

APHG Bell Ringers

For the week of February 24, 2020



Unit VII Urbanization

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*Students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry □

Question #1: Why are there so many fast growing cities in developing countries such as China?

For example teachers can use the associated video, article and images that describe the intense change that urbanization has brought to the Chinese mega-city of Chongqing to discuss the impact that economic growth and population redistribution have had on the country. See the FRQ in our new CED for a way to connect this article ☺

Rhythm of Chongqing: light rail, urban planning, food and tourism in China's megacity. From 2017.
https://www.youtube.com/watch?v=_wZOW7c-qZw (26:02)

Article - Inside China's unknown mega-city. (From March, 2015) <http://qz.com/372384/photos-inside-chinas-unknown-mega-city/>

As an extension it would be worthwhile for teachers to focus on the rapidly growing Special Economic Zone of Shenzhen (located in the Pearl River Delta with a good situation close to the port of Hong Kong) which has grown from a population of 30,000 in 1979 to over 3,000,000 currently.

A video (25:54) on the rapid growth of Shenzhen, how it is now known as the Silicon Valley of China. From July, 2017 @

<https://www.youtube.com/watch?v=1TZh9f7Ai9M>

Also as an extension, an interesting video segment from 2018, on what China's Ghost cities, cities that were built a decade ago looked like in 2018 @ China's Ghost Cities -- What China's Abandoned Cities Are like Today @ <https://www.youtube.com/watch?v=YPaGmv3SMUM> (19:43)

Other useful websites on this topic:

The 15 fastest growing cities in the world from February, 2020 @
<https://www.businessinsider.com/fastest-growing-cities-around-the-world-2020-2>

World's fastest growing cities @ http://www.citymayors.com/statistics/urban_growth1.html

From the World Economic Forum. The connection between rapidly growing cities and economic growth. Specifically in India. From December 2018 @ <https://www.weforum.org/agenda/2018/12/all-of-the-world-s-top-10-cities-with-the-fastest-growing-economies-will-be-in-india/>

Question #2: *What is the basic premise of the THREE classic models of North America Urban Land use? Which model best fits our own urban landscape?

Teachers can have students use AAA maps of U.S. cities to have students determine validity of assumptions of these models in relation to U.S. urban areas.

Likewise, students can take a walking, field study tour of their local community and then determine what aspects from which model fits their observations.

*Note – the intricacies of these THREE models can sometimes be very problematic for some students to wrap their head around. Having them make these local connections to the assumptions of these models allows them to have a better sense of what they can use as part of a response to a potential FRQ related to any of these models. *See the files in APHG Teachers page on Facebook for a great lesson on applying these three urban models to your locality which was created by our fellow APHG teacher Laura Kmetz from Dallas, TX. Thanks Laura!

*Please remember that only the Concentric Zone Model has been asked as part of a FRQ on recent APHG exams. The Sector Model was asked about in 2002 (the question was very difficult for students but should be used as a good learning tool for students) and a question on the Multiple Nuclei Model has never been asked. Also, ask your students to compare and contrast the validity of the assumptions of all THREE of these models in relation to the time period they were created along with today's modern era.

*Finally, on urban models, make sure to cover the concepts of edge cities and the associated Galactic City Model (Atlanta, GA metro area is a great example of both) with your students. Just as with the concept of new urbanism two years ago and gentrification last year, both of these concepts are covered in the course articulation so definitions, descriptions and examples of urban areas that fit these models need to be discussed in your classroom. These, along with other urban models (such as McGee's SE Asian urban model) reflected across the globe 😊

Question #3: *Why would a city want to promote the processes of gentrification and new urbanism

Students should be able to define these terms and explain the pros and cons of an urban area promoting these policies. This is also where the teacher can discuss the concepts of smart growth, urban sprawl and other associated terms. Use the FRQs from the past two years' APHG exams as practice.

*The documentary Urbanized (approximately 85 minutes, from 2011) and even though a bit dated, is a great way to introduce many of these concepts students are exposed to in this unit. It can be purchased or rented from Amazon Prime. A viewing guide with associated questions can be found on the APHG Facebook teacher's page by doing a search in the files section.

Question #4: If students could make a choice about where to live right now, what place would you choose and why?

BEFORE looking at these websites noted below and associated data, have your student's brainstorm which factors would be the most important to them in relation to why they would want to move to a certain place. If they are underclassmen this is a great process for them to go through in relation to where they might want to go to college. Another great question to ask students is whether or not they think they will move back to their hometown after they graduate college or at some point as an adult. What might those push factors be that would draw them back?

Have students take a look at the following websites and associated data which look at the "livability" of various metro areas in the United States.

How does curbed.com figure out the best places in U.S. to live from February, 2020 @ <https://www.curbed.com/2020/2/11/21126341/best-cities-to-live-united-states>

The 50 best places to live in the U.S. from September, 2019 from Business Insider @ <https://www.businessinsider.com/us-news-best-places-to-live-in-america-2016-3>

Another excellent resource:

How does U.S. News and World Report determine the BEST places in the U.S. to live?

The U.S. News & World Report Best Places rankings are based on an analysis of public data and user opinions. To make the top of a list, a place must earn high scores in criteria such as desirability and quality of life. For more detail on this methodology see:

<https://realestate.usnews.com/places/methodology>

Best places to live in the U.S. from USA News and World Report @ <https://realestate.usnews.com/places/rankings/best-places-to-live>

Money magazine's Best places to live 2019 @ <https://money.com/collection/best-places-to-live-2019/>

There are a number of associated websites related to desirability of where to live based on specific demographic variables that one can reach by checking out the livability website ☺ For example, the best places to retire ☺

Question #5: What are some causes and effects of the creation of squatter settlements?

Use ESPeN strategy to guide this discussion and associated observations. Have students brainstorm solutions to negative effects.

	Economic	Social	Political	Environmental
Causes				
Effects				
Solutions				

Teachers can use the introduction to the film *The Incredible Hulk* and the Bonus scene (kids running from the police) from the film *Slumdog Millionaire* to show what a squatter settlement truly looks like. The FRQ #2 from the 2009 APHG exam (see below) can also be used as a great teaching tool associated with the question I have posed here.

A large proportion of urban residents in the megacities of the periphery of the world system live in squatter settlements.

A. Describe a typical location of squatter settlements within urban areas of megacities on the global periphery.

B. Describe two factors that contribute to the formation of squatter settlements.

C. Give a detailed account of THREE consequences of the rapid growth of squatter settlements. The three consequences you discuss may be social, economic, political or environmental.

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NY Times article from 2012 (dated yet very relevant) on Rio squatter residents fighting back against the “grand design” of the Olympics @

<http://www.nytimes.com/2012/03/05/world/americas/brazil-faces-obstacles-in-preparations-for-rio-olympics.html>

Other ancillary video clips which can be used to supplement this conversation on squatter settlements are:

The mayor of Rio discusses in this TED talk about how Rio is redefining itself into a city that is more than squatter settlements on a hill.

http://www.ted.com/talks/eduardo_paes_the_4_commandments_of_cities.html (12:21)

Cityscapes of Rio @ <https://vimeo.com/119343870> this is really cool!

Stewart Brand on why squatter settlements are good things:

http://www.ted.com/playlists/29/our_future_in_cities.html (3:09). This TED talk along with 16 others on the future of cities can be found at this link [🔗](#)

The April 2019 issue of National Geographic is a special issue on cities. Lots of great resources inside and on the National Geographic website.

Inside Rio's Favelas from Vox – 2016 @

<https://www.youtube.com/watch?v=c3BRTIHFpBU> (9:00)

Challenging the Perception of Slums (India) – TED X from 2015

https://www.youtube.com/watch?v=C_qQJ1QU6xE (17:42)