



Create a City: An Urban Planning Exercise

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Grade Level	5 and 7-8
Duration	3 class periods

ELL Adaptation by Gale Olp Ekiss

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible Input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona ELP Standards
Stage III Basic Reading Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by: B-20: identifying content vocabulary within math, science, and social studies texts. B-21: following two-to-three step written directions to complete task/procedure.
Writing Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by: B-7: writing a persuasive statement with instructional support
Stage IV Basic Reading Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by: B-21: applying understanding of content area vocabulary within math, science and social studies texts. B-28: interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers)
Writing Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by: B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.

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Overview

Arizona will continue to grow. According to the last complete census in 2000, Arizona had 5.1M people. In 2018, Arizona's population was even higher at an estimate of 7.2M. Even though it is inevitable that growth will occur, growth does not always occur in a planned manner. Therefore, it is the concern of informed citizens that our future growth be planned in a manner that helps humans, preserves the environment, and maintains a quality of life for all.

Key Vocabulary

apartment--a home in a large building
theater--a building where plays are performed or movies are shown
post office--a place to mail letters
freeway--roads that cars use for fast travel
fire department--a building where firefighters stay with their fire trucks until they are called to help
golf course--an area of land used for playing the game of golf
government office--An office where people work for the government
mail--to send letters
industries--large companies that make things to sell
jail-- a locked place where people stay for a short time as punishment
landfill--a place where trash and waste are stored
library--a place where books are kept and where people can read and borrow the books
low income housing--houses that can be bought or rented by people who do not have much money
office complex--buildings where people work
park--an area with trees, grass, and playgrounds
police department--a building where police officers work
prison--a locked place where people must stay for a long time as punishment
shop--to buy things
shopping center--a large building where people can shop
strip mall--a group of stores that share a parking lot
restaurant--a place where people can buy food and eat it
geographer--a person who studies the Earth

urban planner--a person who is trained to design cities

Additional Materials Needed for ELLs

- Create a City ELL Student Worksheet
- Writing Prompt for Class
- Assessment for Class
- 1 set of Vocabulary cards for each group.
- Sentence Starters
- ELL Beginning Vocabulary Assessment and Answer Key
- ELL Intermediate Assessment for Vocabulary and Answer Key

Procedures

Note: If time is an issue, instead of having the students decide these aspects, the teacher can decide:

- *the name of the city.*
- *where the city is located.*
- *what the urban planning company will be called.*

Grouping: Divide the class into groups of four for this lesson. It would be appropriate to have a beginning and intermediate ELL in each of the groups with students who are proficient in English.

(Grouping Option: Small groups)

SESSION ONE

1. Introduce this lesson by using the census figures from the Overview to discuss Arizona's growth. Then have students cite observations that they have noticed concerning growth of their community. (**Preparation: Linking to background**) Record these on the whiteboard. It would be great to attach images to some of these ideas. For example: Students might say that animals are losing their homes. Draw a turtle in the middle of a bunch of homes looking sad. (**Scaffolding: Comprehensible Input**)
2. On the whiteboard, make two columns: Positive Aspects of Growth with smile face next to label and then Negative Aspects of Growth with a frown face next to label). Have the students work in groups to take their original list and categorize the statements as positive or negative. (**Scaffolding: Comprehensible Input**)
Negative might be: lack of water, animals being pushed off the land, more pollution, more

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services needed, more crime, more roads needed, etc.

Positive aspects of growth might be more diversity of peoples, more opportunities for jobs, more money, more tourism, more amusements, more tax dollars, etc.

3. Ask for a definition of geography- study of the earth. (**Linking to past learning**) What does a geographer do? A person who studies the Earth is a geographer. A cute graphic would be a person with a magnifying glass that is examining a globe. (**Scaffolding: Comprehensible Input**) Look through the list and pick out a few of the entries. Have the students comment on how geographers could help with the process. (i. e., limit the sprawl, make the growth more attractive by leaving untouched areas, helping plan for city services, such as where to put power lines and roads, helping to find more water sources, etc.

4. Distribute one set of vocabulary cards to each group. (**Scaffolding: Comprehensible Input**) Spend a few minutes going over the words and asking students to give examples in their community for each of the facilities.

(**Scaffolding: Comprehensible Input**)

5. Explain the writing prompt. Then show the student examples, so the students can visualize how the shapes will be cut apart and glued on construction paper. (**Modeling**) You might also relate why some of the features are located where they are. The houses are near the park so the families can walk to the park. Act out the word "near" for those who don't know the preposition. (**Scaffolding: Comprehensible Input**) Give each group the Create a City ELL student worksheet. Explain these are the facilities that the town council wants to see in the city. (**Grouping Option: Small groups**)

Hint: Some students want to add additional facilities from the ones given on the Create a City Worksheet. Some students will want to add additional facilities from the ones given on the Create a City Worksheet. You can permit this but limit them to the leftover white spaces on the worksheet to save paper and limit their ideas, so the city becomes "do-able" in 2 class periods.

Prompt: You are a geographer with exceptional skills as an urban planner. You wish to be hired by the new town council of _____ (students will need to make up a name) which will be hiring urban planners to create a city near _____ (students will need to pick an Arizona location). The town council has determined that the city of _____ will have all

of the features included on the Create a City diagram sheet. In order for you to get this job that will pay very well, you need to persuade the town council that you have the best ideas for the new city.

Now, since this job is so important to you and many ideas are valued, you will be in a planning team of 4 people so this task will be done by you and your partners. As a team, you have this great opportunity at planning a city and creating a company of your own. Be sure to name your company.

The first task for you and your partners will be to create a paper model of the city. Therefore, you will need to create a town plan. Use the Create a City diagram sheet and cut out the facilities that were selected by the town council and glue them on construction paper to create a model of your city. Be sure to think through where you are planning to place each facility. You must use your skills as a geographer to make sure this is the best plan. The goal is to design an ideal city-one which is convenient for humans, preserves the environment, and maintains a quality of life for both animals and humans.

After you have selected your company name and your model is completed, you and your partners will write a speech that could be presented to the town council. The focus of this speech is to persuade them to hire your company based on your placement of facilities and your reasons why this is the best location for each. This speech must be clear and concise. This means all ideas need to be said in less than 2 pages. Remember that you are competing with other companies for this job. You must convince them that you have the best ideas for the new city.

You will be judged on the neatness of your model, so use color and work carefully. Your written speech will be judged on completeness of information. Your written speech will be judged on the appropriate format for a speech to a town council as well as are your ideas expressed clearly.

6. If necessary, repeat how this lesson will be assessed: *After your model is completed, your group will write a 2-page speech that could be presented to the town council. The focus of this speech is to persuade them to hire your*

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company based on your placement of facilities and your reasons why this is the best location for each. This speech must be clear and concise. This means all ideas need to be said in less than 2 pages. Remember that you are competing with other companies for this job. You must convince them that you have the best ideas for the new city.

7. Students should have time to begin cutting and pasting on this first session. (**Application: Hands-on**) The ELL students will be working with their group to decide where to place the city features and in the gluing and coloring of the map. Ask one English proficient student in the group to reinforce the concepts on the vocabulary cards and another English proficient to note the reasons for locating the features in certain places on the map.

SESSION TWO

8. Students will continue to cut and paste on their paper model while discussing the placement of facilities. Remind the groups to keep track of their logic by taking some notes.

(Application: Promotes engagement)

ELL students could take notes on their sentence starter paper or write sentences down as they hear them. (**Assessment: Individual assessment**)

9. Students should begin their rough draft for speech to the town council explaining why the facilities would be best in their selected location. The ELL sentence starters could be used in the group report. (**Assessment: Group assessment**)

SESSION THREE

10. Select 1 member from each team to be a member of the town council. Each team will present their model and give their speech to the council.

11. The students will conclude the class by voting for the best plan for the new city.

Assessment

Please look at original lesson for assessing students who are proficient in English.

ELA

Beginning ELL: Student will use the labels (Where Can People Live, Where Can People

Shop, and Where Can People Play) and categorize the appropriate vocabulary cards by laying the labels on their desktop and then putting the cards next to the appropriate label. Mastery will be considered 80% or higher.

(Assessment: Group or Individual Assessment)

Intermediate and Beginning ELL: Use the vocabulary cards. Cut off the caption from the photo. Have the students match the caption to the right image. Mastery will be considered 80% or higher. (**Assessment: Group or Individual Assessment**)

Intermediate ELL: Use vocabulary test that doesn't have photos only words. Mastery will be considered 80% or higher. (**Assessment: Group or Individual Assessment**)

ELA and Geography:

Beginning ELL: The student will complete the sentence starters provided. (**Assessment: Group or Individual Assessment**)

Intermediate ELL: The student will write five sentences describing where two city features are located on the diagram and explain why they were located in that area of the town. You might use the beginning ELL sentence starters for an example. Then let the student complete five sentences on his/her own. (**Assessment: Individual Assessment**)

Beginning ELL: The student will write a paragraph explaining why he put 3 of the features on the map in those locations.

(Assessment: Group or Individual Assessment)

Intermediate ELL: The student will write at least two paragraphs explaining why he/she put 5 or more features on the map in those locations. (**Assessment: Group or Individual Assessment**)

Civics

Students can Think/Pair/Share or write on:

- Is this planning exercise a local, state, national or global issue? Explain your thinking.
- Why you voted for a certain town plan.
- Why voting is a good thing.