Reading Harbor Bend

Use population data and location to investigate change

WG.C.1 "Use maps and other geographic representations, tools and technologies to acquire, process, and solve problems from a spatial perspective. Analyze key concepts underlying the geographical perspectives of location, space, place, scale..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline where each study area is located, circle the population numbers in the table, and place a star beside two sentences that explain limits of geographic evidence.

A City Across the Channel

1 Imagine Harbor Bend, a fictional city divided into three study areas. The Riverfront lies on low ground along the channel's east bank, where flooding is possible. The Upland sits on higher ground west of the channel. The Mill District contains old factory blocks on the east side. These boundaries help people compare places, but they are not walls.

2 The table counts residents, not jobs, in the same three areas in 2010 and 2020. A new bridge opened in 2015, connecting the east side to Upland bus routes. Riverfront apartments also opened during that decade. The table shows where population changed, but it cannot prove why any area gained or lost residents.

HARBOR BEND RESIDENTS, FICTIONAL DATA

Study area	Setting	2010 residents	2020 residents
Riverfront	Low east bank	2,400	3,600
Upland	Higher west side	4,000	4,300
Mill District	East-side factory blocks	3,300	2,700

3 A city planner could compare population counts with satellite images to check where new buildings appeared and how close they sit to the channel. At the city scale, Riverfront growth stands out. At the block scale, some riverfront homes may face flood risk while others do not. An area-wide count can hide that difference.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which study area gained the most residents from 2010 to 2020? Calculate the gain and describe its location.

2. Which study area lost residents? Explain how the new bridge connects its side of the channel to another study area.

3. Why might calling the entire Riverfront one flood-risk zone hide an important difference?

4. Why can the table not prove that the new bridge caused Riverfront growth? Name another change in the passage that could matter.

3 YOUR TURN

Your own words

A second bridge is proposed between the Mill District and Upland. In two or three sentences, propose two kinds of geographic evidence a planner should collect before choosing its route, and explain how each would help assess a different effect on people or places.

ANSWER KEY

Reading Harbor Bend

HIGH SCHOOL · WG.C.1

PART 1 · READ AND MARK

Underline where each study area is located, circle the population numbers in the table, and place a star beside two sentences that explain limits of geographic evidence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which study area gained the most residents from 2010 to 2020? Calculate the gain and describe its location.	**The Riverfront gained 1,200 residents. It is on low ground along the channel's east bank.**
2	Which study area lost residents? Explain how the new bridge connects its side of the channel to another study area.	**The Mill District lost 600 residents. The bridge connects its east side of the channel to the Upland area and its bus routes on the west side.**
3	Why might calling the entire Riverfront one flood-risk zone hide an important difference?	**Flood risk can differ from block to block. Some riverfront homes may face flood risk while others do not.**
4	Why can the table not prove that the new bridge caused Riverfront growth? Name another change in the passage that could matter.	**The counts show a change, not its cause. New Riverfront apartments could also have contributed to growth.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would compare block-level population counts to estimate how many residents live near each possible route and might face construction noise. I would examine recent satellite images to locate buildings and open land along each route. The images could show which route would require less land already in use.

Accept other evidence sources if the student explains how each helps assess a distinct spatial effect. Population change alone does not establish what caused it.