

Town Plan

Grades: 9 – 12

Time: 4 hrs

Rational and Background

- Town planning has a history that dates back thousands of years and crosses cultures from ancient Greeks and Romans, early Islamic societies, Early colonial settlements through modern technological cities and suburbs.
- Old issues continue to play out in modern planning of human habitats. Safety, water and sanitation, transportation, open space, entertainment, education, trade and economic activity centers and communication are timeless issues that make up human settlements and must always be taken into consideration.
- With new technologies, new issues arise. The personal automobile has drastically changed the physical organization of human settlements and has become one of the most important planning issues of our time.
- This lesson is important because it raises students' awareness of all of the considerations that go into the development of the places they live.
- This lesson also makes students ware of the responsibility that they have as citizens to help shape their physical environments and how their actions and inactions effect their physical, economic and social environments in the future.

Lesson Objectives

- The learner will be able to identify historical town planning precedents.
- The learner will think holistically about development issues.

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- The learner will participate in group problem solving
- The learner will design a complete small town plan.
- The learner will effectively argue the rationale for a given development style to take care of a given development problem.

Resources

- Supplies
 - “Map” of greenfield town site
 - 5 – 6 Engineer scales
 - 5 – 6 drafting supplies
 - Straight Edges
 - T-Squares
 - Rolling Rulers
 - Triangles
 - Protractors
 - Trash Paper (Tracing Paper)
 - 5 – 6 sets of multi-colored markers or colored pencils
 - Examples of town plans – PowerPoint available at:
www.d.umn.edu/~scho0279/personal/PlanExamples.ppt
- www.newurbanism.org
- www.planetizen.org
- www.charrettecenter.net
- Film: Roman City (PBS)

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- Book: Reys, John. Town Planning in Frontier America, University of Missouri Press. Columbia. 1980

Minnesota Standards of Effective Practice

1. Subject Matter: The lesson focuses on relevant social studies topics that are a part of every citizen's life. Students will undoubtedly either already have some understanding of the issues or will encounter the issues in their adult lives.
2. Student Learning: Students will learn through diverse instructional strategies and focused on an issue that they may come across in their daily lives.
3. Diverse Learners: The lesson provides the opportunity for every student to succeed in the activities and contribute to group project. The lesson offers various methods for students to obtain knowledge, practice using it and demonstrate their understanding.
4. Instructional Strategies: The lesson uses a variety of instructional strategies to encourage student discussion, oral presentation, hands-on activities, and reflection in attempts to activate a variety of learning styles.
5. Learning environments: The lesson encourages positive student interaction through group cooperation and thoughtful discussion. Students are asked to reflect on their own work and the work of their group and the quality of the product of their project.
6. Communication: The lesson calls for a variety of communication tools, including discussion, PowerPoint, reflection, and feedback. Good communication skills are necessary for the lesson to run smoothly and efficiently.

7. **Planning Instruction:** The lesson is planned extensively and is understood to meet the needs of the students, society, and the goals of a curriculum.
8. **Assessment:** The lesson assesses students on their ability to participate in group discussion and in a group setting. They will also be assessed on the basis of their comprehension of ideas and how they conveyed these ideas orally and in writing. Each assessment encourages development and maturity in interaction with others and relating ideas to issues in society.
9. **Reflection and Professional Development:** The lesson provides opportunities for student reflection on their activities and responses. The lesson sets up teachers for evaluation and reflection after students have completed their tasks and discussed their experiences. The students' reflection will come in the form of a paper after the lesson is completed.
10. **Collaboration, ethics, and relationships:** The lesson requires that the facilitator research historical and current models of town planning and current debates that occur in the field. Students will feel connected to community through this lesson and will be able to act confidently in their participation in their community's planning and development.

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Groupings

For the project section of the lesson, students will be divided into groups of 5 – 6. Groups will be decided by the facilitator. Suggestions are to group students with different skills together, for example: a strong oral students, a strong graphical student, and students with evidently opposing views would make a good group as different tasks are successfully completed and a lively discussion will ensue.

Procedure

Hours One and Two:

1. Students get into groups and get associated with the base map and objectives
2. Students develop individual plans
3. Groups discuss individual plans

Hour Three

4. Groups draft a final group plan

Hour Four

5. Presentation of towns and students critique
6. Assignment: Reflection paper

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Introduction

Over the past few days/weeks we've been looking at all of the things that make up a city. We've discussed how planners and engineers accommodate for different uses in the limited Right of Way of a street. We've looked at different types of buildings and discussed how in some places it makes sense that buildings are single use, and in some places they can have multiple uses. Now its time to synthesize all of this information into our town planning project. Now, you get to design a town to your specifications.

Student Modifications / Behavior Expectations

- Students will be working in groups and are expected to treat their group members with respect. All group members will have a chance to voice their opinions and work in different roles. No one student should be allowed to dictate the discussion or monopolize on a given role.
- All possible accommodations will be made to meet the needs of students with special needs.

Student Assessment

- Students will be assessed by the facilitator in their cooperation in group work. The facilitator will observe student groups as they work and will take note of student interaction.
- The groups' town plans will be assessed on their representation of the use of knowledge. The groups' short presentations will be assessed mainly on the rational given for plan components.

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- Students' reflection papers will be assessed for effort and demonstration of knowledge.

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Service Learning Applications

The project could be a real town planning project that is facing the community. In such an instance, the project timeline should be extended to allow for meetings with project stakeholders and community officials and to allow for at least two drafts of the plan before a final plan is completed. The presentation of plans could be open to community members and stakeholders and the final plans could be given to the community to inform the actual project.

Conclusion

The conclusion will be based upon the designs of the students. The facilitator should make an effort to use student work as examples as she/he describes how students were successful at synthesizing previous lessons and knowledge into their plans. The facilitator should also make an effort to acknowledge student innovation, imagination and unique abilities and encourage all students through the conclusion.

Design a Town

12/6/05Assignment #3

The Assignment:

- Design a town of 2500 inhabitants. Your town should be a fully self sufficient village.
- Plan your town on the 8 ½ x 11 sheet of paper provided
 - The site includes a stream (blue line) and a 2 lane highway (black lines) which connects to larger towns on either side (10 miles away)
- Scale: 1" : 500' (this gives you a town size of approximately ¾ mile x 1 mile)
- Aerial plan (common map) view
- A written rational for your town plan. Explain why you have placed things where you have.
- Render the plan in a logical color scheme

Your town should include:

- Streets
 - Housing for 2500 people (approx 850 units of varying size)
 - Schools for K-12 (approx. 50 students *per grade level*)
 - Commercial / Retail
 - Industrial
 - Public institutions (including but not limited to:)
 - Town Hall
 - Police, Fire, Maintenance facility
 - Places of Worship
 - Parks and Open Space
 - Water treatment, pumping facilities and a water tower
- This is a town design (not a zoning map) and should include building footprints.

You will present your town to the class in a short (5-7 min) critique session. Be prepared to answer questions and defend your rational.

