

Lesson Topic: StreetSections.com      Grade level: 9<sup>th</sup>  
 Length of lesson: 3 Days

<b>Stage 1 – Desired Results</b>	
<p><b>Content Standard(s):</b></p> <p><b>V. GEOGRAPHY</b>  <b>B. Essential Skills:</b> The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.</p> <p><b>D. Interconnections:</b> The student will describe how humans influence the environment and in turn are influenced by it.</p> <p><b>VII. GOVERNMENT AND CITIZENSHIP</b>  <b>A: Civic Values, Skills, Rights and Responsibilities:</b> The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.</p>	
<p><b>Understanding (s)/goals</b></p> <p>Students will understand how to use a basic Computer Aided Drafting (CAD) tool and how it is useful to both professionals and “lay people”.</p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is the possible role of computers in city planning and community development?</li> <li>• How do computers make people’s lives easier and how do they complicate life?</li> </ul>
<p><b>Student objectives (outcomes):</b></p> <p><b>Knowledge:</b> Students will be able to locate StreetSections.com via the internet and will describe to the teacher the website's features.</p> <p><b>Comprehension:</b> Students will be able to translate the dimensions of an existing street into a CAD drawing using the StreetSections Editor.</p> <p><b>Application:</b> Students will be able to use images from the StreetSections World Gallery and from the sections that they create to develop a hierarchy of street types.</p> <p><b>Analysis:</b> Students will be able to explain to the teacher how the StreetSections Editor compares to hand-sketching sections.</p> <p><b>Synthesis:</b> Students will be able to design their own new street section via the StreetSections Editor and publish it to the World Gallery.</p> <p><b>Evaluation:</b> Students will be able to justify in writing the use of StreetSections by the public during a town planning workshop.</p>	

## Stage 2 – Assessment Evidence

### Performance Task(s):

- Students will navigate the internet to StreetSections.com
- Students will document an existing street using the StreetSections editor.
- Students will develop a new street design with the StreetSections editor.
- Students will create a street hierarchy using images from the StreetSections World Gallery.
- Students will draw a street section diagram by hand.
- Students will write a response to the question, "How is StreetSections.com useful to both the public and to professional planners during a design process?"

### Other Evidence:

- Class discussion
- Informal personal interviews

## Stage 3 – Learning Plan

### Learning Activities:

#### Day 1:

Introduction: (5 minutes)

- While students are logging on to their computers, project the StreetSections World Gallery and flip through a few images.

Exploring StreetSections: (10 minutes)

- Allow students to find the website for themselves. Ask students who have found the site to offer aid to those who have yet to find it.
- Allow students to explore the website on their own once they have found it.

Directed Exploration: (20 minutes)

- Direct students how to find specific streets in the World Gallery by asking them to mimic what you are doing through a computer hooked up to a projector (tutorial).
- Describe the "Customize a Tour" page.
- Show how to save an image to one's computer.
- Explain the "Studio" and "Editor" features.
- Direct the students in creating an account so they can begin to build their own sections.
- Direct students to the "Articles" page for more information.
- Direct the students through the drafting of a simple street section through a tutorial.

Self Exploration (15 minutes)

- Students practice on their own for the remained of class. The teacher walks around and asks questions to individual students.

Assignment (Homework): Document the street that you live on.

- Students will measure the street that they live on. They will draw a street section of their street by hand.

## Day 2

### StreetSections Editor (15 minutes)

- Students will build a CAD section of their street from the dimensions that they acquired the previous evening.
- Those who finish early should add clip art to their section.
- Those finished with that can begin to design a street from scratch.

### Discussion (15 minutes)

- How does your CAD section compare with your hand drawn section?
- Which gets the point across better? Which is easier to read? Which is more attractive?
- Why is it effective to have a computerized version available online?

### Assembling an Hierarchy (20 minutes)

- For the rest of the time in class, students will assemble a hierarchy of streets (from the World Gallery) that could be used as templates for a town plan. Students will be expected to explain why they used certain street types. Students must also name the place where the streets exist in real life. Students must download the cross sectional diagram and can add the photograph if they wish. The images should be assembled in a slideshow or in a word processing document.

## Day 3

### Design a Street (15 minutes)

- Students will use the StreetSections editor to design a street section complete with clip art.

### Discussion (15 minutes)

- How is StreetSections useful to the professional planner during a design workshop or planning project?
- How is StreetSections useful to the public during a design workshop or planning project?

### Finalize your projects (20 minutes)

- Students will use the rest of class to assemble their hierarchy of streets or to finish their street designs.
- The students will also be allowed to begin their response paper on the question, "How is StreetSections.com useful to both the public and to professional planners during a design process?"