



Create A City: An Urban Planning Exercise

Author Gale Ekiss
Grade Level 5, 7-8
Duration 3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 5: Environment and Society

14. How human actions modify the physical environment.

Element 6: The Uses of Geography

18. How to apply geography to interpret the present and plan for the future.

AZ Standards

ELA

Writing

Text Types and Purposes

5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - d. Provide a concluding statement or section related to the opinion presented.
- 7.W.1 and 8.W.1 Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.

Human-environment interactions are essential aspects of human life in all societies.

5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.

8G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions

7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

Create a City: An Urban Planning Exercise

and clarify the relationships among claim(s), reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

7.SL.6 and 8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

8G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)

CIVICS

Process, rules, and laws direct how individuals are governed and how society addresses problems.

5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.

8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.

8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.

SIOP Elements

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

Arizona ELP Standards

Grade 5

Basic

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

Create a City: An Urban Planning Exercise

B-2: compose written narratives using appropriate conventions that include details to develop a topic.
B-5: use examples of precise language and domain-specific vocabulary within informative texts.
Standard 4 By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence.

B-1 express an opinion on a topic or text.

B-2: supply a reason that supports the opinion and is based on some textual evidence.

B-4: provide a concluding statement to an opinion.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute information and evidence to collaborative oral and written discussions.

Grade 7-8

Basic

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Standard 4 By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence.

B-1: construct a claim about a topic or text.

B-2: supply a reason that supports the opinion and is based on some textual evidence.

B-3 use grade appropriate words and phrases.

B-4: provide a concluding statement to an opinion.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

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. The 2020 census will show Arizona with even more people. While it is likely 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.

Purpose

This activity will have students work in cooperative groups 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. Students will not only design a city, but they will write an explanation of how geography was used to improve the quality of life in the planning of an environment. This lesson contains adaptations for diverse learners (ELLs).

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

Create a City: An Urban Planning Exercise

mail—a way 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

geographer--a person who studies the Earth

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

urban planner—a person who is trained to design cities

low-income housing--houses that can be bought or rented by people who do not have much money

Materials

- Create a City Student Worksheet
- Student Samples
- Projection device
- White or colored construction paper
- Glue sticks
- Colored pencils, markers, or crayons
- Scissors
- Writing Prompt and Assessment
- Sentence Starter Page
- Categorize the Vocabulary Words and Answer Key
- Vocabulary Test and Answer Key
- Six Trait Writing Rubric
- Vocabulary Cards

Objectives

The student will be able to:

- create a model of a city using their knowledge of geography skills, especially their knowledge of Human Environment/Interaction.
- write a formal communication in an appropriate format for a specific audience and purpose as well as express their ideas in a clear and direct way.
- deliver a persuasive presentation

Procedures

Note: If time is an issue, the lesson can be shortened by deciding the name of the city, where the city is located, and what the urban planning company will be called instead of having the students decide these aspects. Also this lesson introduces the term "low-income housing." If this will be a problem in your community, feel free to edit out this vocabulary word and the corresponding shape on the student worksheet.

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. Ask the students for an animal that might lose its home and draw it for visual input.

(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 aspects might be lack of water, animals being pushed off the land, more pollution, more 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. Divide the students into groups of four. Distribute one set of vocabulary cards to each group.

(Scaffolding: Comprehensible Input, Grouping Option: Small groups) Spend a few minutes going over the words and asking students to give

Create a City: An Urban Planning Exercise

examples in their community for each of the facilities. **(Scaffolding: Comprehensible Input)**

5. Distribute and project the Writing Prompt and Assessment to the groups. Explain. *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.** Write this on the board.*

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. Then show the student examples so the students can visualize how the shapes will be cut apart and

glued on construction paper. **(Scaffolding: 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. **(Scaffolding: Comprehensible Input)** Give each group ONE Create a City Student Worksheet and one Writing Prompt with Assessment worksheet. *Hint: Some students may want to add additional facilities from the ones given on the Create a City Student 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.*

7. Allow time for students to begin cutting and pasting in this first session. **(Application: Hands-on)** Diverse students should be working with their group to decide where to place the city features and in the gluing and coloring of the map. It is suggested that one student in the group reinforce the concepts on the vocabulary cards and another student notate the reasons for locating the features in certain places. Depending on the ability level of your students, distribute the Sentence Starter Page and allow students to use this worksheet to notate their reasoning. **(Integrating Processes: Listening, Writing, Speaking)**

SESSION TWO

8. Have groups 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 or using the Sentence Starter Page. **(Application: Promotes engagement; Integrating Processes: Listening, Writing, Speaking)**

9. Instruct groups begin their rough draft for speech to the town council explaining why the facilities would be best in their selected location.

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

ELA

The written speech can be graded for voice and ideas: Is this an appropriate speech to be given in front of a town council? Are the team's ideas clearly organized and expressed? Mastery will be

Create a City: An Urban Planning Exercise

considered a 4 on the Six Traits Writing Rubric.

(Assessment: Group, Oral)

Geography

The written speech can be graded for an analysis of geographic skills used. Does the team mention all 5 of these ideas?

1. Why city services (government offices, school, library, landfill, jail, fire and police departments, and prison) were placed in certain areas.
2. Why businesses (office complex, industrial park, cute shops, strip malls, and shopping center) were located in certain areas.
3. Why recreation facilities (golf course, parks, and arts complex) were located in certain areas.
4. Why housing (homes and apartments) was located in certain areas.
5. Why roads (freeways) were placed in certain areas.

Deduct 20% for each missing concept (city services, businesses, recreation, housing, and roads.)

Mastery will be considered 80%. Neatness and grammar can also be considered. **(Assessment: Group, Written)**

ELA and Geography

To measure language acquisition, there are several assessments included. Choose the ones that best fits your classroom needs. Mastery will be considered a score of 80% or higher.

a) Categorize the Vocabulary Words—have students identify which of the three categories would best fit with each Vocabulary Card/Word.

b) Cut the captions off the images in the Vocabulary Cards and have students match the captions to the pictures.

c) Vocabulary Test—have students match the correct word to its definition. **(Assessment: Individual, Written)**

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.

(Assessment: Group, Written)

Extensions

The class could list strengths and weaknesses they found in common between the different proposed city plans.

To strengthen their reading skills, students could read newspaper articles on the expansion of cities and the concept of community planning. Then decide whether the author is for or against the proposed plans.

Invite an urban planner to view the models and comment on the placement of facilities and/or discuss their profession.