

Workshop 3

North America

Part 1. Boston and Denver

Part 2. Chicago, Philadelphia, and San Antonio

North America is an ethnically diverse and rapidly changing region. Looking at several urban examples, we will first examine how geography can be used as a tool to analyze the relationship between urban economic and demographic data. Later in the workshop, we will look at suburban sprawl around Chicago and how one teacher helps his students identify the factors and implications of city growth and suburban sprawl in San Antonio, Texas.

Before You Watch

Before viewing the video programs for **Workshop 3: North America**, please read the Video Program Overviews below—paying close attention to the Questions To Consider—and the descriptions of the standards featured in this workshop (listed below). Those descriptions can be found in the Appendix of this guide.

These readings provide background on the geographic and pedagogical issues addressed in this workshop. We encourage you to read *Geography for Life* in its entirety as you move through the workshops. It contains further background on the National Standards and their development, numerous examples and rich illustrations aiding interpretation, valuable tools for strengthening and developing lessons, and additional insight into geography’s significance in our daily lives.

Also, prior to the workshop, you should explore the associated Key Maps and Interactive Activities on the *Teaching Geography* Web site:

www.learner.org/channel/workshops/geography.

The National Geography Standards for Workshop 3

The National Geography Standards highlighted in this workshop include Standards 1, 4, 10, 12, and 16. Read the descriptions of the appropriate standards found in the Appendix, on the workshop Web site, or in their complete form in Chapter 4 of *Geography for Life*. You can find supplemental materials in the Resources at the end of this workshop chapter.

Video Program Overviews

Part 1. Boston and Denver: Mapping Urban Economic Development

In this program, we examine ethnic diversity in Boston, a city like many others where a post-industrial transformation has changed the landscape and moved jobs from the urban center to suburbs and “edge cities,” leaving a mosaic of poorer ethnic groups in the inner city. Exhibiting pride in their diverse cultural heritages, these groups do not always live in harmony; tensions often flare between the newcomer immigrants and the established ethnic groups. One way to combat the poverty of the inner city is through government grants to economic “empowerment zones.” We follow geographer Linda Haar as she works to map which areas should be included in the zone, keeping in mind an equitable distribution of government assistance to each of the diverse ethnic groups living there. Eventually we see the effects of financial assistance in several Boston neighborhoods.

Following commentary on regional and human geography by Gil Latz and Susan Hardwick is a classroom segment featuring AP human geography teacher Rick Gindele. His students use maps of census data generated through Geographical Information Systems (GIS) in order to analyze and understand which areas in Denver are most impoverished. Their task mirrors the real-world application of such geographical information illustrated in the case study—to determine how to allocate federal empowerment zone funds.

Objectives

Participants will be able to:

- explain how maps and other graphic representations are used to understand patterns of human activity in urban regions;
- identify the ways in which communities reflect the cultural background of their inhabitants; and
- identify how students can use geographic skills to interpret patterns of distribution in urban regions.

Before You Watch, cont'd.

Questions To Consider

1. How are maps used by policy makers to analyze past, present, and future demographic patterns in urban regions?
2. How do geographers use GIS (Geographical Information Systems) to analyze economic and demographic data?
3. What advantages has GIS brought to the planning process in the case study?
4. What factors account for economic disparities in the urban region prescribed in the case study?
5. How does the teacher in the video apply the geographic perspective in helping his students understand the characteristics of an urban region?

Featured Educator: Mr. Rick Gindele, 12th-grade AP human geography teacher, Smoky Hill High School, Aurora, Colorado.

Part 2. Chicago, Philadelphia, and San Antonio: U.S. City Development

In this program, we travel to the rural fringe of Chicago, where farms give way to housing developments at an alarming rate, illustrating one of North America's most rampant regional problems: suburban sprawl. Millions of people try to escape more crowded inner cities and suburbs, only to find that everyone else has the same idea. Congestion and sameness shall follow them all the days of their lives. Are we running out of room for the American Dream?

After commentary by Gil Latz and Susan Hardwick, we visit two classes, looking at urban expansion in the past and imagining its future. First there is a short visit with Marlene Brubaker's ninth-grade environmental science students on a field trip where they analyze historical maps of Philadelphia, gaining insight into how their city has changed in the past 300 years. Next Phil Rodriguez works with his ninth-graders as they use census data to understand how transportation links will affect San Antonio's future expansion.

Objectives

Participants will be able to:

- explain the impact of transportation systems on the growth of American urban centers;
- identify issues associated with resources needed by urban regions, suburban centers, and rural farming; and
- explain how teachers can use familiar urban landmarks to teach students complex geographic concepts and principles.

Questions To Consider

1. To what extent have transportation systems contributed to the type of growth of the urban region described in the case study?
2. Since there is so much available farmland, why do some worry about the expansion of urban centers and suburbs into these regions?
3. To what extent has the concept of a city as a "place" changed over time, and what are the causes?
4. Given the choice of teaching about "human settlement" or "shopping malls," which would make a better introduction for high school students to the concept of human and physical characteristics of an urban region?

Before You Watch, cont'd.

5. What are some ways GIS might be used in the secondary classroom to enrich learning by integrating geography with other disciplines?
6. Identify how changes in human and physical characteristics over time change the idea of “place” in urban centers.

Featured Educators: **Ms. Marlene Brubaker**, 10th-grade environmental science/biology teacher, the Mennonite School, Philadelphia, Pennsylvania and **Mr. Phil Rodriguez**, 10- to 12th-grade geography teacher, Holmes High School, San Antonio, Texas.

Workshop Session

The video program for **Workshop 3: North America** includes two parts, each containing a geography case study, classroom segment, regional and human geography commentary, and pedagogical commentary. This guide provides pre-and post-video activities, as well as questions to consider while watching the program. Follow the approximate timelines on the grid below, depending on the length of your workshop session and whether you are watching a real-time broadcast or a videotape.

Viewing Real-Time Broadcast (Two-Hour Session): Watch the full program, then do each of the activities.

Viewing Videotapes (One Two-Hour or Two One-Hour Sessions): Watch each video segment listed below, then do the related activity. If you can only meet for an hour, do Part 1 as one session and Part 2 as another. Please complete Part 1 before doing Part 2.

All times are approximate	VIEWING REAL-TIME BROADCAST Watch the full program, then do each of the activities below.	VIEWING VIDEOTAPES Watch each video segment listed below, pausing after each one to do the related activity.
Watch Full Program	58 minutes	
Do Getting Ready 1: Local Diversity	15 minutes	15 minutes
Watch North America Part 1: Boston and Denver: Mapping Urban Economic Development		29 minutes
Do Going Further 1: Characterizing a Region	15 minutes	15 minutes
Do Getting Ready 2: Urban, Suburban, or Rural?	15 minutes	15 minutes
Watch North America Part 2: Chicago, Philadelphia, and San Antonio: U.S. City Development		29 minutes
Do Going Further 2: Investigating Local Growth	15 minutes	15 minutes

Note: Readings are not included here. These should be completed prior to the workshop session. See Before You Watch for more information.

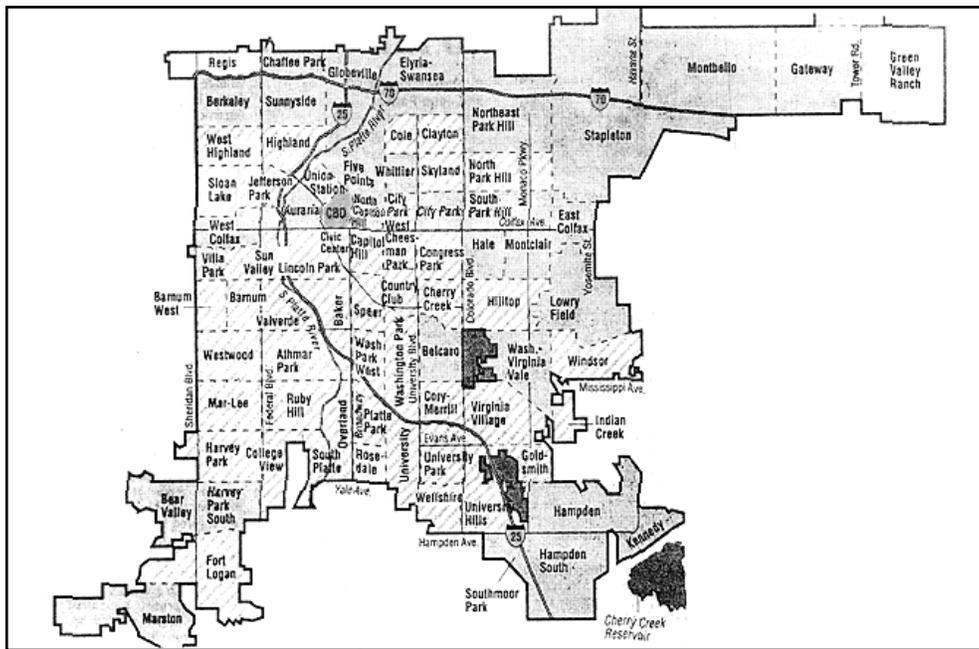
Workshop Session, cont'd.

Part 1. Boston and Denver: Mapping Urban Economic Development

Getting Ready 1: Local Diversity (15 minutes)

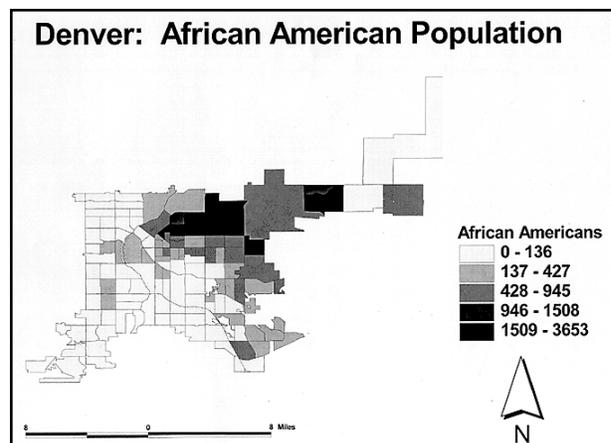
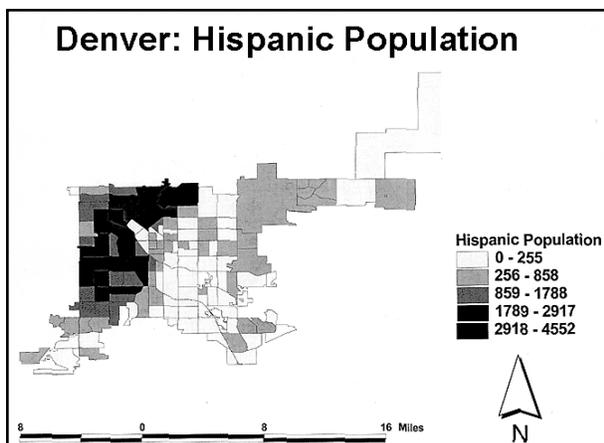
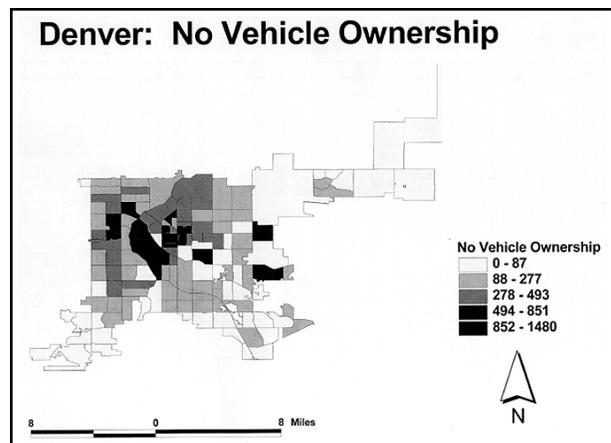
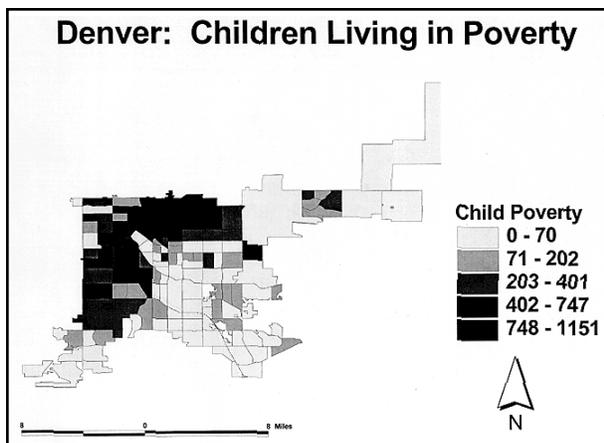
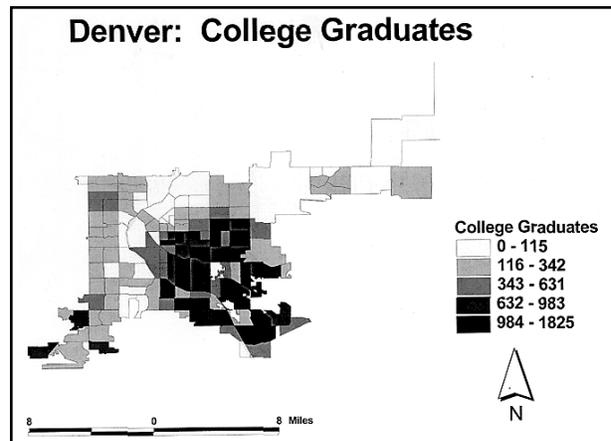
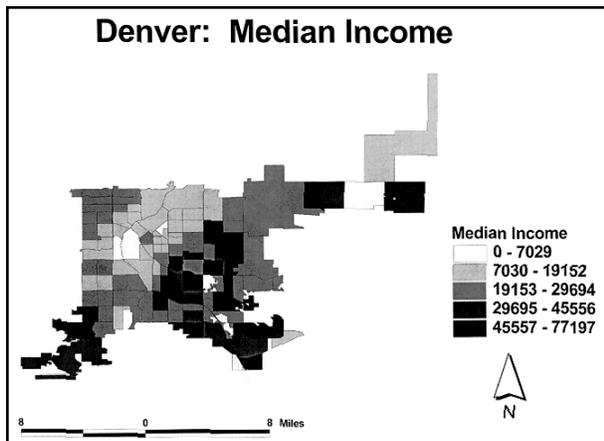
In the upcoming classroom segment, Denver teacher Rick Gindele has his students determine the best location for federal enterprise zone funding. Below are some of the maps he gives his students. As a group, analyze these maps of Denver census data. With these maps as your only reference, what conclusions can you draw about Denver's development? Where are the wealthy areas? Where are the poorer areas? What patterns of ethnicity do you see? How do transportation routes affect what you see? How did you organize the maps in order to facilitate your analysis? Where would you allocate enterprise zone funding? Write your conclusions down.

Site Leader: Please divide participants into groups of three to four for this activity and see that each group has a full-size set of the seven maps below, printed from the workshop Web site under Featured Lesson Plans for this session.



General Map of Denver Showing Major Transportation Routes

Workshop Session, cont'd.



Workshop Session, cont'd.

Watch Part 1. Boston and Denver: Mapping Urban Economic Development (30 minutes)

Questions To Consider

1. How are maps used by policy makers to analyze past, present, and future demographic patterns in urban regions?
2. How do geographers use GIS (Geographical Information Systems) to analyze economic and demographic data?
3. What advantages has GIS brought to the planning process in the case study?
4. What factors account for economic disparities in the urban region prescribed in the case study?
5. How does the teacher in the video apply the geographic perspective in helping his students understand the characteristics of an urban region?

Going Further 1: Characterizing a Region (15 minutes)

Working alone, take **three to five minutes** to make a list of at least 10 questions you would use to interview a city planner in order to learn the major human and physical characteristics of a specific urban region. For each question state briefly a rationale for including it in your list.

In the remaining time, share your questions as a group. Before closing discussion, take a few moments to address these questions:

- How might conducting such an interview be a useful assignment for students?
- Other than city planners, what types of professionals might students benefit from interviewing about issues related to urban geography?

Site Leader: Please help participants keep track of time. Please facilitate discussion such that the first seven to eight minutes are spent discussing participants' questions and the last two to three minutes address the lesson-oriented questions below. You can start group discussion as soon as most people have completed their list.

Part 2. Chicago, Philadelphia, and San Antonio: U.S. City Development

Getting Ready 2: Urban, Suburban, or Rural? (15 minutes)

Pick a place that you have lived. What sort of region is it today—urban, suburban, or rural? Think about your answer and why you chose as you did. Take five minutes to list the criteria that you used to define your region as urban, suburban, or rural. Has it changed since you lived there, perhaps becoming more urban or more rural? If it has, quickly list a couple of indicators of that change.

For the remaining **10 minutes**, discuss as a group your different locations. See if there is group consensus on how each region is defined. What criteria are common to everyone's definitions?

Be thinking of these concepts of urban, suburban, and rural, and how places may change over time, as you watch the video.

Site Leader: Part of this activity involves discussion with partners. Please be sure that everyone has a partner before beginning the activity and help participants keep track of time.

Workshop Session, cont'd.

Watch Part 2. Chicago, Philadelphia, and San Antonio: U.S. City Development (30 minutes)

Questions To Consider

1. To what extent have transportation systems contributed to the type of growth of the urban region described in the case study?
2. Since there is so much available farmland, why do some worry about the expansion of urban centers and suburbs into these regions?
3. To what extent has the concept of a city as a “place” changed over time, and what are the causes?
4. Given the choice of teaching about “human settlement” or “shopping malls,” which would make a better introduction for high school students to the concept of human and physical characteristics of an urban region?
5. What are some ways GIS might be used in the secondary classroom to enrich learning by integrating geography with other disciplines?
6. Identify how changes in human and physical characteristics over time change the idea of “place” in urban centers.

Going Further 2: Investigating Local Growth (15 minutes)

What is the most serious challenge to the growth or stability of your city or town? Take **five minutes** to briefly list the beginning steps you would use to introduce this “problem” to your class. What would be your primary question? How might you use performance assessment to find out what they learned? What sorts of resource materials might you use? When you have completed your thoughts, use the remaining **10 minutes** to discuss them with a partner.

<p>Site Leader: Please help participants keep track of time.</p>

Featured Lesson Plans

Go to the workshop Web site for the lesson plans featured in the classroom video segments: **Enterprise Communities in Denver**, contributed by Rick Gindele, **San Antonio Growth and Expansion**, contributed by Phil Rodriguez, and **Analyzing Philadelphia's Historical Maps**, contributed by Marlene Brubaker. Please note that not all material covered by the lesson plans was presented in the video segments.

Teaching Geography Web site: www.learner.org/channel/workshops/geography

Resources

Print Resources

GIS in Schools, (2000), Richard Audet and Gail Ludwig, ESRI Press.

Edge City: Life on the New Frontier, (1991), Joel Garreau, Anchor Books.

Web Resources

United States Department of Commerce Census Bureau

<http://www.census.gov/>

This site has demographic data from the census available for downloading, data broken down by subject matter, and a guide to printed publications.

City of San Antonio

<http://www.ci.sat.tx.us/>

This site features sections detailing city growth and management policies and plans, featured in Phil Rodriguez's classroom.

San Antonio Master Plan

<http://www.salsa.net/aiasa/sa-mastp.html>

This site features information on the master plan for San Antonio's urban design, natural resources, and economic development, among other things.

The City and County of Denver

<http://www.denvergov.org/>

Under the "Searchables" section can be found Denver maps, including Enterprise Zone maps similar to those used by Rick Gindele.

Resources, cont'd.

Digital Divide Project

<http://www.tcla.gseis.ucla.edu/divide/index.html>

Tomas Rivera Policy Institute

www.trpi.org

This research institute has done extensive research into the Digital Divide, especially as it affects the Hispanic community.

Curriculum Resources

Environmental Research Systems Institute (ESRI)

<http://www.esri.com/>

This site offers information on GIS as well as lesson plans, teacher discussion forums, and educational opportunities for teachers who want to learn to use GIS.

Lesson Plan—Planning for a City's Future

<http://www.nationalgeographic.org/xpeditions/lessons/18/g912/planning.html>

Life on the Edge, Cities on the Fringe

<http://www.nationalgeographic.org/xpeditions/lessons/12/g912/fringe.html>

Regional Layers: Low-Tech Geographic Information Systems

<http://www.nationalgeographic.org/xpeditions/lessons/05/g912/gis.html>

Urban Sprawl Activity

http://www.nationalgeographic.com/earthpulse/sprawl/index_flash.html

Notes
