

Where Would You Place a City?

OVERVIEW & OBJECTIVES	GRADES
<p>Students will be introduced to urbanization by identifying reasons for the original location of cities. Students will also identify reasons for the site locations of some U.S. cities and use maps to identify and plot their locations. They will identify the northeast megalopolis of the U.S. and determine what is a megalopolis.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Identify site location reasons for cities to develop. Define, map and explain “megalopolis”. 	9 th
	<p>TIME</p> <p>2 classes</p>
	<p>REQUIRED MATERIALS</p> <ul style="list-style-type: none"> ✓ Computer Internet access with projector ✓ Computer Internet access for students ✓ Blank Frayer Model ✓ http://www.adlit.org/strategies/22369/ ✓ Map of Eastern U.S. ✓ http://d-maps.com/pays.php?num_pay=140&lang=en ✓ Colored pencils ✓ Atlases ✓ Textbooks ✓ Handouts: “Blankland”; “Why Cities Develop Where They Do”; “Site Location of U.S. Cities”; “Key: Site Location of U.S. Cities”

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

Standard 2. Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

9.3.1.2.1 Use geospatial technologies to make and justify decisions about the best location for facilities.

Standard 5. The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).

9.3.3.5.1 Describe the patterns of human population distribution in the United States and major regions of the world.

Standard 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements

9.3.3.6.1 Describe the factors influencing the growth and spatial distribution of large cities in the contemporary world.

SUGGESTED PROCEDURE

Opening

To aid students’ thinking about why cities develop where they do, begin by giving each student or small group a copy of the handout, “Blankland”, with the following directions:

Below is a map of Blankland, a make-believe country that occupies a small continent that has a mild climate. A majority of the 10 million Blanklandians (as the citizens are called) live in five large cities scattered about the country. Your task is to place five different symbols on the map at places where you believe Blankland’s five large cities might be located. Create a key to justify why you placed each city at its location.

Once each student or small group has placed and justified their symbols, compare students' answers as a class on an overhead or projector. Students should be able to generalize that water is very important for a city's development.

Development

1. Students will understand why cities are located where they are through two additional activities. First, hand out atlases and "Why Cities Develop Where They Do". Review the directions. Students may work individually, with a partner, or in small groups to complete the handout. Discuss the answers:

1. Boston
2. Louisville
3. Paris
4. Pittsburgh
5. New Orleans
6. Chicago
7. London
8. San Francisco
9. Richmond
10. Quebec City

2. For the second activity on city location students will complete the chart, "Site Location of U.S. Cities". Students will identify the importance of water to the location of each of these cities. Students will need detailed maps of where the cities are located. The website, <http://www.mapquest.com/atlas/>, has a good collection of city maps that are very clear and suit the purpose of this lesson.

3. Next, students will understand the development of the northeast megalopolis. Students will begin by reading about the megalopolis in their textbook. Next, the teacher will hand out the corresponding Map of the Eastern U.S. and students will map the cities from the second activity by placing a large dot where each city is located. Students will then lightly sketch an outline where they understand the megalopolis is located.

Closing

Students will examine what is a megalopolis and complete a Frayer model to demonstrate their understanding. To do this, students may work with a partner, in small groups, or as a class to review several websites differentiating a megalopolis and networks of metropolitan areas in the U.S. listed under Website Resources. Next, students will complete a Frayer model clarifying their understanding of a megalopolis. The website, <http://www.adlit.org/strategies/22369/>, has a good explanation of the Frayer Model and a blank form.

Assessment

"Site Location of U.S. Cities" Handout
Frayer Model of "Megalopolis"

RESOURCES

"East Coast of the United States" at D-Maps.com
http://d-maps.com/pays.php?num_pay=140&lang=en

"Maps and Directions" at MapQuest
<http://www.mapquest.com/atlas/>

“Frayer Model” at Adolescent Literacy
<http://www.adlit.org/strategies/22369/>

Megalopolis

“The Megalopolis: Urban Sprawl On Steroids” from National Geographic at Orlando Sentinel
http://articles.orlandosentinel.com/1991-08-04/news/9108020820_1_megalopolis-gottmann-growth-corridors

This article explains a megalopolis and identifies them in the U.S. and world.

“Beyond Megalopolis” at Metropolitan Institute

<http://www.america2050.org/2006/01/beyond-megalopolis-exploring-a.html>

Compare maps of U.S. metropolitan networks with transportation networks and geographic data.

“The Dozen Regional Powerhouses Driving the U.S. Economy” from CityLab at The Atlantic

<http://www.citylab.com/work/2014/03/dozen-regional-powerhouses-driving-us-economy/8575/>

This link identifies, explains and maps the U.S. metropolitan networks

Additional Website Resources

“Perry-Castaneda Library Map Collection” at The University of Texas at Austin

http://www.lib.utexas.edu/maps/map_sites/cities_sites.html

This website is operated by the University of Texas and has an extensive collection of maps

“I-35 Megalopolis” at ArcGIS

<http://www.arcgis.com/home/item.html?id=27d4b4b70501476c96ce1b061c20cfff>

This link provides a map of the I-35 megalopolis

“The Age of Megacities: World’s 10 Largest Cities” at ArcGIS

<http://www.arcgis.com/home/item.html?id=7d0b278827944efab4a692b1d6509e46>

This link identifies and shows by photograph the world’s largest cities

Why Cities Develop Where They Do

Directions: There are many reasons why cities develop at a particular place. Ten geographic reasons are described below. Look at the cities' placement, which contains a sketch showing the original sites of ten large cities. Identify the name of the correct city in the space provided.

The maps show the original settlement site at a time when relatively few people lived there compared to today. In most cases the modern city has grown well beyond the bounds of the site indicated on the sketch maps.

1. _____ is an example of a protected harbor site. The site has an inlet that provides protection from the open sea. As a result, waves are small or nonexistent. Ships can dock, load, and unload in calm water. Also, the site is relatively easy to defend because it is surrounded on three sides by water.

2. _____ is an example of a head of navigation site. Many rivers are wide and deep enough to permit shipping to travel upriver to a point where, because of rapids, shallow waters, or narrows, navigation is no longer possible. That place is called the head of navigation. Boats are off-loaded downriver from the impediment, giving rise to commercial activity and, perhaps, a permanent settlement.

3. _____ is an example of an island site. Long ago this was a preferred site for settlement because the surrounding water provided a natural moat.

4. _____ is an example of a confluence site. A confluence is the point where two small rivers join together to form a larger river. Rivers served as highways in the era before automobiles and trains. Confluences were important because they were at the intersection of the highways. They were also easy to defend because they are bordered on two sides by water.

5. _____ is an example of a meander loop site. In some places rivers form crescent-like curves called meander loops. Settlement on the inside of the loop is advantageous because the river affords a defensive perimeter around much of the town.

6. _____ is an example of a portage site. A portage site lies between two navigable waterways that are close together but not connected. Goods are off-loaded from vessels on one waterway and transported overland (portage) to the other.

7. _____ is an example of a bridge-point site. It is easier to construct a bridge across a river at some places than at others. Places where the river is

narrow or shallow or contains small islands are most favorable. Prior to construction of the bridge, the site may have been a ford, meaning a place where people or animals could safely walk across (that is, ford the river). Bridges serve to funnel traffic through a point, which becomes a prime location for commerce and settlement.

8. _____ is an example of a peninsula site. Surrounded on three sides by water, a peninsula site has the important advantage of being easy to defend.

9. _____ is an example of a fall line site. The term refers to rapids or waterfalls that occur where coastal plains meet interior foothills. In the days when industry was powered by swiftly flowing water (mills and waterwheels), these sites were favored locations for settlements.

10. _____ is an example of an acropolis site. Like the one in Athens, Greece for which it is named, the site refers to high ground that can easily be fortified.

Answers: Boston, Chicago, London, Louisville, New Orleans, Paris, Pittsburgh, Quebec City, Richmond, San Francisco

Site Location of U.S. Cities

Directions: Use the website to complete the chart below identifying why the cities began where they did. <http://www.mapquest.com/atlas/> For each of the cities located in the northeast megalopolis region analyze the maps to find out:

1. What body of water the city developed along and
2. Why the city developed at the site it did

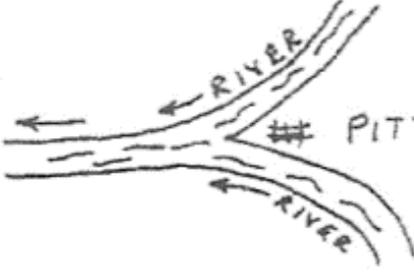
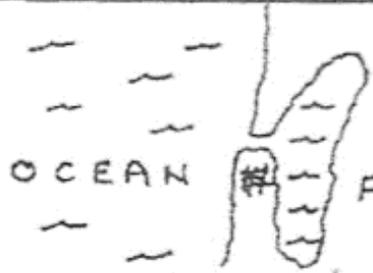
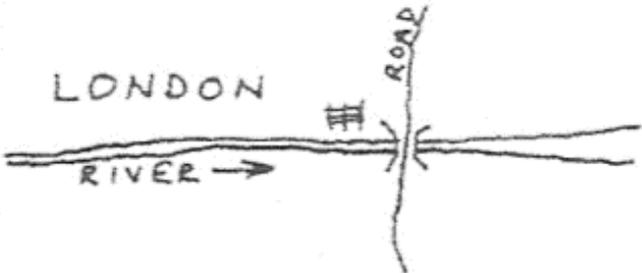
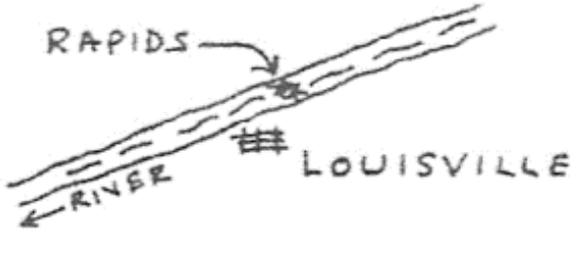
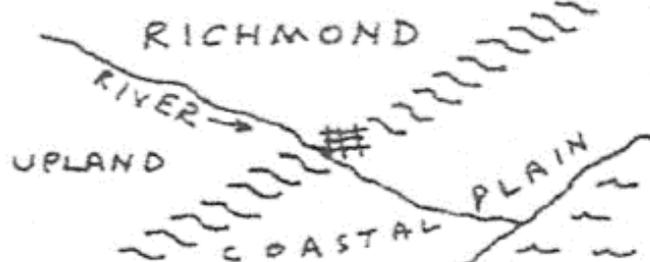
City	Body of Water	Reason for Site Location
Boston, MA		
New York City, NY		
Providence, RI		
New Haven, CT		
Trenton, NJ		
Philadelphia, PA		
Baltimore, MD		
Washington, D.C.		

Key: Site Location of U.S. Cities

Directions: Use the website to complete the chart below identifying why the cities began where they did. <http://www.mapquest.com/atlas/> For each of the cities located in the northeast megalopolis region analyze the maps to find out:

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City	Body of Water	Reason for Site Location
Boston, MA	Atlantic Ocean Boston Harbor	Protected harbor
New York City, NY	Atlantic Ocean Hudson River	Protected harbor Island
Providence, RI	Rhode Island Sound Narragansett Bay Providence River	Protected harbor
New Haven, CT	New Haven Harbor Block Island Sound Quinnipiac River	Protected harbor
Trenton, NJ	Delaware River	Meander
Philadelphia, PA	Delaware River	Meander loop
Baltimore, MD	Chesapeake Bay	Protected harbor
Washington, D.C.	Potomac River	Meander loop

 <p>PITTSBURGH</p>	 <p>PARIS</p> <p>RIVER</p>
 <p>OCEAN</p> <p>SAN FRANCISCO</p>	 <p>CHICAGO</p> <p>RIVER</p> <p>LAKE</p>
 <p>LONDON</p> <p>RIVER</p> <p>ROAD</p>	 <p>QUEBEC</p>
 <p>BOSTON</p>	 <p>NEW ORLEANS</p> <p>RIVER</p>
 <p>RAPIDS</p> <p>LOUISVILLE</p> <p>RIVER</p>	 <p>RICHMOND</p> <p>RIVER</p> <p>UPLAND</p> <p>COASTAL PLAIN</p>

Blankland

