

Cities and Their Changes Over Time

By Therese Van Reenen

OVERVIEW: People's lives are set in places. Places where they live, work, and play. People are connected to places by the tangible and intangible characteristics of that place. Places are part of this Earth and are human created. A place has physical and human features that define it. The physical features might include landforms, vegetation, wildlife, climate, and natural hazards. Some features of human characteristics could include cultural characteristics such as religion, language and politics and population characteristics such as land use and varying degrees of development of a place. These features can change over time. Physical features can go through changes due to natural processes or processes created by humans. Over time the physical features of a place can be modified by humans and modified in a variety of ways.

This unit will focus on how the functions of cities have changed over time and in what ways the physical and human landscape of these cities have been modified due to these changes. Students will develop an understanding of this concept by looking at North Wales, Llangollen (town in North Wales), and their school. Finally, students will identify and analyze how the functions of their hometown has changed over time and in what ways the physical and human landscape of their hometown has been modified due to these changes.

Students will examine the physical and human characteristics of North Wales and specifically the town of Llangollen. Students will learn how the location of North Wales and the town of Llangollen affect their physical and human characteristics. They will examine the concept of how places change over time as both the physical and human processes work to modify a place. They will explore their school to see what and how changes have been made. Students will then use this knowledge to look at how the functions of Llangollen changed over time and in what ways the physical and human landscape of this city was modified due to these changes. Finally the students will look at their own city and observe, record and report the functions of their own city and how they have changed over time and in what ways the physical and human landscape have been modified due to these changes.

LESSON 1

TITLE: IT'S ALL ABOUT LOCATION

OVERVIEW: Students will become familiar with the location of Wales and some of the political and physical geography of Wales.

CONNECTION TO THE CURRICULUM: Geography and Math

TEACHING LEVEL: 6–8 grade

CONNECTION TO NATIONAL GEOGRAPHY STANDARDS: How to make and use maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns.

CONNECTION TO OREGON CONTENT STANDARDS: Locate and identify on maps and globes the regions of the world and their prominent physical features.

MATERIALS:

- A variety of maps of Wales
- Atlases
- Butcher paper and markers

PROCEDURE:

1. Explain to the students that the unit they will be studying will look at how the functions of cities change over time and how the physical and human features modify themselves because of these changes. That they are going to look at the city Llangollen in Wales as a case study and then look at their own city and how the functions have changed over time and how the physical and human features have been modified.
2. First have students become familiar with the location of Wales and the political and physical geographical features of the area.
3. Create five “stations” around the room. At each station have a map of Wales, butcher paper and markers for writing.
4. Divide students into five groups and assign them a station. Direct each group to record what they learn about Wales from their map. Explain that they will share some of their findings to the rest of the class. Give the groups 10 – 15 min depending on how on task the groups are.
5. Then call the class together and have groups share what they now know about the physical and political geography of Wales. Ask any guided questions that may add important information that groups did not include.
6. Have students return to their regular places in the class.
7. Hand out an outline map of Wales and ask the students to label the important features that were just introduced.

ASSESSMENT:

- Group work
- Group presentation
- Individual map work

LESSON 2

TITLE: Greetings from Llangollen

OVERVIEW: Students will become familiar with the location of Wales and some of the political and physical geography of Wales.

CONNECTION TO THE CURRICULUM: Geography and Math

TEACHING LEVEL: 6–8 grade

CONNECTION TO NATIONAL GEOGRAPHY STANDARDS: The physical and human characteristics of places

CONNECTION TO OREGON CONTENT STANDARDS: Identify the human and physical features of a place.

MATERIALS:

Map of Wales
Students map of Wales
Visuals of Llangollen, Northern Wales. (Pictures, slides, Internet sites, visuals from magazines, books and encyclopedias.)

PROCEDURE:

1. Explain to students that today they are going to learn about a city in North Wales. Today they are going to learn about the physical and human characteristics of Llangollen, a city in North Wales. In another lesson they will be looking at the changes of function that the city has gone through and how the physical and human characteristics modified for those changes.
2. Ask students to get out their map of Wales. Review what features they identified on their maps. Point to them on a big class map as students share the features.
3. Then tell students to mark where Llangollen is located.
4. Ask them to name any thing they can think of that the location might tell them about Llangollens physical or human characteristics.
5. Hand out visuals of Llangollen to groups of students. Ask the group to discuss what they see in the visuals and what that might tell them about Llangollen.
6. Call the class back together and call on students to share a visual that they looked at and what they saw in it and what they think it can tell us about the physical and human characteristics of Llangollen and the change of the function of the city. (Started as a hermitage(church, hospice, and outhouses), grew as a village, coaching road, water mill, railroad, flannel mill, tourist town.)
7. After the class discussion put the visuals up in the classroom.

ASSESSMENT:

Group discussion
Class discussion

LESSON 3

TITLE: NOTHING STAYS THE SAME

OVERVIEW: Students will investigate their own school environment to see how the building, classrooms and facilities functions have changed over time. This will introduce them to them to the concept of how a “place” changes and what modifications happen due to these changes. This concept will enable the students to begin to look at how the functions of cities have changed over time and in what ways the physical and human landscape of these cities have been modified as a result of these changes.

CONNECTION TO THE CURRICULUM: Geography and Language Arts

TEACHING LEVEL: 6–8 grade

CONNECTION TO NATIONAL GEOGRAPHY STANDARDS: The physical and human characteristics of places

CONNECTION TO OREGON CONTENT STANDARDS: Understand how human modification of the physical environment in a place affects both that place and other places.

MATERIALS:

Clipboard
Pencil and paper

PROCEDURE:

1. Set up ahead of time with the rest of your staff and administration that students will be coming to their room and talking to them about the change the room has been through over time.
2. Give the students a map of the school and the room assignments 3-5 years ago. Ask them to look at which rooms have changed their function since this map was made. (Art room is now a science lab)
3. Then in groups of two or three send them out to interview teachers and staff about the changes in the function of rooms and areas in the school and how the physical and human activities were modified due to these changes. (Pre assign each group to a specific place or/and staff member)
4. Have them make a data sheet for recording their information. Have them divide a sheet of notebook paper in half. Title in with the room or the area that they will be assigned. Have them title the right half of the paper with the name or number of the area now and the left side title being “Then” . Give them a specific time to return to class.
5. Instruct the students to find out about what their assigned area was before this year. Have them ask about its use, teachers who used it, kids access to it, the design and layout of the room, the use of it. Encourage them to find out as much as they can about its previous functions and physical and human use.
6. As students return to class collect their data sheet. Tell them you will return then when they meet next class time and discuss their findings.

ASSESSMENT:

Feedback from staff members who were interviewed.
Data Sheet
Returning to class on time

LESSON 4

TITLE: NOTHING STAYS THE SAME – RESULTS

OVERVIEW: Students will investigate their own school environment to see how the building, classrooms and facilities have changed over time. This will introduce them to the concept of how a “place” changes and what modifications happen due to these changes. This concept will enable the students to begin to look at how the functions of cities have changed over time and in what ways the physical and human landscape of these cities have been modified due to these changes.

CONNECTION TO THE CURRICULUM: Geography and Language Arts

TEACHING LEVEL: 6–8 grade

CONNECTION TO NATIONAL GEOGRAPHY STANDARDS: The physical and human characteristics of places

CONNECTION TO OREGON CONTENT STANDARDS: Identify the human and physical features of a place

MATERIALS;

- Student’s data sheets
- Two enlarged maps of the school
- Big pieced of butcher paper

PROCEDURE:

1. Hand back the students data sheets
2. Instruct students to transfer their data sheet information onto the butcher paper. Have them label sections as follows
 - a. Function then
 - b. Function now
 - i. Physical modification
 - ii. Human modification
3. Then have each group present. Have them put up their butcher paper and label the maps with their location, one map for then, and one for what the area is now
4. After each group has presented discuss the reasons for change and need for modification.
5. Explain that this is an example of the activities they will now do as they look at how the functions of cities have changed over time and the ways the physical and human landscapes have been modified due to the change.
6. Next class time they will look at Llangollen and look at this concept.

ASSESSMENT;

- Completion of student data sheet
- Group presentation

LESSON 5

TITLE: CH-CH-CHANGES!

OVERVIEW: Students will look at the how the functions of cities have changed over time and in what ways the physical and human landscape of these cities have been modified due to these changes. Llangollen, Wales will be the city they will use to address this concept.

CONNECTION TO THE CURRICULUM: Geography and Math

TEACHING LEVEL: 6–8 grade

CONNECTION TO NATIONAL GEOGRAPHY STANDARDS: The physical and human characteristics of places

CONNECTION TO OREGON CONTENT STANDARDS: Identify the human and physical features of a place.

MATERIALS:

-Visuals of Llangollen

PROCEDURE:

1. Review with students where Llangollen is located.
2. Review what the physical and human characteristics of Llangollen were from their previous lessons.
3. Explain that this lesson they will look at the function of the city in the past and its function now.
4. Show the whole class a picture of the city from past ask them to describe it. Discuss what they see in the picture. Then show them the same general picture of what the city looks like now. Ask them to compare and contrast.
5. Explain that this is what they are going to do now in small groups and then present to the whole class. Give each group a picture of a then and now shot of Llangollen. Give the students time to discuss and prepare their findings.
6. Have them present to the class. Have students talk about the function of the city and changes they see over time of the physical and human characteristics and why these changes may have taken place.

Assessment.

Class discussion

Pair presentation

LESSON 6

TITLE: It looked like what?

OVERVIEW: Students will look at the how the functions of cities have changed over time and in what ways the physical and human landscape of these cities have been modified due to these changes. They will look at their own city to address this concept.

CONNECTION TO THE CURRICULUM: Geography and Math

TEACHING LEVEL: 6–8 grade

CONNECTION TO NATIONAL GEOGRAPHY STANDARDS: The physical and human characteristics of places

CONNECTION TO OREGON CONTENT STANDARDS: Identify the human and physical features of a place.

MATERIALS:

Pictures of how the town looked during the “early” years.

PROCEDURES:

1. Ask students to share what they know about the settlement of their town
 - a. What brought people to this city during the early years.
 - b. How did the city grow over the years
 - c. Why did it change
2. Show them pictures of their town at different times in history.
3. Ask them to describe what they see and compare the pictures. How does the city look now?
4. Explain that in the next lesson they are going to take a closer look at their city and explore the evidence of its change and modification over time.

ASSESSMENT:

Class participation

LESSON 7

TITLE: CHANGES IN OUR OWN HOMETOWN

OVERVIEW: Students will look at the how the functions of cities have changed over time and in what ways the physical and human landscape of these cities have been modified due to these changes. They will look at their own city to address this concept.

CONNECTION TO THE CURRICULUM: Geography and Math

TEACHING LEVEL: 6–8 grade

CONNECTION TO NATIONAL GEOGRAPHY STANDARDS: The physical and human characteristics of places

CONNECTION TO OREGON CONTENT STANDARDS: Identify the human and physical features of a place

MATERIALS:

- Clipboards
- Paper and pen

PROCEDURE:

1. This activity will need to be scheduled so students have plenty of time to explore and gather information. Some of it can be assigned as homework and discussed later in class. Depending on the class schedule this may take two or three sessions.
2. Ask students about any changes they have seen in their town in the last years.
 - a. New shopping stores, new houses, paved streets etc.
3. Explain that they will be exploring their downtown area to look for changes in the city and how the physical and human characteristics have changed due to these changes.
4. Divide students into groups. (Ideally you should have an adult with each group)
5. Have the groups look for evidence of changes in their city. Have them record the changes and the results due to those changes. Remind them of the activity they did as a class with Llangollen Wales. Encourage them to talk to store owners for information about what the store use to be like or what had to be done to it to make it how it is now. Have them look for dates, plaques, and signs that will tell them about the changes that have taken place.
6. When you return to class discuss their findings and talk about their reactions.
7. Discuss ideas they have for how their city may continue to change and be modified.
8. You may want to bring in historians, city planners or other speakers that can make presentations about the changes the city has or is going to make.
9. The final project should have students making a PowerPoint or poster to show their findings about the change in the function of their city over time and how the physical and human landscape were modified due to this change.

ASSESSMENT:

- Class discussion
- Data collection from field study
- Visual presentation

LESSON 3 NOTHING STAYS THE SAME
STUDENT DATA SHEET
NAME OF STUDENTS IN THE GROUP

ASSIGNED ROOM

THEN

NOW

	THEN	NOW
1. Use of room		
2. Teachers		
3. Student Use		
4. Design Layout		

DATA COLLECTION SHEET FOR FIELD STUDY LESSON 7 CHANGES IN OUR OWN HOMETOWN.

As you walk through your town look for signs, plaques, dates, storefronts, architecture design, names etc. that will help you identify the modifications and changes that have happened over time. You will need to record these changes and describe how the physical and human features have been modified due to these changes.

DESCRIPTION OF ITEM

EVIDENCE OF MODIFICATION

1.

2.

3.

4.

5.

6.

7.

8.

10.