

## DOCUMENT RESUME

ED 073 961

SO 005 285

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TITLE Changing Cities, Social Studies: 6470.04.  
INSTITUTION Dade County Public Schools, Miami, Fla.  
PUB DATE 72  
NOTE 28p.; An Authorized Course of Instruction for the  
Quinmester Program

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS Activity Units; Behavioral Objectives; \*Change  
Agents; City Planning; \*City Problems; Curriculum  
Guides; Grade 7; Grade 8; Grade 9; \*Municipalities;  
Resource Guides; Secondary Grades; \*Social Studies  
Units; Urban Culture; Urbanization; \*Urban Studies  
IDENTIFIERS Florida; \*Quinmester Program

## ABSTRACT

This general social studies course for grades 7-9 is an introduction to urban life: its history, the attraction of the city, its growth, advantages and problems. The condition of cities in America today is examined for the purpose of understanding the causes of their present condition and the steps that can be taken to save them. The goal of the course is to make students aware of urban development and problems in order that they may better understand and intelligently deal with the urban complexities. Learning activities are designed to guide the student toward an understanding of why and how cities develop and grow, the examination of problems that develop in large cities, and an understanding of the need for city planning and urban renewal. A special project, the design of plans for future cities, is suggested as the culminating unit activity. A student/teacher bibliography includes textual and audiovisual materials to support the study of changing cities. (Author/SHM)

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SOCIAL STUDIES

CHANGING CITIES

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by

BRENDA F. FAULKNER

for the

Division of Instruction  
Dade County Public Schools  
Miami, Florida  
1972

## INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming  
Social Studies Consultant

**COURSE DESCRIPTION:** AN INTRODUCTION TO URBAN LIFE: ITS HISTORY, THE ATTRACTION OF THE CITY, ITS GROWTH, ADVANTAGES AND PROBLEMS. THE CONDITION OF CITIES IN AMERICA TODAY IS EXAMINED FOR THE PURPOSE OF UNDERSTANDING THE CAUSES OF THEIR PRESENT CONDITION AND THE STEPS THAT CAN BE TAKEN TO SAVE THEM.

**CLUSTER:** GENERAL SOCIAL STUDIES

**GRADE LEVEL:** 7-9

**COURSE STATUS:** Elective

**INDICATORS OF SUCCESS:** None

**COURSE RATIONALE:** Cities are a vital part of the American way of life. Their future growth and development is imminent. However, if the problems facing cities today are not understood and attempts to solve these problems are not made, the problems facing cities of the future will be insurmountable. Most students will find themselves involved in an urban setting. It is hoped that this course will make the students aware of urban development and problems, in order to better understand and intelligently deal with the urban complexities.

COURSE GOALS:

1. THE STUDENT WILL UNDERSTAND THE REASONS WHY AND HOW CITIES DEVELOPED.
2. THE STUDENT WILL EXPLAIN THE REASONS WHY AND HOW CITIES GROW.
3. THE STUDENT WILL EXAMINE THE PROBLEMS THAT DEVELOP IN LARGE CITIES.
4. THE STUDENT WILL UNDERSTAND THE NEED FOR CITY PLANNING AND URBAN RENEWAL.
5. THE STUDENT WILL DEVELOP PLANS FOR FUTURE CITIES.

COURSE OUTLINE:

- I. The history of the development of cities
  - A. The need for cities
  - B. The location of cities
  - C. Adjustment to city life
- II. American cities
  - A. Past growth and development
  - B. Present growth and development
  - C. Advantages of city living
  - D. Problems of cities and city living
  - E. City planning and urban renewal
- III. Future American cities
  - A. Megalopolis
  - B. Planned cities

GOAL 1: THE STUDENT WILL UNDERSTAND THE REASONS WHY AND HOW CITIES DEVELOPED.

FOCUS	OBJECTIVE	LEARN
<p>WHY DID CITIES DEVELOP?</p> <p>Note to the teacher:</p> <p>"Unit 1, Geography of Cities" from the <u>High School Geography Project</u> (State adopted) and the Hubbard <u>Urban Studies System</u> (see materials section) have six week programs which might be used to augment this unit.</p>	<p>A. Explain why cities developed.</p>	<p>1. Have the students write report on one of the</p> <ul style="list-style-type: none"> <li>a. Athens</li> <li>b. Rome</li> <li>c. A European city</li> <li>d. others</li> </ul> <p>In their reports ask following questions:</p> <ul style="list-style-type: none"> <li>1.) Why did these cities develop?</li> <li>2.) What rights do people live in cities?</li> <li>3.) What kinds of jobs does a person's right could live have?</li> <li>4.) others</li> </ul> <p>2. The film <u>What is a City?</u> Discuss the film with students.</p> <p>3. Have the students use newspapers, or draw picture story or map of a city.</p> <p>4. Ask the students to explain why cities developed.</p> <p>5. Have the students compare cities.</p> <p>"If there were no cities, how would life be different?" Ask the students to write a paragraph.</p>

STAND THE REASONS WHY AND HOW CITIES DEVELOPED.

OBJECTIVE	LEARNING ACTIVITIES
Explain why cities developed.	<ol style="list-style-type: none"><li>1. Have the students work in groups and research and report on one of the following:<ol style="list-style-type: none"><li>a. Athens</li><li>b. Rome</li><li>c. A European city of the Middle Ages</li><li>d. others</li></ol><p>In their reports ask the students to answer the following questions:</p><ol style="list-style-type: none"><li>1.) Why did these cities develop?</li><li>2.) What rights do people give up in order to live in cities?</li><li>3.) What kinds of laws were needed to protect a person's rights and insure that people could live harmoniously?</li><li>4.) others</li></ol></li><li>2. The film <u>What is a City?</u> may be viewed at this time. Discuss the film with the class.</li><li>3. Have the students use pictures from magazines, newspapers, or draw their own pictures and develop a picture story or mural that depicts the development of a city.</li><li>4. Ask the students to evaluate the reasons why cities developed.</li><li>5. Have the students complete the following statement:  "If there were no cities ....."</li></ol> <p>Ask the students to share and discuss their work.</p>

FOCUS	OBJECTIVE	I
HOW DID CITIES DEVELOP?	B. Describe how cities developed.	<ol style="list-style-type: none"> <li>1. Distribute outline of continents and oceans, and where the early cities developed. Have students draw up a list of cities that developed in the Americas. Use students' lists.</li> <li>2. Ask the students to draw an early city. Have them work and discuss how the cities developed.</li> <li>3. Have interested students make a model or exhibit of an early city.</li> <li>4. The films <u>Ancient Civilizations</u>, <u>New World</u>, and <u>America</u> are shown at this time. Encourage students to ask questions or point out interesting features.</li> <li>5. Ask the students to "go back" to one of the cities on their lists. Have the students write a paragraph describing the city. Have the students write their feelings, reactions, and questions about the city. Have them share their work with the class.</li> <li>6. Ask interested students to make a skit of an aspect of early city life.</li> <li>7. Have the students present a "You Are There" scene of an event occurring in an early city.</li> <li>8. As a class, discuss the early cities.</li> </ol>

OBJECTIVE

LEARNING ACTIVITIES

B. Describe how cities developed.

1. Distribute outline maps of the European and American continents and ask the students to shade in the areas where the early cities developed. Then ask them to draw up a list of reasons that could explain why cities developed in these areas. As a class, discuss the students' lists.
2. Ask the students to work in groups and draw plans of an early city. Then have the students share their work and discuss the reasons why they think these cities developed the way they did.
3. Have interested students develop a three dimensional model or exhibit of an early city.
4. The films Ancient Egypt, Ancient Greece, The Ancient New World, and Ancient Rome may be viewed at this time. Encourage the students to follow up on any questions or points of interest the films might evoke.
5. Ask the students to imagine that they are "flashed back" to one of the cities they have studied. Have the students write or record what they think their feelings, reactions, opinions, etc. of these cities, their customs, dress, etc. might be. Ask the students to share their work.
6. Ask interested students to develop and present a skit of an aspect of life in one of the cities studied.
7. Have the students work in groups and develop and present a "You Are There" type of program of an incident occurring in an ancient city.
8. As a class, discuss the problems encountered by citizens

FOCUS	OBJECTIVE	LEARNING
B. (cont.)	8. (cont.)	of these early cities have remedied the
	9. Ask the students why cities developed developed.	
	10. As a class, discuss these early cities	

OBJECTIVE

LEARNING ACTIVITIES

B. (cont.)

8. (cont.)

of these early cities and propose changes that could have remedied the problem.

9. Ask the students to give their opinions on the reasons why cities developed and the manner in which they developed.

10. As a class, discuss and evaluate the contributions of these early cities to present day societies.

GOAL 2: THE STUDENT WILL EXPLAIN THE REASONS WHY AND HOW CITIES GROW.

FOCUS	OBJECTIVE	LEARNING ACT
<p>WHAT CAUSES A CITY TO GROW?</p>	<p>A. Examine the reasons why cities grow.</p>	<ol style="list-style-type: none"> <li>1. With the students' help, list factors that make cities grow. The students should also list the reasons why they are important.</li> <li>2. The films <u>An Industrial Landscape</u> and <u>Portrait of a City</u> may be shown. Discuss the importance of each to a city.</li> <li>3. Ask the students to examine the effects on the growth and development of a city and contribute information on the following discussion.             <ol style="list-style-type: none"> <li>a. religion</li> <li>b. climate</li> <li>c. center of learning and culture</li> <li>d. government</li> <li>e. immigration</li> <li>f. migration</li> <li>g. other</li> </ol> </li> <li>4. After the discussion, (see objective) ask students to choose one of the factors and report its effect on a part of the city. The report should include diagrams, pictures, and maps.</li> <li>5. The film <u>Immigration in America</u> and the transparency <u>Population Density</u> may be shown. Discuss the films with the students.</li> <li>6. Ask the students to develop a display to lure people to the city. List the reasons why these displays appeal to people.</li> </ol> <p>4</p>

IN THE REASONS WHY AND HOW CITIES GROW.

OBJECTIVE	LEARNING ACTIVITIES
Examine the reasons why cities grow.	<ol style="list-style-type: none"><li>1. With the students' help, list the main activities that make cities grow. Then discuss these activities and the reasons why they attract people to the cities.</li><li>2. The films <u>An Industrial Lake Port: Buffalo, N.Y.</u> and <u>Portrait of a City</u> may be viewed at this time. Discuss the importance of industry to the growth of a city.</li><li>3. Ask the students to examine two of the following effects on the growth and development of cities and contribute information on these topics during a class discussion.<ol style="list-style-type: none"><li>a. religion</li><li>b. climate</li><li>c. center of learning and art</li><li>d. government</li><li>e. immigration</li><li>f. migration</li><li>g. other</li></ol></li><li>4. After the discussion, (see Activity 3), ask the students to choose one of the topics discussed and report its effect on a particular city. The report should include diagrams, pictures, graphs, etc.</li><li>5. The film <u>Immigration in America's History</u> and the transparency <u>Population Density</u> may be viewed at this time. Discuss the films with the class.</li><li>6. Ask the students to develop a display or advertisement to lure people to the city. As a class, analyze the reasons why these displays or advertisements would appeal to people.</li></ol>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>HOW DO CITIES EXPAND AND GROW?</p>	<p>B. Describe how cities tend to expand and grow.</p>	<p>7. Have the students develop and talk, a scrapbook, a slide presentation, a poem that illustrates the effect of the automobile on the growth and development of a city.</p> <p>8. Ask the students to prepare a report on the reasons why their parents came to Miami. When the students complete their survey, ask them to list and describe the reasons and relate them to the previous activities.</p> <p>9. Have the students write a news story about a small town, large city, or city. Interview other students, read the information to write the story. After they have written their story, ask them to read it to the class. As a class, or in groups, discuss the advantages and disadvantages of living in different areas. Evaluate the advantages and then propose ways to minimize the disadvantages.</p> <p>10. The film <u>Changing City</u> may be shown. Encourage the students to ask questions.</p> <p>1. Have the students choose an old city, such as New York or Philadelphia and trace its development from 1800 to the present. Have the students determine the movement of the city as the city grew and have them draw pictures. Have the students make maps, charts, pictures, etc. to show the correlation between the population and the growth of the city.</p>

OBJECTIVE

LEARNING ACTIVITIES

B. Describe how cities tend to expand and grow.

7. Have the students develop and present an illustrated talk, a scrapbook, a slide presentation, a song, or a poem that illustrates the effect of the train and/or automobile on the growth and development of cities.
8. Ask the students to prepare and conduct a survey to find out the reasons why their parents and teachers came to Miami. When the students have completed this survey, ask them to list and rank the reasons and relate them to the previous activities.
9. Have the students write a newspaper article about life in a small town, large city, or farm. Students can interview other students, read stories, etc. to get the information to write the story. When the students have written their story, ask them to share it with the class. As a class, or in groups, list from the articles the advantages and disadvantages of living in these different areas. Evaluate these advantages and disadvantages and then propose ways to maximize the advantages and minimize the disadvantages.
10. The film Changing City may be viewed at this time. Encourage the students to ask and answer each others questions.
1. Have the students choose an old established city such as New York or Philadelphia and, working in groups, trace its development from 1800 to the present. Have the students determine the movement of people within the city as the city grew and developed. Ask the students to make maps, charts, graphs, drawings, pictures, etc. to show the concentration and growth of the population.

FOCUS	OBJECTIVE	LEARNING
		<ol style="list-style-type: none"> <li>2. Ask interested students presentation of the gro</li> <li>3. As a class, discuss the of a city moves within advantages and disadven</li> <li>4. With the students' help why a family lives wher to rank these reasons,</li> </ol>

OBJECTIVE	LEARNING ACTIVITIES
	<ol style="list-style-type: none"><li>2. Ask interested students to develop an illustrated presentation of the growth and development of a city.</li><li>3. As a class, discuss the reasons why the population of a city moves within the city as it does and the advantages and disadvantages of this type of movement.</li><li>4. With the students' help, prepare a list of reasons why a family lives where it does. Ask the students to rank these reasons, discuss and evaluate them.</li></ol>



ANALYZE THE PROBLEMS THAT DEVELOP IN LARGE CITIES.

OBJECTIVE	LEARNING ACTIVITIES
Identify and explain the problems that arise in large cities.	<ol style="list-style-type: none"><li>1. Have the students read the newspaper, magazines, listen and watch news telecast and develop a list, folder, or scrapbook of problems facing cities. (This activity should be an ongoing one throughout this section.)</li><li>2. Ask the students to make bulletin board displays of newspaper and magazine headlines and pictures of problems facing cities. (This activity should be an ongoing one throughout this section.)</li><li>3. Have the students work in groups and research and present the reasons for unemployment in American cities. The students should include the following in their report:<ol style="list-style-type: none"><li>a. the importance of the locations of large industry</li><li>b. the consequences of depending on one type of industry</li><li>c. the changing job market</li><li>d. the need for an education and/or training</li><li>e. the effects of depressions, recessions, and economic slumps</li><li>f. others</li></ol></li><li>4. Ask the students to determine which industries in their area or in the county are experiencing economic problems, etc. and predict the effect this will have on the unemployment figures in the county.</li><li>5. Ask the students to write a short story, newspaper articles, or picture story of the effects of unemployment on the worker, his family, and/or his community.</li></ol>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>CRIME</p>		<ol style="list-style-type: none"> <li>6. Write the word "Poverty" on a piece of paper. Have students explain what poverty is in whichever way they choose. When ready, ask them to share their ideas.</li> <li>7. Ask the students to work in groups to create a visual presentation of slums in their city. When the students are ready, have them present their work.</li> <li>8. Have interested students write short stories, or radio or TV scripts, about life in the slums.</li> <li>9. Lead a class discussion on the causes of poverty by the poor because of inadequate medical care, etc. Discuss the effects of poor health on the individual and the community.</li> <li>10. Ask the students to read about crime in American cities. Then with their partners, list possible reasons for this violence. When complete, ask the students to discuss their reasons and propose ways to prevent future violence.</li> <li>11. Ask the students to work in groups to create a broadcast or telecast on crime in a city of their choosing. Have them use data found in newspapers, <u>United States</u>, etc.</li> <li>12. Encourage the students to discuss the crime they might have had with crime.</li> </ol>

## OBJECTIVE

## LEARNING ACTIVITIES

6. Write the word "Poverty" on the board and have the students explain what poverty means to them in whichever way they choose. When the students are ready, ask them to share their work.
7. Ask the students to work in groups and develop a visual presentation of slums in any city or their own city. When the students are ready, ask them to present their work.
8. Have interested students write and share poems, songs, stories, or radio or TV scripts on poverty and slums.
9. Lead a class discussion on the health problems faced by the poor because of improper and insufficient diet, inadequate medical care, etc. Discuss the consequences of poor health on the individual, his family, and community.
10. Ask the students to read about incidents of violence in American cities. Then with the students' help, list possible reasons for this violence. After the list is complete, ask the students to choose one of the possible reasons and propose ways to alleviate the problem to prevent future violence.
11. Ask the students to work in groups and prepare a news broadcast or telecast on crime and juvenile delinquency in a city of their choosing. The report should include data found in newspapers, Uniform Crime Reports for the United States, etc.
12. Encourage the students to discuss any experiences they might have had with crime occurring around them.

FOCUS	OBJECTIVE	LEARNING AC
		<p>13. Ask a group of students to discuss the causes of crime. One member of the panel could be a psychologist, one of a social worker, one of a police officer, one of a prison guard, etc. During the discussion, the rest of the class write questions. After the panel has answered the questions, have the students ask these questions to the panel members or other members of the class.</p> <p>14. Lead a class discussion on crime in the cities.</p> <p>15. With the students' help, plot the crime rate in the cities.</p> <p>16. Ask the students to work in groups to prepare a broadcast of the culture of crime and noise pollution if present in the cities.</p> <p>17. Ask the students to work in groups to prepare a report on one of the following:</p> <ul style="list-style-type: none"> <li>a. required purity standards for drinking water or purified water</li> <li>b. administrative and regulatory agencies that put in place laws and ordinances that control wastes in fresh or ocean water</li> <li>c. noise ordinances</li> <li>d. controls on exhaust emissions from cars and smoke stacks, etc.</li> <li>e. others</li> </ul>

## OBJECTIVE

## LEARNING ACTIVITIES

13. Ask a group of students to prepare and present a panel discussion on the causes of crime and juvenile delinquency. One member of the panel could play the role of a psychologist, one of a social worker, one of a warden of a prison, etc. During the panel discussion, have the rest of the class write questions they would like answered after the panel discussion. After the discussion, have the students ask these questions and ask the panel members or other members of the class to answer the questions.
14. Lead a class discussion on possible ways to prevent crimes in the cities.
15. With the students' help, propose a plan to reduce the crime rate in the cities.
16. Ask the students to work in groups and write a news broadcast of the future concerning water, air, and noise pollution if present conditions remain unchanged.
17. Ask the students to work in groups and research and report on one of the following:
  - a. required purity standards on drinking water or purified water
  - b. administrative and regulatory controls on industries that put industrial or other wastes in fresh or ocean waters
  - c. noise ordinances
  - d. controls on exhaust emissions from cars, smoke stacks, etc.
  - e. others

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>17. (cont.)</p> <p>Ask the students to:</p> <ol style="list-style-type: none"> <li>1.) evaluate this information</li> <li>2.) determine if these controls</li> <li>3.) propose changes or additions</li> <li>4.) support these changes and provide evidence if possible.</li> </ol> <p>18. Have the students choose an environmental problem that is plaguing the cities and work in pairs. Have one group develop a campaign to reduce apathy and public opinion on water conservation. The second group can develop a counter-campaign. When the students are ready, have them present their campaign and then evaluate the effectiveness if there were any changes of opinion.</p> <p>19. Lead a class discussion on the ways to eliminate wastes, supply an alternative source of electric power and water.</p> <p>20. Ask the students to write stories about the effects of blackouts in New York or what they would do if the electric power failed in New York for 20 hours or more.</p> <p>21. Write the following headline on the board:</p> <p>ONLY TWO DAYS SUPPLY OF WATER LEFT IN NEW YORK</p> <p>Then ask the students to react to the headline and then describe what they would do.</p>

## OBJECTIVE

## LEARNING ACTIVITIES

17. (cont.)

Ask the students to:

- 1.) evaluate this information
- 2.) determine if these controls are adequate
- 3.) propose changes or additions
- 4.) support these changes and additions with evidence if possible.

18. Have the students choose an environmental problem that is plaguing the cities and working in two groups, have one group develop a campaign to change public apathy and public opinion on ways to solve this problem. The second group can develop a defense of the status quo. When the students are ready, have them present their campaign and then evaluate them and determine if there were any changes of opinion, etc.

19. Lead a class discussion on the problems cities face to eliminate wastes, supply an adequate amount of electric power and water.

20. Ask the students to write stories about the power blackouts in New York or what they think would happen if the electric power failed in their city for 15 to 20 hours or more.

21. Write the following headline on the board:

ONLY TWO DAYS SUPPLY OF WATER LEFT FOR SOUTH FLORIDA

Then ask the students to react to this headline and then describe what they would do if they were:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>TRANSPORTATION</p>		<p>21. (cont.)</p> <ul style="list-style-type: none"> <li>a. the head of their family</li> <li>b. the Mayor of Miami, or Dade County</li> <li>c. the Governor of the state</li> <li>d. other</li> </ul> <p>22. The film <u>Wise Use of Water Resources</u> is being shown at this time. Discuss the film as it relates to the water resources of Florida.</p> <p>23. Lead a class discussion on the importance of the Everglades.</p> <p>24. The films <u>Arteries of New York</u> and <u>Arteries of the Modern World</u> may be used to discuss traffic congestion and other problems encountered by people living in modern cities.</p> <p>25. Ask the students to propose inventions that could solve the traffic problems facing modern cities.</p> <p>26. Ask the students to work in groups and present a persuasive speech on (other) to reduce traffic congestion.</p> <p>27. Ask the students to choose one of the following topics and be prepared to add information on these topics. Problems facing modern cities with respect to:</p> <ul style="list-style-type: none"> <li>a. education</li> <li>b. taxation</li> <li>c. zoning</li> </ul>

## OBJECTIVE

## LEARNING ACTIVITIES

21. (cont.)
  - a. the head of their family
  - b. the Mayor of Miami, or Dade County
  - c. the Governor of the state
  - d. other
22. The film Wise Use of Water Resources may be viewed at this time. Discuss the film with the class especially as it relates to the water resources in their city.
23. Lead a class discussion on the Everglades situation and the importance of the Everglades as a watershed.
24. The films Arteries of New York City and Transportation in the Modern World may be used to introduce a discussion on traffic congestion and other transportation problems encountered by people living in cities.
25. Ask the students to propose changes, addition, or inventions that could solve the transportation problems facing modern cities.
26. Ask the students to work in groups and develop and present a persuasive speech on the use of car pools (other) to reduce traffic congestion.
27. Ask the students to choose one of the following topics and be prepared to add information in a discussion of these topics. Problems facing large cities with respect to:
  - a. education
  - b. taxation
  - c. zoning

FOCUS	OBJECTIVE	LEARNING ACT
		<p>27. (cont.)</p> <ul style="list-style-type: none"> <li>d. suicides and other manifestations of psychological problems</li> <li>e. government</li> <li>f. other</li> </ul> <p>28. Have the students write a series of "All Possible Worlds" type solutions to some of the problems. When the students are ready to work.</p>

OBJECTIVE

LEARNING ACTIVITIES

27. (cont.)

- d. suicides and other manifestations of psychological problems
- e. government
- f. other

28. Have the students write a story entitled "The Best of All Possible Worlds" that presents possible solutions to some of the problems facing American cities. When the students are ready, ask them to share their work.

GOAL 4: THE STUDENT WILL UNDERSTAND THE NEED FOR CITY PLANNING AND URBAN RENEWAL.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>HOW CAN PRESENT CITIES BE IMPROVED AND MADE MORE HABITABLE?</p> <p>Note to teacher: The Metropolitan Dade County Planning Department has General Land Use Master Plan maps available at no charge to schools.</p>	<p>Describe the activities involved in city planning and urban renewal.</p>	<ol style="list-style-type: none"> <li>1. Ask the students to reconstruct a " " They can do this with pictures, sli Then ask them to undertake the prof this city. To undertake this proje do the following:             <ol style="list-style-type: none"> <li>a. reconstruct a master plan that demonstrates -                 <ol style="list-style-type: none"> <li>1.) the present conditions of the city</li> <li>2.) the extent and direction of population growth</li> <li>3.) the city's future needs</li> </ol> </li> <li>b. set up a City Planning Commissi architects, and other talented for this project (students can they will play)</li> <li>c. set up a Zoning Board with a re business, industry, housing, an</li> <li>d. have a meeting of the City Plan and decide how to meet the city through -                 <ol style="list-style-type: none"> <li>1.) construction of new facilit</li> <li>2.) renewal of various areas of city and/or</li> <li>3.) changes in ways in which la being used</li> </ol> </li> <li>e. have the City Planning Commissi Zoning Board to go over their p</li> <li>f. decide on a set of plans</li> <li>g. hold a public hearing (students members of the City Planning Cor Zoning Board will be the "gener present the plans to the genera they can express their opinions changes</li> </ol> </li> </ol>

STAND THE NEED FOR CITY PLANNING AND URBAN RENEWAL.

OBJECTIVE	LEARNING ACTIVITIES
<p>Describe the activities involved in city planning and urban renewal.</p>	<ol style="list-style-type: none"> <li>1. Ask the students to reconstruct a "blighted" city. They can do this with pictures, slides, models, etc. Then ask them to undertake the project of rescuing this city. To undertake this project, they need to do the following:               <ol style="list-style-type: none"> <li>a. reconstruct a master plan that describes or demonstrates -                   <ol style="list-style-type: none"> <li>1.) the present conditions of the city</li> <li>2.) the extent and direction of population growth</li> <li>3.) the city's future needs</li> </ol> </li> <li>b. set up a City Planning Commission of planners, architects, and other talented people needed for this project (students can decide which roles they will play)</li> <li>c. set up a Zoning Board with a representative of business, industry, housing, and recreation</li> <li>d. have a meeting of the City Planning Commission and decide how to meet the city's needs, either through -                   <ol style="list-style-type: none"> <li>1.) construction of new facilities</li> <li>2.) renewal of various areas of the city and/or</li> <li>3.) changes in ways in which land is being used</li> </ol> </li> <li>e. have the City Planning Commission meet with the Zoning Board to go over their proposed plans.</li> <li>f. decide on a set of plans</li> <li>g. hold a public hearing (students that are not members of the City Planning Commission or the Zoning Board will be the "general public") to present the plans to the general public where they can express their opinions on the proposed changes</li> </ol> </li> </ol>

Dade County  
 Government has General  
 Plan maps available  
 to schools.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>1. (cont.)</p> <ul style="list-style-type: none"> <li>h. if the general public is not satisfied with the plan, meetings of the City Planning Commission, Zoning Board, and other interested parties must continue until a set of plans is decided upon by all concerned.</li> <li>i. develop master plans that show drawings, maps, models, pictures, etc. <ul style="list-style-type: none"> <li>1.) new facilities that will be needed</li> <li>2.) before and after pictures, drawings, etc. of renewed buildings, areas, etc.</li> <li>3.) changes in zoning</li> </ul> </li> </ul> <p>When the students have concluded their plans, have them to evaluate what they did and suggest changes in the approach to this project.</p> <p>2. The film <u>The City</u> may be viewed and discussed with the film with the class.</p> <p>3. Ask the students to research and report on city planning and urban renewal undertaken in their city. Have the students bring in pictures and reports on city planning and urban renewal. Discuss what has been accomplished and suggest ways to improve it.</p> <p>4. Ask the students to consider the problems that urban renewal will involve tearing down old buildings. Have the students role-play situations such as: <ul style="list-style-type: none"> <li>a. a home owner and the city planner</li> </ul> </p>

## OBJECTIVE

## LEARNING ACTIVITIES

## 1. (cont.)

- h. if the general public is not satisfied with the plan, meetings of the City Planning Commission, Zoning Board, and general public must continue until a set of plans can be decided upon by all concerned
- i. develop master plans that show through drawings, maps, models, pictures, etc. the
  - 1.) new facilities that will be needed
  - 2.) before and after pictures, drawings, etc. of renewed buildings, areas, etc.
  - 3.) changes in zoning

When the students have concluded this activity, ask them to evaluate what they did and suggest possible changes in the approach to this problem.

- 2. The film The City may be viewed at this time. Discuss the film with the class.
- 3. Ask the students to research and report on city planning and urban renewal undertaken in their city. Have the students bring in pictures or plans of this city planning and urban renewal. As a class, evaluate what has been accomplished and suggest future improvements.
- 4. Ask the students to consider the situation where urban renewal will involve tearing down houses, etc. Then have the students role-play situations between:
  - a. a home owner and the city planners

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>4. (cont.)</p> <ul style="list-style-type: none"> <li>b. a poor family that is asked to move from their rented home and the reporter</li> <li>c. others</li> </ul> <p>5. Lead a class discussion on exurbanization and the problems this can cause.</p> <p>6. Have the students make a bulletin board with pictures that depict poor zoning.</p> <p>7. Ask the students to develop and perform a play, a dance, song, or poem about "City."</p> <p>8. Ask interested students to research housing Acts passed and programs developed by the government to provide money for housing.</p> <p>9. Have the students develop the "plan" to solve the problems of housing and then have the students present their plan to the class. The students discuss the strengths of each plan. If possible, ask the students to develop one comprehensive plan from the individual plans.</p>

OBJECTIVE

LEARNING ACTIVITIES

4. (cont.)
  - b. a poor family that is asked to move from their rented home and a newspaper reporter
  - c. others
5. Lead a class discussion on examples of poor zoning and the problems this can cause.
6. Have the students make a bulletin board display of pictures that depict poor zoning.
7. Ask the students to develop and present either art work, a dance, song, or poem entitled "Downfall of a City."
8. Ask interested students to research and report on the Acts passed and programs developed by the federal government to provide money for urban renewal.
9. Have the students develop the "Perfect Plan" to solve the problems of housing and slums. Have the students present their plan to the class. Then have the students discuss the strengths and weaknesses of each plan. If Possible, ask the students to develop one comprehensive plan from the ideas presented in the individual plans.



DEVELOP PLANS FOR FUTURE CITIES

OBJECTIVE	LEARNING ACTIVITIES
<p>A. Indicate the growth of cities in the future.</p>	<ol style="list-style-type: none"> <li>1. Lead a class discussion on the sprawling suburbs, shopping centers that spring up in new suburbs, etc. Then ask the students to predict the future growth of suburbs.</li> <li>2. Make copies of an outline map of the United States and ask the students to work in groups and shade in the areas of large population density. Then ask them to predict the direction of population growth and shade in this area on their maps. Discuss the students' work and the formation of megalopolis.</li> <li>3. With the students' help list possible problems that might arise from the extended growth of present cities and their suburbs.</li> <li>4. Lead a class discussion on the advantages and disadvantages of high-rise apartments, condominiums, and town houses.</li> </ol>
<p>B. Propose a plan for a city of the future.</p>	<ol style="list-style-type: none"> <li>1. Ask the students to develop plans, make drawings, or models of megastructures (a large building functioning as a complete town or city). When the students are ready, have them discuss their plans and point out the strengths and weaknesses in their plans.</li> <li>2. Have the students work in groups on transportation in cities of the future. Ask the students to develop plans, drawings, or models of their work. As a class, use ideas from the group's work and develop one or more models or plans that best fit the needs of cities. These models or plans could be sent to car manufacturing companies, etc.</li> </ol>

FOCUS	OBJECTIVE	LEARNING ACTIVITY
	B. (cont.)	<p>3. Several students might investigate a class on "new cities" today, e.g. Columbia, Maryland.</p> <p>4. Have the students work individually on an innovation, experimental city; plans should include ways of eliminating air and noise pollution. When the students have finished, have them display their work.</p>

OBJECTIVE

LEARNING ACTIVITIES

(cont.)

3. Several students might investigate and report to the class on "new cities" today, e.g. Reston, Virginia, Columbia, Maryland.
4. Have the students work individually or in groups on an innovation, experimental city of the future. These plans should include ways of eliminating air, water, and noise pollution. When the students are ready, have them display their work.

MATERIALS:

I. SUGGESTED STUDENT MATERIALS:

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New York: Macmillan, 1969. (State Adopted)

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A student's Resource Book. New York: W. H. Sadlier, Inc., 1971.

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Schwartz, Alvin. Old Cities & New Towns the Changing Face of the Nation. New York  
& Co., Inc., 1968.

II. TEACHER AND STUDENT REFERENCE AND RESOURCE MATERIALS:

Arbital, Samuel L. Cities and Metropolitan Areas in Today's World. Mankato, Minne  
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Glencoe Press, 1969.

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- Dasmann, Raymond F. An Environment Fit for People. Public Affairs Pamphlet No. 42. Public Affairs Committee, Inc., 1970.
- Davies, J. Clarence, III. Neighborhood Groups and Urban Renewal. New York: Columbia Press, 1966.
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- Grava, Sigurd. Urban Planning Aspects of Water Pollution Control. New York: Columbia Press, 1969.
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III. FILMS: (preview before using) Found in the A.V. Center, Lindsey Hopkins Building.

<u>Ancient Egypt</u>	10'C	EJS	1-04787
<u>Ancient Greece</u>	10'C	EJS	1-04728
<u>Ancient New World, The</u>	16'C	EJS	1-12192
<u>Ancient Rome</u>	10'C	EJS	1-05152
<u>Arteries of New York City</u>	11'BW	EJS	1-00342
<u>Changing City</u>	16'C	JS	1-13299
<u>City, The</u>	30'BW	JS	1-31303
<u>Immigration in America's History</u>	11'C	JS	1-00381
<u>Industrial Lake Port, An: Buffalo, N.Y.</u>	20'BW	JS	1-10422
<u>Portrait of a City</u>	25'C	JS	1-30960
<u>What is a City?</u>	10'BW	EJ	1-00338
<u>Wise use of Water Resources</u>	13½'C	JS	1-10199

IV. TRANSPARENCIES:

Population Density C EJS 2-00265

V. SIMULATIONS:

The Cities Game  
Psychology Today Games  
Del Mar, Calif. 92014  
Communications/Research/Machines, Inc., 1970.

VI. MULTI - MEDIA:

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Cities, U.S.A. Guidance Associates  
Transportation: Where Do We Go From Here? Guidance Associates  
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16°C	EJS	1-12192
10°C	EJS	1-05152
11°BW	EJS	1-00842
16°C	JS	1-13299
30°BW	JS	1-31303
11°C	JS	1-00381
20°BW	JS	1-10422
25°C	JS	1-30960
10°BW	EJ	1-00328
13½°C	JS	1-10199

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