LESSON 2  WHAT IS SUBURBAN SPRAWL?

Overview
In Part I, students read an article to gain content knowledge on the issue of suburban sprawl and its impacts, and complete a reading guide to develop a definition of suburban sprawl. In Part II, students watch a video to further explore the topic of community sprawl and consider possible solutions.

Objectives
Students will be able to:

Part I
1. Identify areas around the U.S. that are experiencing suburban sprawl.
2. Identify effects of sprawl, such as visual pollution, loss of historic architecture, loss of local businesses, traffic congestion, etc.
3. Identify possible solutions.

Part II
4. Identify the differences between various kinds of communities.
5. Explain strict/separate and mixed land uses.
6. Explain the difference between compact housing units, cluster housing, and single-family homes.
7. Identify problems with each type of community and discuss possible solutions.

Procedure
Part I
1. Begin by helping students explore their knowledge of suburban sprawl by using a word concept map.

2. Distribute a reading guide to be used with a selected article on sprawl. This may be done as an in-class assignment or as a homework assignment if there are enough copies of the article to be taken home.

3. Discuss the vocabulary definitions as a class to ensure that everyone has the same understanding. Discuss how students can figure out the meaning of words by using context clues.

4. Students enter information from the article into the table on the reading guide. The teacher and class should do the first one together identifying a cause of sprawl, and the effect of sprawl on the community.

Part II
1. Distribute viewing guide. View video. Pause the video as needed for students to take notes and for class discussion.

2. When video ends, allow time for students to complete their viewing guide.

3. Make a overhead transparency of the viewing guide and fill it in as a class. Discuss the information as it is filled in, allowing the class to share their thoughts.
Assessment
Students are able to define terms when given a vocabulary quiz. The students are able to complete the cause-effect table and use the vocabulary in the article.

Michigan Content Standards Addressed

Social Studies:
Strand II. Geographic Perspective
Standard II.2 Human/Environment Interaction
• All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.

Standard V.2 Inquiry
• Construct an answer to the question posed and support it with evidence.

Language Arts:
Standard 3. Meaning and Communication
• All students will focus on meaning and communicating as they listen, speak, view, read, and write in personal, social occupational, and civic contexts.
Define the following words in the table below.

1. Suburban sprawl:  
2. Open/green space:  
3. Congestion:  
4. Unsustainable:  
5. Common good:  
6. Pedestrian accessibility:  
7. Runoff  
8. Community planning:  
9. Visual pollution:  
10. Community character  
11. Scenic view  
12. Big box franchise store  
13. Anywhere, U.S.A.  

**SUBURBAN SPRAWL**

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<th>CAUSE</th>
<th>EFFECT</th>
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**Video Viewing Guide: BACK TO THE FUTURE**

As you view the video, fill out this sheet. List at least 3 advantages and disadvantages.

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<tr>
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<th>Traditional Downtowns</th>
<th>Suburban Sprawl</th>
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<td><strong>Advantages</strong></td>
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1. *Compare strict/separate uses and mixed uses of land?*

2. *What is the difference in environmental impact between compact housing units and single family homes?*

3. *What are some solutions to the problems of suburban sprawl suggested in the video?*