LESSON 2  WHAT IS SUBURBAN SPRAWL?

Overview
By tapping into prior knowledge, reading an article, completing a reading guide, and using small group discussion, students develop a definition of suburban sprawl.

Objectives
Students will be able to:

1. Identify areas around the U.S. that are experiencing suburban sprawl.
2. Identify effects of sprawl, such as visual pollution, loss of unique communities, traffic congestion, etc.
3. Identify possible solutions.

Procedure
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 either as a whole class or individual activity. 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. Be sure to 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. (Use a think aloud comprehension strategy) Use the word “eyesore” as an example of figuring out meaning from the words around it (Miles to Nowhere article, 2nd paragraph).

3. Students enter information from the Miles to Nowhere article into the table on the reading guide. The teacher and class should do the first one together identifying the location (city or region), cause of the sprawl, and effect of the sprawl on the community.

Assessment
Students are able to define terms when given a vocabulary-matching quiz. The students are able to complete the cause-effect table and use the vocabulary in the table.

Content Standards Addressed
Social Studies
Standard 5.1 Inquiry

Duration:
Two 50-minute class periods.

Materials:
Overhead projector, article "Miles to Nowhere" or another article on sprawl, Teacher guide
• Use traditional and electronic means to organize social science information and to make maps, graphs and tables

Standard 5.2
• Construct an answer to the question posed and support it with evidence.

Standard 2.2
Describe the consequences of human/environment interactions in different environments.
This is to be used in conjunction with the Jr. Scholastic article, “Miles to Nowhere”. Define the following words. Then fill in the table below.

1. Suburban sprawl:
2. Suburbanites:
3. Green space:
4. Congestion:
5. Unsustainable:
6. Common good:
7. Estuary:
8. Natural filtering system:
9. Brown fields:
10. Contaminants:
11. Growing management laws:
12. Livability agenda:
13. Visual pollution:
14. Eye sore:

### Suburban Sprawl

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Atlanta, Georgia</td>
<td>2. Chesapeake Bay region</td>
</tr>
<tr>
<td>3. St. Louis, Missouri</td>
<td>4. Maryland</td>
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</tbody>
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Name________________
Class period________