

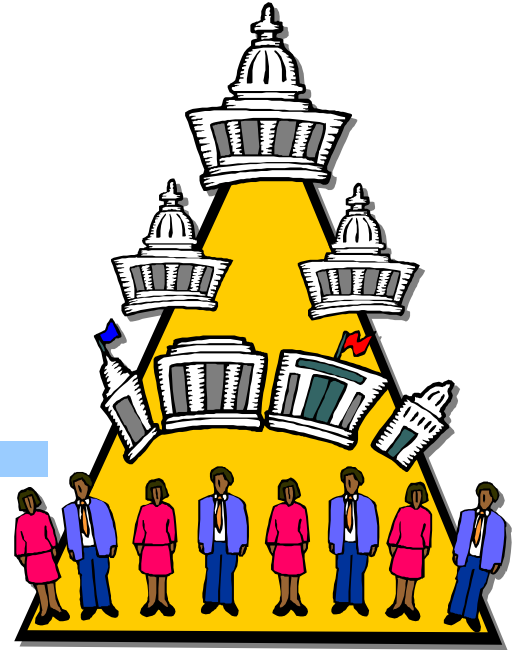
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GEOGRAPHY PRINCIPLES:

CIVIC UNITS

CLEARVUE/eav
2000

Grade Levels: 4-10
20 minutes



DESCRIPTION

Names the five civic units in which people live: neighborhoods, cities, counties, states, and regions. Describes their similarities and differences, their functions, how geography influences them, and briefly touches on urbanization.

ACADEMIC STANDARDS

Subject Area: Geography: Places and Regions

- Standard: Understands the concept of regions
 - Benchmark: Knows regions at various spatial scales (e.g., hemispheres, regions within continents, countries, cities)

Subject Area: Geography: Human Systems

- Standard: Understands the patterns of human settlement and their causes
 - Benchmark: Knows the causes and consequences of urbanization (e.g., industrial development; cultural activities such as entertainment, religious facilities, higher education; economic attractions such as business and entrepreneurial opportunities; access to information and other resources)
 - Benchmark: Knows ways in which both the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form (e.g., a larger marketplace, the need for an agricultural surplus to provide for the urban population, the loss of some rural workers as people decide to move into the city, changes in the transportation system)
 - Benchmark: Knows the internal spatial structures of cities (e.g., the concentric zone model and the sector model of cities; the impact of different transportation systems on the spatial arrangement of business, industry, and residence in a city)

INSTRUCTIONAL GOALS

1. To define the major types of civic units and describe their similarities and differences.
2. To understand the role of physical geographic factors in forming the boundaries that define civic units.
3. To discuss how humans base political boundaries on historical, social, and economic events.
4. To list factors that influence patterns of rural-urban migration.

5. To identify urbanization and discuss its impact on the environment and human populations.
6. To classify cities according to three different geographical distinctions.

VOCABULARY

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|-----------------------------------|-------------------|
| 1. agriculture | 17. neighborhood |
| 2. architecture | 18. parish |
| 3. arctic | 19. region |
| 4. boundaries | 20. residential |
| 5. central business district | 21. skyscraper |
| 6. city | 22. state |
| 7. climate | 23. suburban city |
| 8. commercial | 24. terrain |
| 9. county | 25. topography |
| 10. cultural heritage | 26. town |
| 11. desert | 27. township |
| 12. ethnicity | 28. tropical |
| 13. government | 29. urbanization |
| 14. industrial | 30. village |
| 15. major city | 31. zoning |
| 16. metropolitan statistical area | |

BEFORE SHOWING

1. Ask students how many people live in their town or city. Do they know where the city limits are? How do they know when they have left their town? How many nearby towns and cities can they name? Write the list on the board.
2. Ask students if they know what county they live in. What are some of the counties that surround their county? Do students know where the county seat is located?
3. Can students find their state on a map? What shape is the state? What are some of the things that determine the shape of their state? What other states border their state? Are there any other things, like rivers or oceans, which form boundaries for their state?

AFTER SHOWING

1. What are some examples of civic units? Why are these civic units important? What are *neighborhoods*? What are some of the ways people identify neighborhoods? How do you identify your neighborhood?
2. What is the *township system*? When was it created? What purpose does the township system serve? What is the *central business district (CBD)*? What role does the CBD play in determining civic units?
3. What is a *city*? What are the three kinds of cities? What type of CBD does a major city have? What are the identifying traits of a suburban city? What are the identifying traits of towns and villages? Which type of city do you live in? What does your CBD look like?
4. How do cities define the type of construction and activity that can take place in different areas of the city? What are some of the zones the program discusses?
5. What are some of the functions cities serve? What are some of the other things cities do? Where are some of the services such as the police headquarters, fire department, and government offices located in your city?

6. What is a *county*? What is another name for a county that the program mentions? What is the county you live in? What are the counties that border your county?
7. What is a *state*? What are some of the services states provide? How many states are there in the United States of America? What are the largest? What are the smallest states? What state do you live in? What is your state capital? How close do you live to your state capital?
8. What are *geographic regions*? What are the geographic regions of the United States? What are the identifying features of each region? Which region do you live in?
9. How do geographic landforms determine civic units? What are two of the most common landforms that are used as boundaries? What are some of the rivers that form boundaries mentioned in the program? What are some of the mountain ranges that form boundaries? Do any landforms near you serve as boundaries?
10. What is *urbanization*? What is the primary reason urbanization occurs? What is another reason that contributes to urbanization? What does it mean when a place becomes "fully urbanized"?
11. What is the *area of functional influence* of a city? How is it measured? What is the *MSA*? Is your hometown in an area of functional influence?

SUMMARY

This video will give your students an in-depth look at how human populations organize the world in which they live.

An exploration of the major types of civic units introduces students to the importance of boundaries and the historical development of social and political divisions. The role of rivers, mountains, and other geographic features in defining these entities is also examined. Students will learn about the effects of urbanization including how it has transformed half of the world's population into city dwellers. And a discussion of zoning systems defines the three major divisions within towns and cities.

RELATED RESOURCES



Captioned Media Program

- Cities: What Are They? #8678
- A Community at Work #8682
- Geography Basics: Units of Place #9189
- Neighborhoods #2627



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.



- **MAPS OF THE UNITED STATES**

<http://www.usgs.gov/fact-sheets/maps-us/index.html>

The U.S. Geological Survey (USGS) sells a variety of maps of the United States. These include: international and state boundaries and names, rivers and lakes; small, medium, and large maps; map of the United States when the Constitution was written; physical divisions; and several others.

- **A TAPESTRY OF TIME AND TERRAIN**

<http://tapestry.usgs.gov/default.html>

Presents a colorful map of North America, describing the union of two maps—geology and topography. Buttons include “Description of Features,” “Boundaries,” and other information.