# MEGACITIES - The MAYHEM OF URBANISATION

## Year 12 Geography

### [Australian Curriculum[[1]](#footnote-1) learning objectives](http://bit.ly/1mx6roL)

ACHGE039 - The process of [urbanisation](http://www.australiancurriculum.edu.au/Glossary?a=SSCHGE&t=Urbanisation), its implications for world population growth, human wellbeing and urban and rural places.

ACHGE037- applies generalisations to evaluate alternative responses to geographical issues at a [variety of scales](http://www.australiancurriculum.edu.au/Glossary?a=SSCHGE&t=Variety%20of%20scales)

ACHGE038 - proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action.

### Cross curriculum priority area – Sustainability: organising ideas

[O1.8](http://bit.ly/ROUkZT)[[2]](#footnote-2) Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.

## Resources required

* [Megacities - Sustaining the City](https://www.youtube.com/watch?v=xux4N-iuwEM)[[3]](#footnote-3) captioned online video. (Duration: 58 minutes)
* What is a Megacity? starter activity
* Jigsaw summary notes sheet

Lesson outcome: Students investigate the implications for world population growth and human well-being through case study analyses on Dhakar, Mexico City, Shanghai and Tokyo.

## Lesson outline

1. Pre-viewing activity: What is a Megacity? Students analyse world map of megacities and draw inferences making note of how many exist in various regions, developed and developing world
2. As a class, complete ‘[chalk talk’](http://visiblethinkingroutines.blogspot.com.au/2013/05/chalk-talk.html)[[4]](#footnote-4) thinking skill to mind map a definition of megacities
3. Allocate students a focus city out of Dhakar, Mexico City, Shanghai and Tokyo for note taking activity while documentary is played. (Alternatively, you can photocopy the summary sheet multiple times to give each student 4 copies to take notes on each)
4. Students are to reflect on issues presented to their allocated megacity using generalisations
5. Homework - students are to complete further research on the issues facing their megacity to present as a jigsaw presentation, working with others who were allocated the same mega city next lesson
6. As a class, view and discuss the issues presented in the jigsaw presentations and propose individual and collective action that can be undertaken by relevant individuals and organisations to address issues facing the megacities of Dhakar, Mexico City, Shanghai and Tokyo.

## Extension

Students can write a formal submission to a global inquiry into managing population growth in megacities.

## Opportunity for further activity

Students identify another megacity of their own choosing and develop a case study reflection on the megacity and individual and collection actions needed to address issues.

1. <http://bit.ly/1mx6roL> [↑](#footnote-ref-1)
2. <http://bit.ly/ROUkZT> [↑](#footnote-ref-2)
3. <https://www.youtube.com/watch?v=xux4N-iuwEM> [↑](#footnote-ref-3)
4. <http://visiblethinkingroutines.blogspot.com.au/2013/05/chalk-talk.html> [↑](#footnote-ref-4)