems (e.g., climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships.  **Applied Geography (AG)** – The AG theme encourages the study of how geographic literacy and geographic skills, such as mapping, are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future.  *These themes are identified by the two letters at the end of each indicator.* | |
| **Skills Emphasis at a Glance** | |
| **M: Mapping-** Identify, use, interpret, and construct local through global scale maps  **MR: Models and Representation**- Identify, use, interpret, and construct geographic models and other visual representations from local to global scales.  **GE: Gather Evidence and Communicate Findings-** Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales.  **CC: Conditions, Connections, and Regions-** Identify, compare, and evaluate the development of complex conditions, connections, and regions  **S: Scale-** Identify, compare, and interpret spatial hierarchies.  **DP: Distribution and Patterns-** Identify, analyze, and explain spatial distributions, patterns, and associations.  *These themes are identified by the two letters at the end of each indicator.* | |
| **Standard(s)** | |
| HG.5.1.PR Identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution.  HG.5.2.PR Analyze and compare the arrangement of land used in human settlements in different regions using maps, models, and representations.  HG.5.4.HS Explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements.  HG.5.5.PR Analyze and evaluate the connections between rural and urban regions and their impact on globalization at different scales.  HG.5.6.AG Gather evidence on human settlements, construct a map to explain processes, patterns and functions in various regions, and communicate findings. | |
| **I Can Statements** | |
| I can identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution. (HG.5.1.PR)  I can explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements. (HG.5.4.HS)  I can use maps and data to compare and analyze the arrangement of land use, and its impact on shapes and forms of settlements in different regions. (HG.5.2.PR)  I can explain the connections between rural and urban regions and their impact on globalization at different scales. (HG.5.5.PR)  I can identify and explain the conditions and connections can create economic, environmental, political, social, and sustainability challenges at various scales. (HG.5.3.ER)  I can use the skills of a geographer to explain processes, patterns and functions in various regions. (HG.5.6.AG) | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution. (HG.5.1.PR)**  **I can explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements. (HG.5.4.HS)**  **I can use maps and data to compare and analyze the arrangement of land use, and its impact on shapes and forms of settlements in different regions. (HG.5.2.PR)**  Students can look at these two videos from Wendover Productions (this [video](https://www.youtube.com/watch?v=3PWWtqfwacQ) or this [video](https://www.youtube.com/watch?v=aQSxPzafO_k) from Wendover Productions) that explains factors that affect the placement of cities. Students can read this [article](https://www.thoughtco.com/central-place-theory-1435773) from ThoughtCo to learn about Central Place Theory.  Students will do a station rotation or a jigsaw to learn about the different settlement sizes (Hamlet, Village, Town, City, Metropolis), the parts of a city (Central Business District, Manufacturing and industrial, residential, etc.), and also the theoretical American city models (concentric zone model, sector model, multi nuclei model, galactic/peripheral model). A great resource for this activity is BBC called [Settlement in Urban Areas](https://www.bbc.co.uk/bitesize/guides/z2dmn39/revision/1). See Instructional Guidance for further Details.  Students will read an [article](https://www.nationalgeographic.org/encyclopedia/urban-area/) from National Geographic about the growth of suburbs, and the recent transition to Smart Growth in cities  Students will do a grocery store scavenger hunt to analyze where their food comes from, see Grocery Store Scavenger Hunt See Instructional Guidance for further Details.  Students will read an article from the [Chartered Institute of Procurement & Supply](https://www.cips.org/knowledge/procurement-topics-and-skills/srm-and-sc-management/global-supply-chains/) about the global supply chain, and compare and contrast how the development of a country affects how humans get food at different scales. To work on a hands on activity to further understand the Global supply chain, students will participate in an interactive activity from the [Geography of Coffee](https://drive.google.com/open?id=1Fl5NzCF1aGqeQ7AcQFfZjizus66DUfRv) by the South Carolina Geographic Alliance. For more explanation of how this activity relates to the Global Supply Chain see the Instructional Guidance column.  Students will read an article and analyze graphs and discuss as class how COVID-19 changed the global supply chain. This website [World Economics Forum](https://www.weforum.org/agenda/2020/04/covid-19-pandemic-disrupts-global-value-chains/) has graphs, charts, and a reading explaining how COVID-19 affected the global supply chain. See Instructional Guidance for potential discussion questions.  Students will read an article and watch a video clip from [CBS](https://www.cbsnews.com/news/dollar-stores-and-food-deserts-the-latest-struggle-between-main-street-and-corporate-america/) and this article from [CNN](https://www.cnn.com/2019/07/19/business/dollar-general-opposition/index.html) about the rise of dollar stores. Students will do consensus mapping and create a T-Chart discussing the positives and negatives of dollar stores for low income and rural communities, and answer the question: *Are Dollar Stores Good for the Community*?  Students will analyze maps about where our food comes from, and have a class discussion about food consumption in the US and around the world. This website from [Vox](https://www.vox.com/a/explain-food-america) contains many maps about America’s food, and can be used in the lessons. This [website](https://www.un.org/en/sections/issues-depth/food/index.html) from the United Nations discusses issues of global food security. See Instructional Guidance for potential discussion questions.  Students can do a research project about the rise of organic farming, fair trade, or farm to table. Students can demonstrate their learning in many ways including but not limited to: making a presentation, argumentative writing, infographic, etc. | Grocery Store Scavenger hunt: Examining the global supply chain classroom work could be extended by asking students to conduct a grocery store scavenger hunt located various types of products (i.e. organic, fair trade) and their origin connecting to the global supply chain. If going to the grocery store is not an option for some students, students can do the eLearning module from [The Produce Marketing Association](https://elearning.cpma.ca/moodleEN/repository/modules/produceidentification/index.html), about how produce is identified in the global supply chain.  [The Settlement in Urban Areas](https://www.bbc.co.uk/bitesize/guides/z2dmn39/revision/1) site has 5 different pages that go through the placement of cities, types and sizes of settlements, settlement patterns and the parts of a city, problems and change in cities, and a case study about how Bristol changed over time.  Global supply chain management discussion questions. These questions are a launching point, and teachers can choose to add or take away questions:   1. What is the global supply chain? 2. If you disrupt one portion of the global supply chain what will happen to the other parts? 3. Why is China so important to the global supply chain? 4. As a result of COVID-19 affecting China, do you think other countries will start to take China’s place as one of the biggest part of the global supply chain? 5. Is there a way to change the global supply chain in a way that doesn’t make the world so dependent on China? 6. What economic sector is impacted the most by the disruption to the global supply chain? 7. How do you think this disruption to the global supply chain will change how the global supply chain functions in the future?   Where does our food come from, and country development discussion questions:   1. What trends do we see about America’s food consumption? 2. How have American diets changed over time? 3. What can we do to fix American diets? 4. How do you think government policies has affected the types of food we grow in America and in turn affect the types of food we eat? 5. How does a country's development affect a country’s food consumption? 6. How does living in a rural vs urban area affect your food consumption?   Geography of Coffee and Global Supply Chain: This activity is going to walk you through how coffee goes through the Global Supply China. Through walking through this activity, students should be able to gain an understanding of how the Global Supply Chain works.  See this guide from Rikon and [this graphic organizer](https://www.responsiveclassroom.org/wp-content/uploads/2018/03/Consensus-Map-Template.pdf) from Responsive Classroom for support regarding consensus mapping.  Research Project about Farming: Students have the option to look into different topics (organic farming, fair trade, or farm to table). Some guiding questions to give to students for their research project can include but are not limited to:   1. Explain what their topic/industry is 2. How is that topic/industry regulated? 3. What are the benefits that industry has? 4. What are some challenges that someone in that industry would face? |
| **I can explain the connections between rural and urban regions and their impact on globalization at different scales. (HG.5.5.PR)**  **I can identify and explain the conditions and connections can create economic, environmental, political, social, and sustainability challenges at various scales. (HG.5.3.ER)**  **I can use the skills of a geographer to explain processes, patterns and functions in various regions. (HG.5.6.AG)**  To illustrate the differences between Rural and Urban regions, students can participate in interactive activities like the Little House lesson (See Additional Resources below for Little House Lesson Plan), or the [Urban Game](http://www.thecaveonline.com/APEH/TheUrbanGame.htm) from is another lesson that could be used to illustrate urban and rural regions. After the lessons teachers can guide students through a class discussion comparing urban and rural regions and the problems that they face. See Instructional Guidance for potential discussion questions.  To explain the problems that a city faces at a local level, teachers can bring in a city planner as a guest speaker. Students can prepare questions as a class before the guest speaker arrives. For some guiding questions for a speaker see Instructional guidance column.  Students can make a gallery walk explore different issues that are faced with Urban Land Use including but not limited to Gentrification, infrastructure, Water crises (See this CNN article on [Denmark, SC](https://www.cnn.com/2018/11/11/health/denmark-sc-water-chemical-not-epa-approved/index.html); Flint, MI), Food deserts, The effect of humans on the environment, Pollution (air and water), Sustainability, Affordable housing, Housing availability, Zones of abandonment, Sanitation (Especially in developing and emerging countries). These can all be researched at various levels, and teachers can choose which scale the students are going to be researching (local, regional, global, etc.), or allow for students to have this choice. See Instructional Guidance for further Details about gallery walk. | The gallery walk must include data that the students gather about the topic (in a map, graph, chart, infographic, etc.), a video or other visuals visually illustrate the topic from their peers, and a proposed solution to the problem that the topic poses. This can be done in groups or individually. More instructions on a gallery walk see this [link](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk) from Facing History.  Urban Game and The Little House discussion questions:   1. What were some issues you had with your city? 2. Where would you have pollution? 3. What happened to the number of people living in your city as time progressed? 4. Where did you want to place your nice houses? 5. Thinking back to theoretical American city models from earlier in the unit, what kind of city model did you end up with?   Guest speaker questions could include but are not limited to:   1. What are some problems that you are trying to solve in our city? 2. What companies are involved in solving these problems? 3. Is your company looking towards sustainable solutions to any problems that the community is facing? |
| **Connections to COVID-19 case study:**  To bring in and document the historic COVID-19 pandemic, students can make a collage with visuals (video, photos, drawing, political cartoons, memes, Tik Toks, Facebook posts, etc.) from around the world showing changes that happened at a local level when residents of various countries began to quarantine, and how it affected the structure of the modern city. Students will accompany their collage with an argumentative writing piece, arguing how the pandemic affected the city structure. BBC’s [Week In Picture](https://www.bbc.com/news/in_pictures) series is a good place to go find visuals. Another article from [BCC](https://www.bbc.com/news/world-asia-52482553) talks about how the lives of South Korea has changed due to COVID-19.  Students can demonstrate how COVID-19 shed light on different economic, environmental, political, social, and sustainability challenges that we face around the world. Students can choose a topic, gather evidence on how COVID-19 has exposed the disparities and challenges a country may face with this topic, and display the data (in a map, graph, chart, infographic, etc.) on how COVID-19 impacted these issues. | This case study is a suggested way to connect the inquiry questions in each unit to authentic, on-going issues. This should allow for further inquiry on the part of the student, the application of geographic skills and concepts, and relevance to a current or contemporary crisis. Each unit includes resources for potential connections to this case study.  [The COVID-19 Dashboard](https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6) is a powerful tool for observing data on the geography of the pandemic.  Additionally, students can explore how local, national, and global government put restrictions into place:   1. McMaster’s [‘home or work’ order](https://www.counton2.com/news/south-carolina-news/gov-mcmaster-issues-statewide-home-or-work-order-to-combat-covid-19-spread/) and [lifting the ‘home or work’ order](https://www.counton2.com/news/south-carolina-news/gov-mcmaster-lifting-mandatory-home-or-work-order-on-monday-will-allow-outside-dining-at-restaurants/) 2. [Parks opening in the Lowcountry](https://www.counton2.com/news/latest-news/parks-reopen-across-charleston-with-restrictions/) 3. [Malls and shops opening in the Lowcountry](https://www.counton2.com/news/local-news/charleston-county-news/lowcountry-malls-reopen-some-shoppers-say-the-experience-is-a-little-different/) 4. [Cities](https://www.counton2.com/news/isle-of-palms-sullivans-island-folly-beach-and-edisto-beach-release-joint-statement-on-the-potential-reopening-of-public-beach-accesses/), [beach communities](https://www.counton2.com/news/local-news/edisto-beach-votes-for-emergency-oridinance-restricts-access-to-non-residents/), and [islands](https://www.counton2.com/news/tybee-island-locals-protest-beach-reopening/) closing the beaches when the state allows them to be open 5. Stay at home orders being lifted in [CNN](https://www.cnn.com/2020/05/13/health/us-coronavirus-wednesday/index.html) article   These issues can be explored from the perspective of political organization of space or to focus on issues unique to urban areas, including issues of political spatial hierarchy in regards to overlapping jurisdictions and decision-making during an emergency. |

**References**

**Additional Resources**

Ag and Art Tour. (n.d.). Retrieved from <https://agandarttour.com/>

COVID-19 Dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University. (n.d.). Retrieved from <https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6>

Dollar Stores and food deserts. (2019, December 8). Retrieved from <https://www.cbsnews.com/news/dollar-stores-and-food-deserts-the-latest-struggle-between-main-street-and-corporate-america/>

Little House Lesson Plan: Burton, Virginia, Lee (1942) The Little House. Houghton Mifflin, Boston, MA.

**Little House Lesson Plan**

| **Lesson Sequence** | **Instructional Guidance** |
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| * Students will explore concepts or rural, suburban, and urban settings. and develop understandings of similarities and differences between them * Students will explore economic wants and needs commonly associated with residents in the different areas. Students will determine the businesses needed to supply that want or need. * Students will explore cause and effect relationships between development and pollution. * Students propose a location for a waste management facility. | * Students could use a graphic organizer to record information gleaned from examining images and videos of the different regions. * Students will need time to brainstorm and possibly research to make the connection between types of businesses associated with urban, rural, and suburban areas. * Teacher could set up a color-coded floor map to represent the different areas. Students could place homes and businesses in areas to show development. * Students could extend this unit by conducting research on rural, suburban, and urban communities in South Carolina and determine economic wants and needs of the community explored or propose locations for a development need discovered during research. |

**References**

Burton, Virginia, Lee (1942) *The Little House*. Houghton Mifflin, Boston,