

AP HUMAN GEOGRAPHY

UNIT 6

**Cities and
Urban Land-
Use Patterns
and Processes**



12–17%
AP EXAM WEIGHTING



~19–20
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 6

Multiple-choice: ~30 questions

Free-response: 1 question

- no stimulus

Cities and Urban Land-Use Patterns and Processes



Developing Understanding

BIG IDEA 1

Patterns and Spatial Organization **PSO**

- How do physical geography and resources impact the presence and growth of cities?

BIG IDEA 2

Impacts and Interactions **IMP**

- How are the attitudes, values, and balance of power of a population reflected in the built landscape?

BIG IDEA 3

Spatial Patterns and Societal Change **SPS**

- How are urban areas affected by unique economic, political, cultural, and environmental challenges?

Unit 6 addresses the origins and influences, particularly site and situation, of urban settlements as students explore cities across the world and the role of those cities in globalization. They examine the spatial distribution of the world's largest cities, comparing them across regions and analyzing patterns of connectivity and accessibility. Within cities, students identify patterns of development and make inferences about their economic and political influences at regional, national, and international levels of scale. Students examine the hierarchy of urban settlements on the landscape, applying the rank-size rule and central place theory at regional and national scales to evaluate mobility patterns and economic and political relationships. Statistics such as census data are used to reveal the challenges of urban places, including density, sprawl, demands of infrastructure, and mobility.

Students examine patterns of change over time and modern challenges to sustainability from urban growth. On both local and global scales, they look at the ways that cities are improving sustainability through new approaches to growth, such as mixed-land-use zoning, smart growth policies, and public transportation-oriented development at local and international scales.

This unit reinforces what students learned in the units on politics and culture as they consider the role cities play as key centers of global markets, culture, and politics and contrast the roles of urban and rural areas.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
			~19–20 CLASS PERIODS
PSO-6	6.1 The Origin and Influences of Urbanization	2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	
	6.2 Cities Across the World	2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	
	6.3 Cities and Globalization	5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
	6.4 The Size and Distribution of Cities	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	6.5 The Internal Structure of Cities	1.E Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	
IMP-6	6.6 Density and Land Use	3.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
	6.7 Infrastructure	3.C Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
	6.8 Urban Sustainability	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	6.9 Urban Data	3.E Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.	
SPS-6	6.10 Challenges of Urban Changes	4.E Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.	
	6.11 Challenges of Urban Sustainability	2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 6. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	6.5	<p>Discussion Groups</p> <p>Small groups of students can engage in discussions about the similarities and differences of different urban models, along with reasons behind those similarities and differences. A graphic organizer might help students organize their thoughts. Then, as a class, students should explore the limitations of the urban models in predicting the internal structure of cities.</p>
2	6.9	<p>Fishbowl</p> <p>Divide the class in half, with one group gathering quantitative data on urban areas and the other gathering qualitative data. Depending on the size of the class you may wish to have data focusing on one city or several cities. Have them take turns being in the inner circle, leading the discussion and bringing evidence to support their opinions, and being in the outer circle, listening, responding, and evaluating. After students have participated in both the inner and outer circles, you can lead a whole-class discussion on the differences between and the importance of both qualitative and quantitative data.</p>
3	6.10	<p>Debate</p> <p>A debate gives students the opportunity to collect evidence in support of their position and then orally present and defend it. Be sure to direct students to uncover both the affirming and contradictory evidence toward their position. For this topic, you could have students debate the pros and cons of gentrification or how governments should address squatter settlements—but it is important for students to recognize that these issues are more complex than a simple pro or con.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

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SUGGESTED SKILL *Spatial Relationships***2.D**

Explain the significance of geographic similarities and differences among different locations and/or at different times.

**AVAILABLE RESOURCES**

- Classroom Resources > [Urban Geography](#)

TOPIC 6.1

The Origin and Influences of Urbanization

Required Course Content

ENDURING UNDERSTANDING**PSO-6**

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE**PSO-6.A**

Explain the processes that initiate and drive urbanization and suburbanization.

ESSENTIAL KNOWLEDGE**PSO-6.A.1**

Site and situation influence the origin, function, and growth of cities.


PSO-6.A.2

Changes in transportation and communication, population growth, migration, economic development, and government policies influence urbanization.

TOPIC 6.2

Cities Across the World

SUGGESTED SKILL

 *Spatial Relationships*

2.D

Explain the significance of geographic similarities and differences among different locations and/or at different times.



AVAILABLE RESOURCES

- Classroom Resources > [Urban Geography](#)
- Classroom Resources > [Understanding Land Use Patterns](#)

Required Course Content

ENDURING UNDERSTANDING

PSO-6

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE

PSO-6.A

Explain the processes that initiate and drive urbanization and suburbanization.

ESSENTIAL KNOWLEDGE

PSO-6.A.3

Megacities and metacities are distinct spatial outcomes of urbanization increasingly located in countries of the periphery and semiperiphery.

PSO-6.A.4

Processes of suburbanization, sprawl, and decentralization have created new land-use forms—including edge cities, exurbs, and boomburbs—and new challenges.

SUGGESTED SKILL *Scale Analysis***5.B**

Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.

**AVAILABLE RESOURCES**

- Classroom Resources > [Urban Geography](#)
- Classroom Resources > [Scale](#)
- Classroom Resources > [Globalization](#)

TOPIC 6.3

Cities and Globalization

Required Course Content

ENDURING UNDERSTANDING**PSO-6**

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE**PSO-6.B**

Explain how cities embody processes of globalization.

ESSENTIAL KNOWLEDGE**PSO-6.B.1**

World cities function at the top of the world's urban hierarchy and drive globalization.

PSO-6.B.2

Cities are connected globally by networks and linkages and mediate global processes.

TOPIC 6.4
The Size and Distribution of Cities

Required Course Content

ENDURING UNDERSTANDING

PSO-6

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE

PSO-6.C

Identify the different urban concepts such as hierarchy, interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities.

ESSENTIAL KNOWLEDGE

PSO-6.C.1

Principles that are useful for explaining the distribution and size of cities include rank-size rule, the primate city, gravity, and Christaller's central place theory.

SUGGESTED SKILL

 *Spatial Relationships*

2.C

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > [Urban Geography](#)

SUGGESTED SKILL *Concepts and Processes***1.E**

Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

**AVAILABLE RESOURCES**

- Classroom Resources > [Urban Geography](#)

TOPIC 6.5

The Internal Structure of Cities

Required Course Content

ENDURING UNDERSTANDING**PSO-6**

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE**PSO-6.D**

Explain the internal structure of cities using various models and theories.

ESSENTIAL KNOWLEDGE**PSO-6.D.1**

Models and theories that are useful for explaining internal structures of cities include the Burgess concentric-zone model, the Hoyt sector model, the Harris and Ullman multiple-nuclei model, the galactic city model, bid-rent theory, and urban models drawn from Latin America, Southeast Asia, and Africa.

TOPIC 6.6

Density and Land Use

SUGGESTED SKILL

 *Data Analysis*

3.D

Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.



AVAILABLE RESOURCES

- Classroom Resources > [Urban Geography](#)
- Classroom Resources > [Understanding Land Use Patterns](#)
- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

Required Course Content

ENDURING UNDERSTANDING

IMP-6

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

LEARNING OBJECTIVE

IMP-6.A

Explain how low-, medium-, and high-density housing characteristics represent different patterns of residential land use.

ESSENTIAL KNOWLEDGE

IMP-6.A.1

Residential buildings and patterns of land use reflect and shape the city’s culture, technological capabilities, cycles of development, and infilling.

SUGGESTED SKILL *Data Analysis***3.C**

Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

**AVAILABLE RESOURCES**

- Classroom Resources > [Urban Geography](#)
- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

TOPIC 6.7

Infrastructure

Required Course Content

ENDURING UNDERSTANDING

IMP-6

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

LEARNING OBJECTIVE

IMP-6.B

Explain how a city's infrastructure relates to local politics, society, and the environment.


ESSENTIAL KNOWLEDGE

IMP-6.B.1

The location and quality of a city's infrastructure directly affects its spatial patterns of economic and social development.

TOPIC 6.8
Urban Sustainability

SUGGESTED SKILL

 *Spatial Relationships*

2.C

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > [Urban Geography](#)
- Classroom Resources > [Understanding Land Use Patterns](#)

Required Course Content

ENDURING UNDERSTANDING

IMP-6

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

LEARNING OBJECTIVE

IMP-6.C

Identify the different urban design initiatives and practices.

IMP-6.D

Explain the effects of different urban design initiatives and practices.

ESSENTIAL KNOWLEDGE

IMP-6.C.1

Sustainable design initiatives and zoning practices include mixed land use, walkability, transportation-oriented development, and smart-growth policies, including New Urbanism, greenbelts, and slow-growth cities.

IMP-6.D.1

Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.

SUGGESTED SKILL *Data Analysis***3.E**

Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

**AVAILABLE RESOURCES**

- Classroom Resources > [Urban Geography](#)
- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

TOPIC 6.9

Urban Data

Required Course Content

ENDURING UNDERSTANDING

IMP-6

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

LEARNING OBJECTIVE

IMP-6.E

Explain how qualitative and quantitative data are used to show the causes and effects of geographic change within urban areas.

ESSENTIAL KNOWLEDGE

IMP-6.E.1

Quantitative data from census and survey data provide information about changes in population composition and size in urban areas.

IMP-6.E.2

Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.

TOPIC 6.10

Challenges of Urban Changes

SUGGESTED SKILL

 *Source Analysis*

4.E

Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.



AVAILABLE RESOURCES

- Classroom Resources > [Urban Geography](#)
- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

Required Course Content

ENDURING UNDERSTANDING

SPS-6

Urban areas face unique economic, political, cultural, and environmental challenges.

LEARNING OBJECTIVE

SPS-6.A

Explain causes and effects of geographic change within urban areas.

ESSENTIAL KNOWLEDGE

SPS-6.A.1

As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment.

SPS-6.A.2

Squatter settlements and conflicts over land tenure within large cities have increased.

SPS-6.A.3

Responses to economic and social challenges in urban areas can include inclusionary zoning and local food movements.

SPS-6.A.4

Urban renewal and gentrification have both positive and negative consequences.

SPS-6.A.5

Functional and geographic fragmentation of governments—the way government agencies and institutions are dispersed between state, county, city, and neighborhood levels—presents challenges in addressing urban issues.

SUGGESTED SKILL

 Spatial Relationships

2.D

Explain the significance of geographic similarities and differences among different locations and/or at different times.



AVAILABLE RESOURCES

- Classroom Resources > [Urban Geography](#)

TOPIC 6.11

Challenges of Urban Sustainability

Required Course Content

ENDURING UNDERSTANDING

SPS-6

Urban areas face unique economic, political, cultural, and environmental challenges.

LEARNING OBJECTIVE

SPS-6.B

Describe the effectiveness of different attempts to address urban sustainability challenges.

ESSENTIAL KNOWLEDGE

SPS-6.B.1

Challenges to urban sustainability include suburban sprawl, sanitation, climate change, air and water quality, the large ecological footprint of cities, and energy use.

SPS-6.B.2

Responses to urban sustainability challenges can include regional planning efforts, remediation and redevelopment of brownfields, establishment of urban growth boundaries, and farmland protection policies.