Learning Experience 5.1:
Rural, Urban, and Remote Places

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-104 Seek consensus in collaborative problem solving.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, graphs, tables, concept maps...

S-202 Select and use appropriate tools and technologies to accomplish tasks.
Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-400 Listen to others to understand their perspectives.

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-405 Articulate their perspectives on issues.

Learning Experience 5.2: Location and Function of Urban Places

KL-027 Locate major urban centres on a map of the world and on a map of North America.

KL-028 Identify factors that influence the location of urban centres.

KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*

KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203 Construct maps using a variety of information sources and technologies.*Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-204 Select, use, and interpret various types of maps.

S-300 Formulate geographic questions to plan inquiry and research.

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-309 Observe patterns and make generalizations based on geographic inquiry.

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-405 Articulate their perspectives on issues.

Cluster 5: Urban Places

Learning Experience 5.4:
The Impact of Urbanization

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

VI-004 Value the social diversity of urban centres.

S-104 Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, graphs, tables, concept maps...

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203 Construct maps using a variety of information sources and technologies.
Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
Include: student-gathered data.

S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose.
Examples: models, displays, multimedia presentations, editorials...

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

Learning Experience 5.3:
Environmental and Economic Issues

KL-030 Describe urban environmental and economic issues.
Examples: land use, relationship to hinterland, infrastructure...

KE-051 Identify issues related to urban growth and decline.

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

VE-012 Appreciate the interdependence between urban centres and hinterlands.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-103 Promote actions that reflect principles of environmental stewardship and sustainability.

S-107 Make decisions that reflect social responsibility.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-300 Formulate geographic questions to plan inquiry and research.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-309 Observe patterns and make generalizations based on geographic inquiry.

S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

S-402 Express informed and reasoned opinions.

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

S-405 Articulate their perspectives on issues.

S-406 Debate differing points of view regarding an issue.

Cluster 5: Urban Places

In this cluster, consisting of four learning experiences, students focus on urbanization and related issues in Canada and around the world. Students become familiar with the terminology related to urbanization, and consider the merits of living in rural, remote, and urban places. Students investigate factors that influence the location of cities, the various functions of urban places, and identify the factors leading to the emergence of mega-cities around the world. Students consider major environmental, economic, and social issues facing modern urban centres. Students also consider the importance of urban planning and are encouraged to value the social diversity of urban centres.

Learning Experience 5.1: Rural, Urban, and Remote Places

In this learning experience, students examine the concepts of rural, urban, and remote settlements and learn to recognize examples of each. Students consider the advantages and disadvantages of living in each type of settlement, and are encouraged to value the merits of living in rural, urban, and remote places.

- KL-026 Use examples to distinguish among rural, urban, and remote places.
- VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

Learning Experience 5.2: Location and Function of Urban Places

In this learning experience, students consider the location and function of urban centres in North America and the world.

Students investigate factors that influence the locations of cities and identify the geographic locations of major urban centres on maps of North America and the world. Students examine the major functions of cities and use Canadian examples. In this learning experience, students also identify reasons for the emergence of particular world cities as influential centres of power and wealth.

- KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*
- KL-027 Locate major urban centres on a map of the world and on a map of North America.
- KL-028 Identify factors that influence the location of urban centres.
- KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

Learning Experience 5.3: Environmental and Economic Issues

In this learning experience, students examine many of the critical issues facing rapidly urbanizing societies in Canada and around the world. Students consider urban environmental and economic issues related to land use, infrastructure, and interactions with the hinterlands. Students examine the challenges of urban growth and decline, and the importance of urban planning in the development of better cities in the future. In this learning experience, students will gain an understanding and appreciation of the interdependence between urban centres and their respective hinterlands.

- KE-051 Identify issues related to urban growth and decline.
- KL-030 Describe urban environmental and economic issues.
  Examples: land use, relationship to hinterland, infrastructure...
- KL-031 Describe the role of urban planning and use examples to illustrate its importance.
- VE-012 Appreciate the interdependence between urban centres and hinterlands.

Learning Experience 5.4: The Impact of Urbanization

In this learning experience, students consider the positive and negative impacts of the trend towards increasing urbanization. Students analyze a variety of social issues common in urban centres. Students examine the impact of urbanization on Canadians' lives, with particular emphasis on valuing the social diversity of the population of Canadian cities.

- KI-007 Analyze urban social issues.
- KL-029 Describe the impact of urbanization on Canadian ways of life.
- VI-004 Value the social diversity of urban centres.

Skills Outcomes for Cluster 5: Urban Places

Skills for Active Democratic Citizenship

S-100   Collaborate with others to achieve group goals and responsibilities.

S-102   Make decisions that reflect fairness and equality in their interactions with others.

S-103   Promote actions that reflect principles of sustainability.

S-104   Seek consensus in collaborative problem solving.

S-107   Make decisions that reflect social responsibility.

Skills for Managing Information and Ideas

S-200   Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201   Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202   Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203   Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-204   Select, use, and interpret various types of maps.

Critical and Creative Thinking Skills

S-300   Formulate geographic questions to plan inquiry and research.

S-301   Consider the context of events, accounts, ideas, and interpretations.

S-302   Draw conclusions and make decisions based on research and various types of evidence.

S-307   Propose and defend innovative options or solutions to address issues and problems.

S-308   Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
Include: student-gathered data.

S-309   Observe patterns and make generalizations based on geographic inquiry.

Communication Skills

S-400   Listen to others to understand their perspectives.

S-401   Use language that is respectful of human diversity.

S-402   Express informed and reasoned opinions.

S-403   Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-404   Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

S-405   Articulate their perspectives on issues.

S-406   Debate differing points of view regarding an issue.

Learning Experience 5.1: Rural, Urban, and Remote Places

KL-026	Use examples to distinguish among rural, urban, and remote places.
VL-007	Be willing to consider the merits of living in rural, urban, and remote places.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-400	Listen to others to understand their perspectives.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their perspectives on issues.

Description of Learning Experience

In this learning experience, students examine the concepts of rural, urban, and remote settlements, and learn to recognize examples of each. Students consider the advantages and disadvantages of living in each type of settlement, and are encouraged to value the merits of living in rural, urban, and remote places.
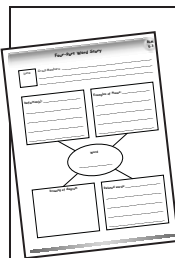
Vocabulary Focus

The following vocabulary is important for Learning Experience 5.1: Rural, Urban, and Remote Places.

central business district (CBD)	range	suburb
commute	remote	township
downtown	rural	urban
human development index	rural-urban migration	urbanization
population density	section	urban sprawl
population distribution	settlement patterns	
quality of life	shopping malls	

Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

Where to Find the Blackline Masters (BLMs)

Cluster-Specific BLMs are found in Appendix B. They are coded, for example, BLM 3-2, where the "3" refers to Cluster 3 and the "2" refers to the sequential number.

General BLMs are found in Appendix C. They are coded, for example, BLM G-6, where the G refers to "General" and the "6" refers to the sequential number. They are used in multiple strategies.

Teacher Notes are found in Appendix D. They are coded TN, and are numbered sequentially (e.g., TN 3 or TN 40).

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies

Students will...

Activating Strategies

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-402 Express informed and reasoned opinions.

Strategy 1: Visualizing Rural, Urban, and Remote Places

- Working with a partner, students examine pictures of rural, urban, and remote places, and sort them according to these three categories.
- Students write a short description of each picture, noting characteristics. *Examples: land use, type and density of dwellings, green space, evidence of economic and recreational activities, environmental conditions...*
- Students post pictures and accompanying descriptions on a bulletin board for a Gallery Walk.
- Students individually select the picture that represents the place where they would most like to live, visit, or explore, and provide reasons for their choices.
- Students express their choices and explanations on an Exit Slip and share information with the class.

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-400 Listen to others to understand their perspectives.

S-405 Articulate their perspectives on issues.

Strategy 2: Why Would You Want to Live There?

- Students listen and develop responses to a series of statements made by the teacher about rural, urban, and remote places.
- Working individually, students record their initial responses on an organizer. (See BLM 5-1.)
- Students discuss responses with a partner and make necessary clarifications and corrections.
- Students share views with the class.
- Class members form an opinion line-up based on student preferences, ranging from urban to rural to remote; the line then "folds" in half for pair discussions on reasons for their preferences of type of settlement.
- Following completion of the learning experience, students write another response to the statements and explain why their opinions have or have not changed.

Students will...

Acquiring Strategies

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

Strategy 1: Rural, Urban, or Remote: Which Is the Best Place to Live?

- Working with a partner, students use the Collaborative Reading strategy to read the article "Rural, Urban, or Remote: The Best Place to Live?" (See BLM 5-2.)
- Student partners develop definitions of the terms "rural," "urban," and "remote," and record their responses in the appropriate spaces in the Four-Part Word Story. (See BLM 5-3.)
- Student partners use print or electronic atlases to find examples of each kind of settlement.
- Student partners complete the Four-Part Word Story organizer with a drawing to represent each kind of settlement, and complete a list of related words or synonyms.
- Student partners share information with the class and add information or make corrections to their organizers.
- Class members individually complete a Four-Part Word Story for terms they did not select.

Urban Places
LE 5.1: Rural, Urban, and Remote Places

Suggested Assessment Strategies	Teacher Tips and Resources
Activating Strategies	
• Observe picture selections and assess classification for the student's skill in distinguishing among rural, urban, and remote places. • Assess choices and explanations for the student's willingness to consider the merits of living in rural, urban, and remote places. (See SFAL 6.60.) • Observe the student's placement of pictures into categories to assess her or his skill in drawing conclusions based on research and various types of evidence. • Assess explanations for the student's skill in expressing informed and reasoned opinions.	• Access to a selection of appropriate pictures (Students could search through magazines and newspapers to find and clip pictures of different kinds of settlements.) • SFAL 6.60: Exit Slips • SFAL 6.80: Gallery Walk
• Monitor discussions and assess the organizer for the student's knowledge of examples of rural, urban, and remote places. • Assess the organizer for evidence of the student's willingness to consider the merits of living in rural, urban, or remote places. • Observe and monitor partner and class discussions for the student's skill in listening to others to understand their perspectives. (See BLM G-5.) • Monitor discussions and assess written responses for the student's skill in articulating her or his perspectives. (See BLM G-10.)	• Prepare, in advance, statements appropriate to this activity. (See BLM 5-1 for examples.) • Students may need reminders to listen to and respect others' opinions; there are always reasons why people live where they do. • Pictures of rural, urban, and remote places (from previous activity) may help students to clarify their opinions and reasons. • BLM 5-1: Living in Rural, Urban, and Remote Communities • BLM G-5: Listening Skills: Observation Checklist • BLM G-10: Articulating Perspectives: Observation Checklist • TN 33: Articulating Perspectives on Issues
Acquiring Strategies	
• Assess the Four-Part Word Story organizer for the student's knowledge of rural, urban, and remote places and appropriate examples. • Monitor work with partners and assess the organizer for evidence of the student's willingness to consider the merits of living in rural, urban, and remote places. • Observe and monitor the student's skill in selecting appropriate information from the reading and from atlases. • Assess the organizer for the student's skill in organizing and recording information in this format.	• Students may choose to work with examples from Manitoba, Canada, or other countries, or you may assign each group a different region from which to draw examples. • BLM 5-2: Rural, Urban, and Remote Communities—The Best Place to Live? • BLM 5-3: Four-Part Word Story • SFAL 6.45: Collaborative Reading

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies

Students will...

Acquiring Strategies

KL-026 Use examples to distinguish among rural, urban, and remote places.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

Strategy 2: Quality of Life in Rural, Urban, and Remote Places

- Working in small groups, students use print and electronic resources to investigate possible relationships between the quality of life and the proportion of rural/urban populations in a selection of countries around the world.
- Students select a number of developed, developing, and less-developed countries, and collect information pertaining to the percentage of rural/urban populations and the quality of life as indicated by the Human Development Index (each group selects a different country).
- Using appropriate software, students graph the percentage of urban populations and the Human Development Index in the selected countries.
- Students present statistics and the graph to the class.
- Class members list the countries by category (developed, developing, and less-developed), and observe the statistics and graphs presented.
- Class members take notes indicating the urban/rural percentages and respective Human Development Index (HDI) in each country, and describe the relationship, if any, between the two variables.

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Strategy 3: Rural, Urban, and Remote Communities in Manitoba

- Working in pairs or small groups, students use print, electronic, and primary resources to collect information on a rural, urban, or remote community in Manitoba (each group selects or is assigned a different community).
- Students describe the location and characteristics of the community. *Examples: size, local physical features, resources, major economic activities, transportation links, services, makeup of the population, any distinctive features, history, or symbols...*
- Students identify the advantages and disadvantages of living in their selected or assigned community.
- Students show the location of their selected community in relation to surrounding features and communities on a map of Manitoba.
- Students present information in poster or electronic format to the rest of the class.
- Students record information from presentations in an organizer. Organizer headings could include: Name of Community, Type of Community (Rural, Urban, Remote), Characteristics, Advantages, and Disadvantages.

Suggested Assessment Strategies	Teacher Tips and Resources

Acquiring Strategies

- Assess the graph, report, and notes for the student's examples to distinguish among rural, urban, and remote places.
- Assess the student's skill in selecting and using appropriate tools and technologies to carry out research and construct graphs.
- Monitor the report and assess notes for the student's skill in drawing conclusions and making decisions regarding the relationship between urban/rural percentages of population and the Human Development Index.

- Students may need suggestions for identifying developed (Canada, Sweden, Australia), developing (China, Costa Rica, Mexico), and less-developed countries (Burundi, Haiti, Bhutan).
- Access to print and electronic atlases and country almanacs
- Access to computers, Internet, and graphing software *(Excel, ArcView)*
- GIS software can be used to produce comparative graphs of country data that may be found in the *ArcCanada Data Sets* or collected by students from other sources.
- TN 8: Geographic Information Systems (GIS)
- The Human Development Index (HDI), created by the United Nations, is a composite index that measures a country's average achievements in longevity, knowledge, and standard of living.
- Students should be cautioned that an apparent correlation between the degree of urbanization and the Human Development Index is not necessarily a simple cause-and-effect relationship. There may be other factors behind this apparent correlation.

- Assess the presentation and organizer for the student's knowledge of examples to distinguish among rural, urban, and remote places.
- Assess the presentation and organizer for evidence of the student's willingness to consider the merits of living in rural, urban, and remote places.
- Assess the presentation and organizer for the student's skill in presenting information and ideas in a variety of formats appropriate for audience and purpose.

- You may wish to assign selected rural, urban, and remote communities, or allow student groups to choose based on their interests.
- Access to library facilities, computers, and the Internet
- Access to mapping (GIS) and presentation software (*PowerPoint*)
- BLM G-30: Map of Manitoba
- TN 8: Geographic Information Systems (GIS)
- TN 16: Creating an Electronic Presentation
- TN 18: Creating a Poster
- TN 24: The Inquiry Process (Conducting Research)
- The map may be created using GIS software and data sets.
- Websites that may provide useful information include the Manitoba Community Profiles site at <http://www.communityprofiles.mb.ca> and the Statistics Canada Community Profiles section at <http://www.statcan.ca>.

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies

Students will...

Applying Strategies

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-104 Seek consensus in collaborative problem solving.

S-400 Listen to others to understand their perspectives.

Strategy 1: Moving to a Rural, Urban, or Remote Community

- Working in small groups, students perform role-plays of a family making a decision to move from a rural, urban, or remote settlement to another community in Manitoba. (See BLM 5-4 for sample situations.)
- Students play roles of specific family members and present their views about the move to another community, citing both the advantages and disadvantages of the move.
- Students record views expressed on the Pro and Con Discussion Chart or the Making up Your Mind organizer.
- Students in the group must reach a consensus, as a family would, and announce their decision about the move.
- Groups debrief, citing the factors considered in the "family" decision and which factors and/or whose point of view were most/least important in terms of family welfare.

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Strategy 2: Advertising Your Community

- Following a brief introduction by the teacher, students write an Admit Slip to observe where they are in the learning experience, and what they expect to learn in this class.
- Students work with a partner to create a poster, brochure, or electronic presentation to promote the advantages of life in a selected rural, urban, or remote community in Manitoba or Canada.
- Students list as many desirable factors as they can think of about their selected communities.
- Students share presentations with the class.
- Class members make notes listing the advantages of each of the three kinds of communities identified.
- Students complete an Exit Slip to reflect on things they have learned about each of the rural, urban, and remote places, and to identify any questions that remain unanswered.

Teacher Reflections

Suggested Assessment Strategies	Teacher Tips and Resources
Applying Strategies	

Applying Strategies

- Monitor group discussion and assess the organizer for the student's knowledge of examples to distinguish among rural, urban, and remote places.
- Monitor group discussion and assess the organizer for evidence of the student's willingness to consider the merits of living in each type of community.
- Observe and monitor group discussion for the student's skill in making decisions that reflect fairness and equality. (See BLM G-1, G-2.)
- Observe and monitor group discussion for the student's skill in reaching consensus and in listening to understand others' perspectives. (See BLM G-5.)

Teacher Tips and Resources

- Students may be able to draw on information compiled in Acquiring Strategies in this learning experience.
- BLM 5-4: Making a Family Decision to Move
- BLM G-1: Group Performance: Assessment Scale
- BLM G-2: Group Performance: Self-Assessment Scale
- BLM G-5: Listening Skills: Observation Checklist
- BLM G-22: Pro and Con Discussion Chart
- BLM G-23: Making up Your Mind
- TN 34: Dealing with Controversial Issues
- TN 35: Reaching Consensus

- Assess the presentation for the student's knowledge of examples to distinguish among rural, urban, and remote places
- Assess the presentation for evidence of the student's willingness to consider the merits of living in rural, urban, and remote places. (See BLMs G-3, G-4.)
- Assess the student's skill in presenting information and ideas in her or his selected format that are appropriate for audience and purpose.

- You may wish to assign selected rural, urban, and remote communities, or assign all groups to do their own community to observe the variety of suggestions students present.
- Students may use information from prior activities in the Acquiring Strategies of this learning experience.
- Access to library, computers, and the Internet
- SFAL 6.60-61: Admit and Exit Slips
- BLM G-3: Oral Presentation: Observation Checklist
- BLM G-4: Oral Presentation: Self-Assessment Checklist
- BLM G-7: Checklist for Creating Visuals
- BLM G-8: Assessment Guide for Visuals
- TN 15: Creating a Brochure
- TN 16: Creating an Electronic Presentation
- TN 18: Creating a Poster
- TN 25: Persuasive Writing

Teacher Reflections

Learning Experience 5.2: Location and Function of Urban Places

KL-027	Locate major urban centres on a map of the world and on a map of North America.
KL-028	Identify factors that influence the location of urban centres.
KE-050	Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*
KP-042	Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
S-203	Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
S-204	Select, use, and interpret various types of maps.
S-300	Formulate geographic questions to plan inquiry and research.
S-301	Consider the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-309	Observe patterns and make generalizations based on geographic inquiry.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their perspectives on issues.

Description of Learning Experience

In this learning experience, students consider the location and function of urban centres in North America and the world. Students investigate factors that influence the locations of cities, and identify the geographic locations of major urban centres on maps of North America and the world. Students examine the major functions of cities and use Canadian examples. In this learning experience, students also identify reasons for the emergence of particular world cities as influential centres of power and wealth.

Vocabulary Focus

The following vocabulary is important for Learning Experience 5.2: Location and Function of Urban Places.

administrative centre	hinterland	site
central places	industrial city	situation
diversified city	low order service	tourism centre
economic base	mercantilism	transportation centre
function	multiplier effect	urban centre
goods and services	resource-based settlement	
high order service	service centre	

Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies
Students will...	**Activating Strategies**

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

Strategy 1: What Is Where? Do You Know Your Cities?

• Using the Listen-Think-Pair-Share strategy as an organizer, students individually think of a major city they have visited or know about and write its name on a self-stick note.

• Students share with a partner and try to think of several more cities and write the names on self-stick notes.

• Students place self-stick notes at the appropriate locations on a wall map of the world or North America.

• Using the maps as clues, students identify other major cities that have not yet been identified and mark them with self-stick notes.

• As a class, students eliminate cities that may not be considered major urban centres and add any new ones they can think of.

KL-028 Identify factors that influence the location of urban centres.

S-402 Express informed and reasoned opinions.

S-405 Articulate their perspectives on issues.

Strategy 2: Why There? Locational Factors of Urban Centres

• In small groups, students brainstorm factors that might influence the location of cities or factors that might determine the original location of settlements that might eventually develop into cities.

• Students study a list of predetermined factors (see BLM 5-5), and classify them into three categories: those that represent locations where cities would likely be located; those where cities would likely not be located; and those where cities might or might not be located.

• Groups share classifications with the class and give reasons for their choices.

• Groups make any necessary changes or corrections to classifications.

• Class members reach consensus on classifying the factors and record them in their course notebooks.

• Individually, students write an Exit Slip to summarize what they have learned about the locational factors of urban centres.

KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-300 Formulate geographic questions to plan inquiry and research.

S-309 Observe patterns and make generalizations based on geographic inquiry.

Strategy 3: Why Care? The Functions of Urban Centres

• Using the KWL Plus strategy, students brainstorm what they know about the major functions of Canadian urban places.

• Students record the names of places mentioned and the major function of each in the Know column of the KWL Plus organizer.

• Individually and/or in a class discussion, students list questions that they have about the topic, or list in the W column of the organizer the names of other urban places whose major function they are wondering about.

• As the discussion proceeds, students write answers in the L column of the organizer, parallel to their questions.

• Students write the name of each city and its respective function on a self-stick note, and attach it at the appropriate location on a wall map of Canada.

• To conclude the process, students write a summary (the "Plus" part of the KWL organizer) of what they have learned about the functions of Canadian urban centres.

Urban Places
LE 5.2: Location and Function of Urban Places

Suggested Assessment Strategies	Teacher Tips and Resources
Activating Strategies	
• Assess placement of self-stick notes for the student's prior knowledge of locations of major urban centres on a map of North America or the world. • Observe placement of self-stick notes on the map, and assess the organizer for the student's skill in organizing and recording information appropriately.	• Wall maps of North America and/or the world • Self-stick notes and markers • BLM G-22: Listen-Think-Pair-Share Organizer • SFAL 6.13: Listen-Think-Pair-Share
• Assess classifications, notes, and the Exit Slip for the student's knowledge of factors that influence the location of urban centres. • Monitor the group report and assess the Exit Slip for the student's skill in expressing an informed and reasoned opinion and articulating her or his perspectives. (See BLM G-10.)	• Some examples of factors that influenced the location of local towns or cities might help students to better understand the concept and importance of locational factors. • BLM 5-5: Locational Factors of Urban Centres • BLM G-10: Articulating Perspectives: Observation Checklist • SFAL 6.6: Exit Slips • SFAL 6.100: Sort and Predict Frame may be adapted for this learning experience. • TN 33: Articulating Perspectives on Issues
• Observe placement of self-stick notes for the student's skill in locating major urban centres on maps of North America and the world. • Assess the KWL Plus organizer for the student's knowledge of major functions of Canadian urban centres. • Assess the W column for the student's skill in formulating geographic questions. • Monitor discussions and examples given for evidence of the student's skill in observing patterns and making generalizations.	• Students may need some examples of the functions of urban centres to help them think of their own examples. • A large wall map of Canada may provide prompts for students to think of examples and identify urban functions. • SFAL 6.20: KWL Plus • SFAL 6.94: KWL Plus Organizer • TN 11: Asking Geographic Questions • TN 12: Asking Questions • Self-stick notes and markers • The KWL Plus strategy could be incorporated with the Listen-Think-Pair-Share strategy in which students record what they know individually, share information, and develop some questions with a partner, then share with the class and record any answers derived from the class discussion. (See SFAL 6.13.)

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies

Students will...

Activating Strategies

KL-028 Identify factors that influence the location of urban centres.

KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

S-301 Consider the context of events, accounts, ideas, and interpretations.

Strategy 4: Global Urban Centres of Power and Wealth

- Using the Listen-Think-Pair-Share strategy, students list the names of several cities they think are global urban centres of power and wealth, and give reasons for their selections.
- Students discuss examples and reasons with a partner, and make additions and/or corrections.
- Students share information with the class to develop on the board or flip chart a master list of global centres of power and wealth and reasons for the emergence of these centres.
- Students record information they have compiled from the Listen-Think-Pair-Share strategy in an organizer.
- Students identify on a map of the world the locations of urban centres listed.

Students will...

Acquiring Strategies

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

Strategy 1: Mapping Major Urban Centres

- Working with a partner, students use a variety of sources to identify the major urban centres of the world and of North America.
- Students use GIS software to create a map of the world and a map of North America, showing the major urban centres they have identified.
- Students select appropriate symbols and/or colours to identify cities of various population categories on the map.
- Students add the appropriate map basics to their maps. *Examples: title, legend, north arrow, scale…*
- Students use an LCD projector to share maps with the class.
- Class members make corrections or additions to their own maps.

Teacher Reflections

Suggested Assessment Strategies	Teacher Tips and Resources
Activating Strategies	

- Assess the organizer for the student's knowledge of factors that influence the decision to locate certain urban centres where they are, and the reasons for the emergence of particular centres of power and wealth.
- Observe and monitor discussions for the student's skill in considering the context of events, accounts, ideas, and interpretations.

- You may wish to direct the discussion to encourage students to think about the geographic location of global centres of power and wealth, the importance of countries in which they are located, and historical factors that might have influenced the evolution of these centres.
- BLM G-33: Map of the World
- SFAL 6.13: Listen-Think-Pair-Share

Acquiring Strategies

- Assess the map for the student's knowledge of the geographic locations of major urban centres in the world and in North America.
- Observe and monitor the student's research and use of the appropriate type and a variety of e-sources. (See BLM G-9.)
- Assess the map for the student's skill in constructing maps using a variety of information sources and technologies.

- Students may need some suggestions about criteria for determining which cities could be considered major urban centres for North America and the world. The following suggestions may be useful: Canada—cities over 500,000; North America—cities over 2,000,000; the world—cities over 5,000,000.
- Access to computers with GIS software and the Internet
- Atlases with North American and World data tables
- LCD projection equipment
- BLM G-9: Selecting Information: Checklist
- TN 7: Map Types and Properties
- TN 8: Geographic Information Systems (GIS)
- It may be of interest to note that Canada's largest city (Toronto) was ranked the 58th largest city in the world in 2004. This helps put perspective on the size of Canadian cities in relation to the world major urban centres.
- Depending on students' GIS skills, they could add relevant data to the theme tables associated with the cities shown.
- Alternatively, students could produce hard copy maps for this learning experience.

Teacher Reflections

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies
Students will...	**Acquiring Strategies**

KL-028 Identify factors that influence the location of urban centres.

KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

Strategy 2: Major Urban Centres: What Is Where, Why There, and Why Care? Introduction to Natural Resources

- Working with partners or in small groups, students use print and electronic resources to research a Canadian or North American city (each group selects or is assigned a different city).
- Students collect information on: absolute and relative locations; site and situation of the city; historical locational factors and functions; and current characteristics with respect to locational factors and major functions.
- Students record information on the Urban Places Information Frame. (See BLM 5-6.)
- Students share findings with the class.
- Class members record information from presentations on additional Urban Places Information Frames, and identify the cities on an appropriate map.

KL-027 Locate major urban centres on a map of the world and on a map of North America.

KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

Strategy 3: Major Functions of Canadian Urban Centres

- Working with partners, students use print and electronic resources to identify the major functions of Canadian urban places.
- Students use GIS software to create a map showing the urban places selected for study.
- Students use appropriate map symbols (icons) to reflect the major functions identified.
- Students find a digital image that reflects the major functions of the cities identified, and create a hotlink to the appropriate icon. *Example: for Thompson, students might use an image of Thompson or of a mine site in the area, and create a hot link to an icon of a geologist's stone pick.*
- Students use LCD projection equipment to show maps to the class and to demonstrate hotlinks to appropriate images.
- Class members make a record of Canadian urban centres identified, and list in their course notebooks the major function of each.

KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

S-300 Formulate geographic questions to plan inquiry and research.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Strategy 4: Global Centres of Power and Wealth

- Using the Jigsaw learning strategy and working in small groups, students use print and electronic resources to research three global centres of power and wealth. *Examples: London, Tokyo, New York...*
- Student groups develop a series of geographic questions based on Gritzner's definition of geography to guide inquiry into reasons for the emergence of particular cities as global centres of power and wealth.
- Students divide research questions appropriate for the type of Jigsaw grouping used.
- Students research their respective topics and record information in the form of notes.
- Students communicate information to others in their Jigsaw groupings who record it in the form of notes.
- Students complete an Exit Slip to reflect on what they have learned about the reasons for the emergence of global centres of power and wealth.

Suggested Assessment Strategies	Teacher Tips and Resources
Acquiring Strategies	
• Assess the Information Frame for the student's knowledge of locational factors and major functions of Canadian urban centres. • Observe the student's selections for knowledge of appropriate Canadian cities as examples. • Observe and assess the student's skill in selecting information from a variety of sources. (See BLM G-9.) • Assess the Information Frame and map for the student's skill in organizing and recording information in an appropriate format.	• You might suggest a variety of urban centres for study to encourage students to look at different reasons for location decisions and the different functions of urban places. • Access to library resources, computers, and the Internet • Brochures and promotional literature from various cities • BLM 5-6: Urban Places Information Frame • BLM G-9: Selecting Information: Checklist • You may wish to investigate or make use of educational activity suggestions on the City of Winnipeg website at: <www.winnipeg.ca> and follow the links: Pathways to Winnipeg History/Exhibit/An Act of Imagination/Teachers.
• Assess the GIS map for the student's knowledge of the locations of major urban centres. • Monitor the presentation and assess the map for the student's knowledge of Canadian examples to describe major functions of urban centres. • Observe and monitor the student's skill in using GIS and LCD tools and technologies to accomplish tasks.	• Students may use information from the Activating Strategy "Why Care? The Functions of Urban Centres." • Access to library resources, computers, and the Internet • Access to LCD projection equipment • Access to GIS *ArcView* software and *ArcCanada Data Sets* • TN 8: Geographic Information Systems (GIS) • Depending on students' GIS skills and time available for this learning experience, students may develop data tables in *ArcView* that include information about the locational factors of the urban centres shown on their maps.
• Assess notes and the Exit Slip for the student's understanding of the reasons for the emergence of global centres of power and wealth. • Observe and monitor group work for the student's skill in formulating appropriate geographic questions for research. • Observe notes and monitor the Jigsaw group presentation for the student's skill in presenting information and ideas in a format appropriate for audience and purpose.	• Students may be able to use information from the Activating Strategy "Global Urban Centres of Power and Wealth." • Access to library resources, computers, and the Internet • SFAL 5.9: Jigsaw – A Cooperative Learning Strategy • SFAL 6.53: Note-Making Frames • SFAL 6.60: Exit Slips • TN 3: What Is Where, Why There, and Why Care? • TN 8: Asking Geographic Questions • TN 24: The Inquiry Process (Conducting Research)

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies
Students will...	**Applying Strategies**

Students will...

KL-028 Identify factors that influence the location of urban centres.

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-309 Observe patterns and make generalizations based on geographic inquiry.

Strategy 1: Predicting Sites for Urban Centres

- Working with partners, students study a map of an unknown area and identify suitable locations for settlements that may eventually develop into urban centres.
- Students consider locational factors such as landforms, rivers and lakes, soils, climate, and natural resources.
- Students identify potential sites for five major urban centres and 10 smaller secondary centres on each map.
- Students use knowledge from previous learning in this learning experience to explain the rationale for choices of locations.
- When work is completed, students are informed that they have been working on stylized, rotated maps of real-world locations, and are asked to orient their maps and compare them with atlas maps of the respective regions.
- Using a different colour ink, students mark the locations of real cities on their maps for comparison.
- Students write an Exit Slip to reflect on what they have learned about the locational factors of urban centres.

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-204 Select, use, and interpret various types of maps.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

Strategy 2: Do You Know Your Cities?

- Working with a partner, students predict what they think are the 10 largest urban areas in the world and the 10 largest urban areas in North America.
- Without reference to atlases or wall maps, students locate these cities, as accurately as possible, on outline maps of North America and the world.
- Pairs report predictions and the class seeks consensus on the correct names of cities in each group.
- Using atlases, almanacs, or websites, students check the accuracy of their predictions and the labelling.
- Students use different symbols or colours to make the necessary corrections on their maps.
- Students list in their course notebooks the 10 largest urban centres in the world and the 10 largest in North America.

KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Strategy 3: Explaining Your Power and Wealth

- Using the RAFT strategy, students use information from this learning experience to write a letter explaining how they became a global urban centre of power and wealth.
- Students take on the role of one of the world's major centres such as London, Tokyo, or New York.
- Students write a monologue on "How I Became a Global City of Power and Wealth" and perform it for the class.
- Students read letters to the class.

Geographic Issues of the 21st Century

Learning Experience 5.3: Environmental and Economic Issues

KL-030	Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*
KE-051	Identify issues related to urban growth and decline.
KL-031	Describe the role of urban planning and use examples to illustrate its importance.
VE-012	Appreciate the interdependence between urban centres and hinterlands.
S-100	Collaborate with others to achieve group goals and responsibilities.
S-103	Promote actions that reflect principles of sustainability.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-300	Formulate geographic questions to plan inquiry and research.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-309	Observe patterns and make generalizations based on geographic inquiry.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Urban Places

Description of Learning Experience

In this learning experience, students examine many of the critical issues facing a rapidly urbanizing society, in Canada and around the world. Students consider urban environmental and economic issues related to land use, infrastructure, and interactions with the hinterlands. Students examine the challenges of urban growth and decline, and the importance of urban planning in the development of better cities in the future. In this learning experience, students will gain an understanding and appreciation of the interdependence between urban centres and their respective hinterlands.

Vocabulary Focus

The following vocabulary is important for Learning Experience 5.3: Environmental and Economic Issues.

arterial streets	infrastructure	social problems
commercial land use	institutional land use	transportation corridors
downtown revitalization	land use	unemployment
economics	local streets	urban decline
expressway	poverty	urban growth
fair taxation	rapid transit	urban planning
green space	recreational land use	urban renewal
industrial land use	residential land use	zoning

Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies
Students will...	**Activating Strategies**

KE-051 Identify issues related to urban growth and decline.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

Strategy 1: Current Urban Issues: Headlines and Images

- Students examine newspapers, magazines, Internet sites, and TV and radio news reports for stories and images concerning urban issues.
- Students clip/print articles, or make brief notes on TV and radio reports, documenting the date and source of each.
- Students organize stories into categories based on issue type. *Examples: land use questions, infrastructure, services, environmental concerns, social problems, growth and decline...*
- Students post articles and images for a Gallery Walk.
- Students create a Mind Map listing the main categories of issues identified by articles and images in the Gallery Walk.

KE-051 Identify issues related to urban growth and decline.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

S-300 Formulate geographic questions to plan inquiry and research.

S-405 Articulate their perspectives on issues.

Strategy 2: What Do You Know about Urban Issues?

- Using the Focused Free-write strategy, students listen as the teacher reads words related to a variety of urban issues.
- Students write for a few minutes expressing what they know about the subject to be studied.
- Students share writing in small groups and add new information.
- Groups then formulate geographic questions about urban issues that can be used in subsequent Acquiring Strategies.

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-300 Formulate geographic questions to plan inquiry and research.

Strategy 3: The Importance of Urban Planning

- Using a combination of KWL and Listen-Think-Pair-Share strategies, students brainstorm individually on what they know about urban planning, and identify any examples they can provide.
- Students share knowledge with a partner and add new information to their KWL organizers.
- Student partners formulate geographic questions for further inquiry into the importance of urban planning.
- Student partners report information and questions to the rest of the class.
- Students add new information to organizers as other pairs report to the class.
- The class develops a master list of geographic questions that may guide subsequent Acquiring Strategies.

Suggested Assessment Strategies	Teacher Tips and Resources
Activating Strategies	

• Assess articles, notes, and the Mind Map organizer for the student's prior knowledge of urban issues.	• The articles and images collected for this learning experience may be saved for possible use in subsequent Acquiring Strategies.
• Observe sources used for the student's skill in selecting news articles and images dealing with current urban issues.	• Access to current and recent newspapers and magazines
• Assess the Gallery Walk and Mind Map for the student's skill in organizing and recording information and referencing sources appropriately.	• Access to the Internet
	• Access to TV and radio newscasts
	• SFAL 6.24: Mind Map
	• SFAL 6.80: Gallery Walk

• Assess writing for the student's prior knowledge of urban issues. (See BLM G-11.)	• Common terms related to urban issues include: downtown, suburbs, shopping malls, big box stores, green space, urban sprawl, urban decay, high population density, crime, housing problems, traffic jam, red light cameras, land use, air pollution, et cetera.
• Monitor group activities and assess the student's skill in formulating geographic questions.	
• Assess sharing and writing for the student's skill in articulating perspectives. (See BLM G-10.)	• BLM G-10: Articulating Perspectives: Observation Checklist
	• BLM G-11: Assessment Guide for Paragraphs
	• SFAL 6.30: Focused Free-write
	• TN 11: Asking Geographic Questions
	• TN 12: Asking Questions
	• TN 33: Articulate Perspectives on Issues

• Assess the KWL organizer for the student's prior knowledge of urban issues.	• BLM G-1: Group Performance: Assessment Scale
• Observe and monitor group work for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLM G-1.)	• SFAL 6.13: Listen-Think-Pair-Share
	• SFAL 6.20: KWL Plus
	• SFAL 6.94: KWL Plus Organizer
• Assess the student's skill in formulating appropriate geographic questions.	• TN 11: Asking Geographic Questions
	• TN 12: Asking Questions

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies
Students will...	**Acquiring Strategies**

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

KE-051 Identify issues related to urban growth and decline.

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

S-400 Listen to others to understand their perspectives.

Strategy 1: Urban Experts: Learning from Guest Speakers

- Working in small groups, students review the geographic questions composed in the Activating Strategies.
- After being provided with the questions, students listen to a speaker discuss urban issues.
- During the speaker's presentation, students add information to the L (Learned) column in the KWL organizers started in the Activating Strategies.
- Following the speaker, students work with a partner to share information and make additions and corrections.
- Students complete the Categories and Mapping and Summarization sections in the KWL Plus Organizers.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

KE-051 Identify issues related to urban growth and decline.

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

Strategy 2: Analyzing Current Urban Issues

- Students examine newspapers, magazines, and Internet sites for recent news stories and images concerning urban issues (articles may have been saved from the "Current Urban Issues" activity in this learning experience).
- Students clip/print articles, noting the date and source of each.
- Students analyze articles using the Article Analysis organizers. (See SFAL 6.114, 6.115.)
- Students post articles and present analyses to the class.
- Class members take notes on urban environmental and economic issues, urban growth and decline, and the role of urban planning.

Teacher Reflections

Urban Places

LE 5.3: Environmental and Economic Issues

Suggested Assessment Strategies	Teacher Tips and Resources
Acquiring Strategies	

• Assess the KWL Plus Organizer for the student's knowledge of urban issues, growth and decline, and planning. • Observe and monitor the student's skill in listening to others to understand their perspectives. (See BLM G-5.)	• Suggested speakers include urban planners, architects, mayors, reeves, councillors, local government employees who deal with planning and development, and representatives of advocacy groups. • If speakers raise controversial issues, teachers should attempt to have all aspects of the issue represented. • BLM G-5: Listening Skills: Observation Checklist • SFAL 6.20: KWL Plus • SFAL 6.24: KWL Plus Organizer • TN 34: Dealing with Controversial Issues • Alternatively, students view a video that focuses on urban issues to answer geographic questions, using BLM G-27 for analysis. *Example: CBC News in Review...*
• Assess the Article Analysis organizer and notes for the student's knowledge and understanding of urban issues, including urban planning. • Assess the student's skill in selecting news items from a variety of sources. (See BLM G-9.)	• Access to current and recent newspapers and magazines • Access to computers and the Internet • Access to information sheets and brochures from various city departments or municipal governments • BLM G-9: Selecting Information: Checklist • SFAL 6.114, 6.115: Fact/Issue-Based Article Analysis

Teacher Reflections

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies

Students will...

Acquiring Strategies

KE-051 Identify issues related to urban growth and decline.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-309 Observe patterns and make generalizations based on geographic inquiry.

Strategy 3: Walking Tour: A Close-up Look

- Students review and discuss urban issues raised in previous learning experiences as they relate to their own communities.
- Students plan a walking tour of the school community or neighbourhood, determine the route, and identify features to observe, issues to discuss, and items to be mapped.
- Students organize into small groups and identify specific tasks for each group as they tour.
- Students conduct a walking tour and, in small groups, record and map information relevant to their tour plan.
- Following the tour, student groups organize and edit field notes, reproduce maps, and propose solutions to issues discussed.
- Students report findings to the class.
- Class members record new information from group reports in their course notebooks.
- Students write an Exit Slip to express their views on issues of their own neighbourhood.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

VE-012 Appreciate the interdependence between urban centres and hinterlands.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

Strategy 4: The City and Its Hinterland

- Working in small groups, students use print, electronic, and audio-visual resources to research the relationship between a Manitoba or Canadian city and its hinterland.
- Students consider factors such as kinds of goods and services that the city provides for its hinterland, and the contributions of goods and markets that the hinterland provides for the urban centre.
- Students organize findings using electronic presentation software or poster format.
- Students present findings to the class.
- Class members record information from presentations in an organizer.
  Organizer headings could include: City, What the City Provides for the Hinterland, and What the Hinterland Provides for the City.

Suggested Assessment Strategies	Teacher Tips and Resources
Acquiring Strategies	
• Assess the field notes, report, map, and Exit Slip for the student's knowledge of urban issues. • Observe and assess the field notes, report, and map for the student's skill in organizing and recording information in a variety of formats. • Observe and monitor group work and field notes for the student's skill in observing patterns and making generalizations based on geographic inquiry.	• Many communities have organized walking tours, including brochures and maps, as part of their tourism promotions. • Communities may have local resource people to assist with tours and to provide additional information. *Examples: historians, museum personnel, interested senior citizens, heritage groups...* • Further enrichment activities may include conducting interviews with people living in the neighbourhood and photographing or videotaping relevant features. • Maps of the tour area • Clipboard, note pads, outline maps, and cameras and video recorders as required • SFAL 6.60, 6.61: Exit Slips • SFAL 9.3: Learning Experiences Outside the Classroom • SFAL 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom • TN 8: Geographic Information Systems (GIS) • TN 30: Field Studies in Geography • Check with local school division administration for field trip regulations. • *ArcView* GIS software could be utilized for this activity. This would require a digital map or air photo of the school region available through local community resources or from Manitoba Land Initiative at: <http://web2.gov.mb.ca/mli>. • Students could also use Global Positioning Systems (GPS) units to collect data to identify specific locations of features, data that can be imported into GIS software and viewed as a theme on GIS maps.
• Assess the presentation and organizer for the student's knowledge and understanding of the relationship between urban centres and their hinterlands. • Monitor group work and assess the presentation for evidence of the student's appreciation of the interdependence between urban centres and hinterlands. • Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)	• Several groups may be assigned to deal with what urban centres provide for hinterlands, while other groups may focus on what hinterlands contribute to urban centres. • Access to current and recent newspapers and magazines, news broadcasts, and news clips • Access to promotional brochures, pamphlets, and advertisements published by cities • Access to library resources, computers, and the Internet • Poster paper and art materials as required • BLM G-9: Selecting Information: Checklist • TN 16: Creating an Electronic Presentation • TN 18: Creating a Poster

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies
Students will...	**Applying Strategies**

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

KE-051 Identify issues related to urban growth and decline.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-402 Express informed and reasoned opinions.

S-406 Debate differing points of view regarding an issue.

Strategy 1: Debating a Local Urban Issue

- Working with a partner, students identify a local controversial urban or community issue for debate.
- Pairs discuss the issue, develop a list of pros and cons, and provide supporting reasons using the appropriate organizers. (See BLMs G-22, G-23.)
- Students stage a debate, presenting their position on the issue with supporting reasons, and questioning the opposing position.
- Students write an Exit Slip to restate the controversial issue and express their view and rationale.

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

S-103 Promote actions that reflect principles of sustainability.

S-104 Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

Strategy 2: Making Decisions on Urban Planning Issues

- Working in small groups, students take on the role of urban planners to discuss a series of theoretical issues or actual current issues in their communities. (See BLMs 5-9, 5-10.)
- Students try to reach group consensus regarding decisions on the issues, and provide reasons for their decisions.
- Students' decision making should consider environmental stewardship and social responsibility.
- Students record their decisions and rationale in an organizer. (See BLM 5-11.)
- Students share their summary of issues and decisions with the class.
- Class members use additional organizers to record others' issues and decisions. (See BLM 5-11.)

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

VE-012 Appreciate the interdependence between urban centres and hinterlands.

S-402 Express informed and reasoned opinions.

Strategy 3: The Country Mouse and the City Mouse

- Students use the RAFT strategy to write a response to the view expressed by some city governments that residents of the hinterland are using urban amenities and infrastructure without contributing anything to the city.
- Students assume the role of a rural dweller and address their letters to the editor of a newspaper.
- Students provide examples in their letters of interactions and interdependence between urban centres and the hinterland.
- Students share letters with the class.
- Class members record information and express their own conclusions on the issues using the Issue Discussion Map.

Urban Places
LE 5.3: Environmental and Economic Issues

Suggested Assessment Strategies	Teacher Tips and Resources

Applying Strategies

• Monitor debate and assess the organizer and Exit Slip for the student's knowledge of urban environmental and economic issues and issues related to urban growth and decline.

• Assess the organizer and monitor the debate for the student's skill in proposing and defending innovative options or solutions to address issues and problems.

• Monitor the debate for the student's skill in expressing informed and reasoned opinions and debating different points of view. (See BLM G-15.)

• Students could select issues from Activating and Acquiring Strategies in this learning experience.

• A debate resolution should be clear and precise and should suggest a concrete form of action to resolve the issue.

• BLM G-15: Debate Assessment Rubric

• BLM G-22: Pro and Con Discussion Chart

• BLM G-23: Making up Your Mind

• TN 13: Conducting a Debate

• TN 33: Articulating Perspectives on Issues

• TN 34: Dealing with Controversial Issues

• Monitor discussions and assess the Report on Urban Planning for the student's knowledge of urban planning and the student's use of appropriate examples.

• Assess the Report on Urban Planning for the student's skill in promoting actions that reflect principles of environmental stewardship, sustainability, and social responsibility.

• Observe and monitor group discussions for the student's skill in eliciting, clarifying, and responding to questions, ideas, and diverse points of view in discussions.

• Observe and monitor group discussions for the student's skill in seeking consensus.

• Predetermined lists in BLMs 5-16 and 5-17 reflect common urban and community issues; however, students may wish to substitute or add current issues in their local regions.

• BLM 5-9: Planning Issues of Major Urban Centres

• BLM 5-10: Planning Issues of Smaller Communities

• BLM 5-11: Report on Urban Planning Decisions

• TN 33: Articulating Perspectives on Issues

• TN 34: Dealing with Controversial Issues

• TN 35: Reaching Consensus

• Assess the letter and Issue Discussion Map for the student's understanding of urban environmental and economic issues, particularly those relating to the relationship to hinterlands.

• Monitor discussions and assess the letter for evidence of the student's appreciation of the interdependence between urban centres and hinterlands.

• Assess the letter and sharing for the student's skill in using respectful language.

• Monitor sharing and assess the letter and Issue Discussion Map for the student's skill in expressing informed and reasoned opinions.

• Students may need examples to help them develop their argument that the hinterland is important to urban centres. *Examples: the provision of many agricultural products for food processing and distribution in urban centres; fresh produce from rural market gardens and farms supplying urban demand; provision of raw materials for a variety of industries; a supply of rural labour commuting to cities; and an expanded market to support those providing regional services such as hospitals, colleges, and wholesale distributors...*

• SFAL 6.77: RAFT (Role, Audience, Format, Topic)

• BLM G-11: Assessment Guide for Paragraphs could be adapted for this learning experience.

• BLM G-24: Issue Discussion Map

• TN 25: Persuasive Writing

Learning Experience 5.4: The Impact of Urbanization

KI-007	Analyze urban social issues.
KL-029	Describe the impact of urbanization on Canadian ways of life.
VI-004	Value the social diversity of urban centres.
S-104	Seek consensus in collaborative problem solving.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
S-203	Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
S-301	Consider the context of events, accounts, ideas, and interpretations.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

Urban Places

Description of Learning Experience

In this learning experience, students consider the positive and negative impacts of the trend toward increasing urbanization. Students analyze a variety of social issues that are common in urban centres. Students examine the impact of urbanization on Canadians' lives, with particular emphasis on valuing the social diversity of the population of Canadian cities.

Vocabulary Focus

The following vocabulary is important for Learning Experience 5.4: The Impact of Urbanization.

bedroom communities	low income	rural-urban fringe
big box stores	mass transit	shelters
charitable groups	megacity	social diversity
consumers	metropolitan	street gangs
ethnic communities	metropolitan dominance	subdivisions
gentrification	middle class	urban sprawl
heritage	multiculturalism	working class
homelessness	power centre	

Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies
Students will...	**Activating Strategies**

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-401 Use language that is respectful of human diversity.

Strategy 1: Urban Issues Graffiti Wall

• Students use colourful markers and poster paper to create a graffiti wall of things they know about urban issues, social diversity, and the impact of urbanization on Canadians' lives.

• Working individually or with a partner, students list words or phrases, or identify images that come to mind when they think of urban social issues, diversity, and the impact of urbanization on Canadians' lives.

• Students use markers to write words or phrases, or draw images on a poster.

• Students explain their selection of words, phrases, and images to the class, and answer any questions.

• Students write an Exit Slip discussing their experiences with urban social issues and/or the social diversity of urban centres.

KI-007 Analyze urban social issues.

VI-004 Value the social diversity of urban centres.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

Strategy 2: Urban Social Issues in the News

• Students examine newspapers, magazines, Internet sites, and TV and radio news reports for stories concerning urban social issues. *Examples: poverty, crime, unemployment, homelessness, gang activity, ethnic and racial conflict...*

• Students clip/print articles, or make brief notes on TV or radio reports, noting the date and source of each.

• Students post articles for a Gallery Walk.

• Class members list urban issues identified in their course notebooks.

• Students use information from the Gallery Walk to write about their knowledge of urban social issues using the Focused Free-write strategy.

KI-007 Analyze urban social issues.

VI-004 Value the social diversity of urban centres.

S-401 Use language that is respectful of human diversity.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Strategy 3: Social Diversity of Urban Centres

• Using the Listen-Think-Pair-Share strategy, students individually brainstorm things they know about social diversity in urban centres and record them in an organizer.

• Students use Winnipeg (or another Manitoba or Canadian city they know well) to provide examples of social diversity.

• Students work with partners to share information and make necessary corrections in their organizers.

• Students share information with the class.

• Class members add new information to organizers.

Suggested Assessment Strategies	Teacher Tips and Resources
Activating Strategies	
• Assess the Graffiti Wall and Exit Slip for the student's knowledge of urban social issues and the impact of urbanization on Canadian ways of life. • Monitor the student's contributions and Exit Slip for evidence of her or his appreciation of the social diversity of urban centres. • Monitor the student's contributions and Exit Slip for his or her skill in using language that is respectful of human diversity.	• Students may need some examples to prime the generation of their own words, phrases, and images. • Poster paper and markers • SFAL 6.60: Exit Slips • TN 40: Urbanization • Students may wish to add items to their Graffiti Wall as the learning experience progresses. • Alternatively, if wall space is limited, the Rotational Graffiti strategy could be used. (See TN 38.)
• Assess the Gallery Walk, notes, and Focused Free-write responses for the student's knowledge of urban social issues. • Monitor the student's work and assess the student's Free-write responses for evidence that she or he values the social diversity of urban centres. • Assess the student's skill in selecting news articles and images focusing on urban social issues.	• Save collected articles as a resource for a subsequent Acquiring Strategy activity. • Access to current and recent newspapers and magazines • Access to the Internet, TV, and radio • Acquire copies of major urban dailies. *Examples: The Globe and Mail, the National Post, The New York Times, and the Winnipeg Free Press and The Brandon Sun...* • SFAL 6.30: Focused Free-write • SFAL 6.80: Gallery Walk
• Assess the Think-Pair-Share organizer for the student's knowledge of urban social issues and the social diversity of urban centres. • Monitor discussions and assess the Listen-Think-Pair-Share organizer for evidence the student values the social diversity of urban centres. • Monitor discussions and assess the Listen-Think-Pair-Share organizer for the student's skill in using language that is respectful of human diversity. • Assess the organizers for the student's skill in presenting information and ideas in a format appropriate for audience and purpose.	• Social diversity includes, but is not limited to, cultural diversity. Students may need examples of various demographic factors that reflect diversity, such as the wealth of the population (affluent suburbs, working class, or low income areas of a city), educational patterns, areas of high crime, variety of religious groups, architecture styles, kinds of recreational activities, et cetera. • Students may identify some of these patterns in smaller towns around Manitoba, but may wish to use larger centres in the province or elsewhere in Canada as examples. • SFAL 6.13: Listen-Think-Pair-Share

SENIOR **2**

5 CLUSTER

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies

Students will...

Acquiring Strategies

KI-007 Analyze urban social issues.

VI-004 Value the social diversity of urban centres.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Strategy 1: Investigating Urban Social Problems

- Working in small groups, students use print, electronic, and audio-visual resources to research an urban social issue or an issue related to social diversity in an urban centre (each group selects or is assigned a different issue).
- Students identify a topic and develop a series of geographic questions to ask about selected topics.
- Students use the Reading for Comprehension and Note-Taking Frame to collect information. (See BLM G-29.)
- Students organize findings using electronic presentation software or posters.
- Students present findings to the class.
- Class members take notes on the issues presented in their course notebooks.

KI-007 Analyze urban social issues.

VI-004 Value the social diversity of urban centres.

S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

Strategy 2: Analyzing Current Urban Issues

- Working with a partner, students examine newspapers, magazines, and Internet sites for recent news stories and images concerning urban issues (articles may have been saved from an earlier Activating Strategy).
- Students clip/print the articles, noting the date and source of each.
- Students read articles and analyze the urban issue using the Issue Discussion Map.
- Students post articles and present analysis to the class.
- Class members use the Information Mapping strategy to record details about various urban issues presented.

VI-004 Value the social diversity of urban centres.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

Strategy 3: Mapping Ethnic Neighbourhoods

- Working in small groups, students use GIS software to create a map showing the distribution of ethnic restaurants in Winnipeg or another Canadian city they know well.
- Using information from telephone directories (Yellow Pages®, print, or online), as well as their own knowledge, students record names and addresses of restaurants and classify them according to ethnic group. *Examples: Chinese, East Indian, Italian, Greek...*
- Students use unique colours or symbols representing each ethnic group to show the locations of restaurants on a GIS map of the selected city.
- Students enter relevant information about each restaurant into a theme data table in GIS software.
- Students analyze maps and write a paragraph to describe observed patterns about locations of various ethnic communities.
- Using appropriate projection equipment, students present maps and analyses to the class.
- Class members record information in their course notebooks about the locations of ethnic neighbourhoods in selected cities.

Suggested Assessment Strategies	Teacher Tips and Resources

Acquiring Strategies

- Assess the note-taking frame and presentation for the student's knowledge and understanding of urban social issues.
- Monitor group work and assess the presentation for evidence of the student's appreciation of the social diversity of urban centres.
- Assess the note-taking frame and the presentation for the student's skill in organizing and recording information.
- Assess the presentation for the student's skill in presenting information and ideas in an appropriate format.

- Students may select topics from issues identified in the Activating Strategy.
- Access to library resources, computers, and the Internet
- Access to discussion papers and proceedings of city council meetings dealing with urban social issues
- Poster paper and art materials as required
- BLM G-29: Reading for Comprehension and Note-Taking Frame
- TN 11: Asking Geographic Questions
- TN 16: Creating an Electronic Presentation
- TN 18: Creating a Poster
- TN 24: The Inquiry Process (Conducting Research)
- TN 32: Reading for Comprehension and Note-Taking Strategy

- Assess the Issue Discussion Map and Information Mapping sheet for the student's knowledge and understanding of urban social issues.
- Monitor group activities and assess the Issue Discussion Map for evidence of the student's appreciation of the social diversity of urban centres.
- Assess the Issue Discussion Map and Information Mapping sheet for the student's skill in evaluating information from a variety of sources.

- Current and recent newspapers and magazines
- Access to computers and the Internet
- BLM G-24: Issue Discussion Map
- SFAL 6.49: Information Mapping
- Alternatively, students could use the Fact/Issue-Based Article Analysis forms. (See SFAL 6.114 and 6.115.)

- Assess the presentation and explanations for the student's knowledge of the impact of urbanization on immigrants' way of life in Canadian cities. (See BLM G-11.)
- Monitor group work and assess the presentation and analyses for evidence the student values the social diversity of urban centres.
- Observe group work and the presentation for the student's skill in using appropriate tools and technologies to accomplish tasks.
- Observe group work and assess the GIS map for the student's skill in constructing maps using a variety of information sources and technologies.

- Students may wish to add ethnic community centres and places of worship as additional theme layers on GIS maps.
- Depending on students' GIS skills, they may wish to take digital photos of places identified and use them to create hotlinks to respective locations identified on maps.
- Topographic maps and digital air photo images of Manitoba cities are available on the Manitoba Land Initiative (MLI) website at: <http://web2.gov.mb.ca/mli>. These images are in TIFF format and can be imported directly into *ArcView* software.
- Access to computers and the Internet
- GIS software and data sets, digital cameras, LCD projectors
- Telephone directory (Yellow Pages®)
- BLM G-11: Assessment Guide for Paragraphs
- TN 8: Geographic Information Systems (GIS)

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies

Students will...

Acquiring Strategies

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-400 Listen to others to understand their perspectives.

Strategy 4: Urban Perspectives of a Guest Speaker

- Students use the LAPS strategy to record information from a presentation by a speaker on urban social issues and the impact of urbanization on Canadian ways of life.
- Students think of several questions about urban social issues and the impacts of urbanization, and write them in the appropriate spaces in the LAPS organizer.
- Students listen to a speaker discussing urban social issues and the impact of urbanization.
- Students picture what they hear, and write a paragraph or two on the LAPS sheet to summarize what they heard.
- Information on LAPS sheets is shared with the class.
- Class members make notes on new information presented.

Students will...

Applying Strategies

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

Strategy 1: Urbanization: Making Community Decisions

- Working in small groups, students assume the roles of mayor and council members of an imaginary town to make a decision on a proposed residential development as described in BLM 5-12.
- In their respective roles, students examine the information, discuss the issues, and make a decision, with the use of an appropriate organizer, on the developer's proposal.
- Student groups provide the rationale for decisions made.
- The "mayor" of each group will announce the decision and the rationale to "reporters" (class members) at a press conference.
- The "mayor and council" will be prepared to answer questions from the "reporters."
- "Reporters" (class members) write a news item about the council decision on the proposed development.

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Strategy 2: Small Is Beautiful: Promoting a Small Town

- Working in small groups, students prepare a brochure or electronic presentation to appeal to urban dwellers, asking them to consider the benefits of moving to a small town in Manitoba.
- Students target promotion to major Canadian cities or to cities in other parts of the world that struggle with urban social problems.
- Students identify specific negative aspects of major urban centres that prospective families or individuals may wish to get away from, and contrast these negative aspects with positive aspects of the community they are promoting.
- Students share brochures or electronic presentations with the class.
- Class members make notes to list the negative aspects of life in large urban centres and positive aspects of life in small towns, as identified in the presentations.

Suggested Assessment Strategies	Teacher Tips and Resources

Acquiring Strategies

- Assess the LAPS sheet and notes for the student's understanding of urban social issues and the impact of urbanization on Canadian ways of life.
- Observe the student's skill in listening to others to understand their perspectives during the speaker's presentation. (See BLM G-5.)

- Speakers could include representatives of various cultural groups, social agencies, women's shelters, police forces, inner city improvement organizations, adult education centres, social services units, First Nations groups, et cetera.
- SFAL 6.54 and 6.108: Do Your LAPS
- BLM G-5: Listening Skills: Observation Checklist
- Alternatively, students may use a revised B-D-A Viewing Worksheet as a listening guide. (See BLM G-28: B-D-A Viewing Worksheet.)
- As an alternative to a speaker, a panel of speakers may be invited to discuss various aspects of social urban issues and the impacts of urbanization on Canadians' lives.
- Caution: You may need to try to ensure a balance of perspectives.

Applying Strategies

- Monitor group discussions and assess the organizer and news stories for the student's knowledge of the impact of urbanization on Canadian ways of life.
- Monitor group discussions and assess the organizer and news stories for the student's skill in considering the context of events, accounts, ideas, and interpretations.
- Monitor group discussions and assess the report to the class for the student's skill in eliciting, clarifying, and responding to questions and diverse points of view.

- Groups may use the Pro and Con Discussion Chart (BLM G-22), Making up Your Mind organizer (BLM G-23), or the Decision Tree (BLM G-27) to work through the decision-making process.
- BLM 5-12: The Future of Smalltown, Canada
- BLM G-16: Role-Play Character Sheet
- BLM G-22: Pro and Con Discussion Chart
- BLM G-23: Making up Your Mind
- BLM G-25: Decision Tree
- TN 29: Role-Play in Social Studies
- Alternatively, this activity could be done as a role-play in which members of the community and special interest groups make presentations to the town council.

- Assess the brochure/electronic presentation and notes for the student's knowledge of urban social issues and the impact of urbanization on Canadian ways of life.
- Assess the brochure/electronic presentation for the student's skill in proposing solutions to address issues and problems.
- Assess the brochure/electronic presentation for the student's skill in presenting information and ideas in formats appropriate for audience and purpose. (See BLM G-8.)

- Students may promote their own towns or a town in their region, depending on where they live.
- Access to computers, the Internet, and publishing and presentation software
- BLM G-8: Assessment Guide for Visuals
- TN 15: Creating a Brochure
- TN 16: Creating an Electronic Presentation
- TN 25: Persuasive Writing
- Alternatively, students could perform role-plays of a consulting firm asking to make recommendations for the imaginary town of Crocusville to deal with changes resulting from urbanization. (See BLM 5-13: The Future of Crocusville.)

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies

Students will...

Applying Strategies

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-104 Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

Strategy 3: Finding Solutions to Urban Social Problems

• Working in small groups, students select an urban social problem or issue related to urbanization identified in the Acquiring Strategies, and propose a solution (each group selects or is assigned a different problem or issue).

• Students identify various courses of action using the Making up Your Mind or Decision Tree organizer, and reach consensus on the best, socially responsible solution.

• Students explain the nature of the problem to the class, and present proposed solutions.

• Class members list problems identified by classmates, and make notes on the proposed solutions for each.

Teacher Reflections

Suggested Assessment Strategies	Teacher Tips and Resources
Applying Strategies	

- Assess the organizer and notes for the student's knowledge of urban social issues and concerns relating to the impact of urbanization.
- Observe and monitor group discussions for the student's skill in seeking consensus in collaborative problem solving. (See BLMs G-1, G-2.)
- Assess the organizer for the student's skill in making decisions that reflect social responsibility.

- Students may wish to select the same problems and use the information they gathered during the Acquiring Strategies, thus eliminating the need for further research.
- BLM G-1: Group Performance: Assessment Scale or variation as appropriate
- BLM G-2: Group Performance: Self-Assessment Scale
- BLM G-23: Making up Your Mind
- BLM G-25: Decision Tree
- TN 35: Reaching Consensus

Teacher Reflections