

# Urban Geography

## Unit 7 - Settlement and Urbanization

Unit 7 is a logical extension of the population theme. In their analysis of the distribution of people on the earth's surface, students became aware that some areas are heavily populated. Some cities have populations that are larger than that of some countries. In this unit, students will examine factors that help to account for the location and growth of communities, the internal structure of communities, and patterns in the distribution of cities on the earth's surface.

## Unit 7: Settlement and Urbanization

### Outcomes

***SCO 7.1: The student will be expected to examine differences between rural and urban areas, including the following delineations:***

- 7.1.1 Define the terms rural and urban. (k)
- 7.1.2 Contrast a low density area and a high density area. (k)
- 7.1.3 Examine factors that contribute to a high density urban area. (a)
- 7.1.4 Classify a good or service as low-, intermediate-, or high-order. (a)
- 7.1.5 Relate services available in a settlement to its population size. (a)
- 7.1.6 Evaluate the appeal of a low density area as a place to live. (i)

### Sample Learning/Teaching Strategies

*Teachers can have students*

- given a series of photos of settlements, categorize each according to whether it is a high density area or a low density area.
- given the population and types of services for ten settlements, graph the data to show the relationship between population size and the number of services available. They should briefly describe the pattern shown.
- write a paragraph to compare a rural settlement with an urban settlement.
- take a stand on the following position:  
*“Any grouping of people may be described as a settlement.”*

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### Sample Assessment Strategies

*Students could, for example:*

- given a table of population statistics for selected settlements, determine which settlements are rural centres and which are urban centres (see teacher note 1).
- given a list of services required to meet a wide range of needs and wants, determine whether a given service is likely to be found in a rural community or in a city.

### Teacher Notes

- Refer to World bank website for data on urbanization: (<http://www.worldbank.org/>) Do a search on the term urbanization.
- Refer to NASA website (<http://visibleearth.nasa.gov/>) and select “Human Dimensions” then “Environmental Impacts” and then “Urbanization” for high altitude images of selected cities.
- Refer to ST, Exercise 1, page 343. (1)

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### Outcomes

***SCO 7.2: The student will be expected to recognize the different shapes that settlements may take, including the following delineations:***

- 7.2.1 Define the terms compact, loose-knit, and linear. (k)
- 7.2.2 Classify the shapes of given settlements. (a)
- 7.2.3 **Examine how selected factors, such as physical features and transportation links, account for the shape of selected settlements. (a)**
- 7.2.4 Relate settlement shape to a land use activity. (a)

### Sample Learning/Teaching Strategies

*Teachers can have students*

- draw simple sketches and briefly describe the four types of linear settlements, namely straight line, circular, Y-shaped, and T-shaped.
- analyze a case study for a selected settlement to extrapolate the physical, social, and economic factors that help to account for its shape.
- classify the shape of the local community and describe the factors that helped its shape to evolve.

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### Sample Assessment Strategies

*Students can, for example:*

- given a series of air photos or maps of settlements, categorize each settlement by shape.
  - compact
  - loose-knit
  - straight-line
  - Y-shaped
  - circular
  - T-shaped
  - composite
- examine how land use affected the shape of the local community (see teacher note 1).

### Teacher Notes

- The morphology of Newfoundland outports were largely shaped by both physical features and the economic dependence upon the fishery. (1)

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### Outcomes

***SCO 7.3: The student will be expected to examine factors that influenced the decision about where to locate a settlement, including the following delineations:***

- 7.3.1 Define the term site. (k)
- 7.3.2 Define the terms river-island site, confluence site, head-of-navigation site, river-meander site, sheltered harbour site, peninsula site, acropolis site, and resource site. (k)
- 7.3.3 Analyze the physical factors that give rise to a particular type of settlement site. (a)
- 7.3.4 Relate site to a land use activity. (a)
- 7.3.5 **Justify the choice of location of a settlement. (i)**

### Sample Learning/Teaching Strategies

*Teachers can have students*

- given a series of photos of settlement sites, identify a confluence site, head-of-navigation site, river-island site, river-meander site, sheltered harbour site, peninsula site, acropolis site, and resource site.
- examine a case study for a selected city to determine the advantages that its particular site (river-island site in the case of Paris, for example) provided for its early residents (see teacher note 1).

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### Sample Assessment Strategies

*Students could, for example:*

- examine a series of photos, maps, or sketches and categorize them according to site.

Illustration	Site Category

- describe the site of the local community and the advantages it afforded early settlers (see teacher note 2).
- given a map showing site conditions for an area, determine the most appropriate location for a settlement whose residents will earn a living by farming and fishing. They should defend their decision. (i)

### Teacher Notes

- Refer to ST, Exercise 12, page 350. (1)
- Some students may wish to complete this task through use of a digital camera and presentation software to develop a photo-essay. (2)

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### Outcomes

***SCO 7.4: The student will be expected to account for the conditions that influence the growth of a city, including the following delineations:***

- 7.4.1 Define the term situation. (k)
- 7.4.2 Explain how situation influences a community's growth in size. (a)

### Sample Learning/Teaching Strategies

*Teachers can have students*

- given the population statistics for a selected city (e.g., Moscow), compare its population size in 1990 with that of 1950.
- for the case above, describe the nature of its linkages with the remainder of the country (see teacher note 1).

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### Sample Assessment Strategies

*Students could, for example.*

- invite a local historian to the class to explain how situation affected the population dynamics of the local community.
- comment on the validity of the following statement:

*“The growth of a city depends mainly upon the resources it has within its immediate area.”*

### Teacher Notes

- Refer to ST, Exercises 17 and 18, page 354.

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### Outcomes

***SCO 7.5: The student will be expected to analyze global trends in urbanization, including the following delineations:***

- 7.5.1 Define the term urbanization. (k)
- 7.5.2 **Examine temporal patterns in urban growth from analysis of statistics and visual representations.** (a)
- 7.5.3 **Examine spatial patterns in urban growth from analysis of statistics and visual representations.** (a)
- 7.5.4 Account for differences in regional rates of urban growth. (a)
- 7.5.5 Relate the contrast in rural and urban living conditions to migration from the countryside to urban centers. (a)
- 7.5.6 Describe the conditions that lead to the emergence of a metropolis and a megalopolis. (k)
- 7.5.7 Classify a city-size arrangement as primate or rank-size. (a)
- 7.5.8 **Describe the conditions that determine rank-size and primacy.** (k)

### Sample Learning/Teaching Strategies

*Teachers can have students*

- given a line graph showing the percentage of the world's population living in cities for the past 200 years, describe the trend shown.
- given a bar graph showing the percentage of people living in cities in a developing country (e.g., Brazil), write a sentence to compare the percentage of people living in towns and cities in the late 1990s with the percentage 50 years ago.
- given a table showing the population and location of the world's fifteen largest cities for 1950, 1985, and 2000, plot their location on a grid. They should briefly describe the change in the location of the main concentration of the fifteen largest cities (see teacher note 1).
- given a world map showing the cities experiencing 3% or more growth, determine their location by latitude and longitude.
- analyze a case study for a developing country to extrapolate factors that account for the migration of rural inhabitants from the country to the city:
  - push factors in the countryside
  - pull factors in the city
- analyze a case study for a developed country to determine the factors that account for the recent process of deurbanization:
  - push factors in the city
  - pull factors in towns and cities

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### Sample Assessment Strategies

*Students could, for example:*

- given a bar graph showing the percentage of Canadians living in towns and cities, write a sentence to compare the percentage of Canadians living in towns and cities in the early 1990s with the percentage for the early 1890s (see teacher note 2).
- cite evidence from the above activities to support each of the following statements:  
*“Urbanization is a more recent phenomena in developing countries than in developed countries.”*  
*“Urbanization is occurring more rapidly in developing countries than in developed countries”*  
(see teacher note 3).
- examine a table showing city sizes for a given country to determine if it reflects primacy or a rank-size arrangement.

### Teacher Notes

- For a discussion of primate cities and rank-size rule, refer to (<http://geography.about.com/science/geography/library/weekly/topicmenu.htm>), click on “Urban, Retail and Transportation Geography” and then “The Law of the Primate City and Rank-Size Rule.”
- Refer to Exercise 5, page 357. (1)
- Refer to Exercise 3, page 356. (2)
- Refer to exercise 6, page 359. (3)

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### Outcomes

***SCO 7.6: The student will be expected to analyze types of land use in a city, including the following delineations:***

- 7.6.1 Describe the three main land use zones in a city. (k)
- 7.6.2 **Explain why land use planning is essential in administering large cities. (k)**
- 7.6.3 Describe the typical land use zones in a city. (k)
- 7.6.4 **Evaluate the zoning arrangements of an urban area. (i)**
- 7.6.5 **Examine how the number and types of services relate to settlement size. (a)**

### Sample Learning/Teaching Strategies

*Teachers can have students*

- examine factors that affect the range of services available in the local community (see teacher note 1).
- given a case study of a regional shopping mall
  - describe its location relative to the transportation network
  - describe its location relative to residential areas
  - comment upon the range of goods and services provided
  - cite evidence of the agglomerating tendency
- given a land use map for a large North American city, identify the Central Business District, the older residential areas, new residential areas, shopping zones, industrial areas, and the outskirts where the newest homes, business parks, and light industry are found.
- explain why the height of buildings tend to decrease as one moves from the centre of a large city to its outskirts.
- evaluate the land use or zoning regulations in the local community in terms of
  - the location of given zones
  - the need for zoning changes

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### Sample Assessment Strategies

*Students could, for example.*

- given a series of photos, identify examples of residential, industrial and commercial land use (see teacher note 2).
- given an urban land use map, comment upon the distribution of land use zones (see teacher note 3).
- given a list of services in selected settlements of varying sizes, describe the relationship between settlement size and the range of services available.

### Teacher Notes

- Refer to ST, Exercise 3, page 343 (to show students that population size is a factor) and to ST, Exercise, 15, Page 368 (to show that the agglomerating tendency is also a factor). (1)
- Refer to Exercise 19, page 368. (2)
- Refer to Exercise 19, page 370. (3)

**Outcomes**

***SCO 7.7: The student will be expected to reflect upon the quality of life in large cities, including the following delineations:***

- 7.7.1 Examine quality of life indicators in a city in the developing world. (a)
- 7.7.2 Examine quality of life indicators in a city in the developed world. (a)
- 7.7.3 Contrast living conditions in a developing world city with those in a developed world city. (a)
- 7.7.4 Develop strategies to improve the quality of life in a city. (i)
- 7.7.5 Defend one's personal quality of life preferences in large cities. (i)

**Sample Learning/Teaching Strategies**

*Teachers can have students*

- given a case study of a growing city in the developing world (e.g., Calcutta, or Mexico City), describe the quality of life in its squatter areas in terms of :
  - peace and security
  - job opportunities
  - housing
  - educational services
  - health and sanitation services
- given a case study of a large city in the developed world (e.g., New York City, or London), describe conditions in its central core in terms of :
  - air quality
  - traffic flows
  - crime rates
  - cost of residential and business space
- assume that their community will experience a large increase in population. They should describe the possible impact it may have and their likely reaction to it (see teacher note 1).

**Sample Assessment Strategies**

*Student could, for example:*

- Develop a list of features or qualities of an urban neighbourhood that should be considered in a decision to move there (see delineation 9.7.3).

**Teacher Notes**

- The think-pair-share cooperative learning structure would be useful for this task. (1)

