



Create A City: An Urban Planning Exercise

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Grade Level 5, 7-8
Duration 3 class periods

National Standards

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 and clarify the relationships

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)

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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.

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.

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).

Materials

- White or colored construction paper
- Glue sticks
- Create a City worksheet
- Colored pencils, markers, or crayons
- Rulers
- Scissors
- Six Trait Writing Rubric

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

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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.

SESSION ONE

1. Introduce this lesson by using the census figures from the overview to discuss Arizona's growth. Then have students cite problems with growth (lack of water, animals being pushed off the land, more pollution, more services needed, more crime, more roads, etc.). Next, have students cite the positive aspects of growth (more diversity of peoples, more opportunities for jobs, more money, more tourism, more amusements, more tax dollars.) Record these on the whiteboard or chart paper in two columns: Problems with Growth and Positive Aspects of Growth.

2. 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.).

3. Explain the model and lesson prompt:

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.

4. Field any questions and then give students time to begin cutting and pasting on this first session.

Hint: 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.

SESSION TWO

5. Allow students more time to cut and paste on their paper model and discuss the placement of facilities. Instruct students to keep track of their logic by taking notes that can be used in their team's speech.

6. As groups begin to finish, remind them to begin their rough draft for the team's speech to the town council explaining why certain facilities would be best in their selected location.

7. Remind teams to finalize their work into a maximum of a two-page speech to the town council.

SESSION THREE

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8. 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.
9. 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 considered a 4 on the six traits rubric.

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.

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.

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.