

CAHC MURF Lesson Plan 1

United States History Since 1929

World Geography

Period: ~1950-1996

Introduction

In this activity, you will look at old city planning sketches and photos showing changes to Downtown Little Rock. These photos will help us learn how cities change over time.

Essential question:

Why do cities change?

Guiding questions (teacher's choice):

What is a city? What criteria are used to determine the status of a city? OR What characteristics define a city?

Who lives in cities? How are the lives of residents shaped by the city? How is the city shaped by the people who live there?

How do cities reflect a time's social, political, and economic circumstances?

How do geography tools help us understand why and how cities change, e.g., maps, graphs, globes, charts, GIS, etc?

How can we describe places and spaces?

Arkansas Social Studies Standards

United States History Since 1929

H.5.USH.18

Analyze causes and effects of cultural changes on society in the United States during the 1960s and 1970s:

- Changing views on family structure and the roles of women and students
- Suburbanization
- Secularization (e.g., Engel vs. Vitale, Lemon test)
- Counterculture, student protests, and increased drug use (e.g., Tinker vs. Des Moines, Woodstock, Summer of Love, Vietnam protests)
- Law and politics (e.g., Chicago Seven trial, 26th Amendment, Congress' use of interstate commerce clause)

H.5.USH.19

Analyze the technological transformation of social, economic, and political forces in America during the 1970s and 1980s.

Teacher Note: Significant transformations may include areas in communication (e.g., telephones, Internet, email), information processing (e.g., personal computers), transportation, energy production, and medical technology

World Geography

G.4.WG.1

- Analyze the effects of human changes on the physical environment (e.g., industrialization, agricultural, rural land use, urban land use, mining, forestry).

G.3.WG.4

- Analyze various factors that create cultural regions and affect spatial patterns and movements of various cultures (e.g., attitudes, beliefs, languages, ethnicity, gender).

Prior learning

- What is a map, and how do we discuss maps?
 - <https://education.nationalgeographic.org/resource/map/>
- Urban growth in the early-mid 20th century

Note: The topics discussed in this lesson plan are related to those in MURF lesson plans 2 + 3

Learning objectives

- Students will learn about urban renewal programs from the mid-20th century.
- Students will look at examples of commercial/retail changes in cities

Key terms

- Place vs. space
- Map
- Absolute vs. relative location
- GIS
- City
- Urban/suburban/rural
- city/town/municipality
- Geography/geographer
- Urban Renewal

Materials

- Photos and sketches - Mainstreet 1969 concept sketches, 100 block of Main Street (1961), Metrocentre Pedestrian Mall, Main Street Mall, Ottenheimer Hall (River Market building)
- Map of Arkansas
 - <https://www.ardot.gov/divisions/planning/gis-mapping/arkansas-state-highway-tourist-map/>

Procedures

1) Starter (bell ringer, “Why is this important?”)

- a. Teacher gives a map of Arkansas to students; ask students to locate their hometown on the map
- b. The teacher asks students to define a city - 3 minutes - students share their definitions
- c. The teacher displays a photo of a rural environment and an urban environment. What do you see? What are the differences between urban and rural areas? What do rural areas have that cities don't have?

2) Guiding questions (What will we do today?)

What is a city?

How are urban and rural spaces different?

Merriam-Webster definitions:

- Urban: of, relating to, characteristic of, or constituting a city
- Rural: of or relating to the country, country people or life, or agriculture

- Government definitions of Urban vs Rural:

<https://www.ers.usda.gov/topics/rural-economy-population/rural-classifications/what-is-rural/>

What is urban renewal?

- <https://encyclopediaofarkansas.net/entries/urban-renewal-7856/>

3) Why do cities change? (photo analysis)

Introduction to image analysis activity

In this activity, you will look at old Little Rock city planning sketches and photos showing changes to Downtown Little Rock. These images will help us learn how cities change over time.

Questions:

Examine each image and answer the following questions:

1. When do you think these photos or images were created?
 2. What buildings or structures do you see in the images?
 3. Why were the buildings or structures in the photos built?
 4. Do you see people in the images? If so, what are they doing?
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1. Teacher displays images of the Little Rock Main Street 1969 Plan from the Earl Saunders, Jr., photographs, 1870-1977. These images are part of Little Rock Urban Renewal efforts. Included is a photo of how Main Street looked in 1961.
 - Historical context for the Main Street 1969 plan:
[https://honors.uca.edu/wiki/index.php?title=Main Street 1969 plan](https://honors.uca.edu/wiki/index.php?title=Main_Street_1969_plan)
 2. Teacher displays images of the Metrocentre Mall, Main Street Mall, and the Downtown area from the Downtown Little Rock Partnership collection.
 - Historical context for the Metrocentre Mall:
[https://honors.uca.edu/wiki/index.php?title=Metrocentre Mall](https://honors.uca.edu/wiki/index.php?title=Metrocentre_Mall)
 - Historical context for the Main Street Mall:
[https://honors.uca.edu/wiki/index.php?title=Main Street Mall](https://honors.uca.edu/wiki/index.php?title=Main_Street_Mall)
 3. The teacher displays images of Ottenheimer Hall (River Market building) from the Downtown Little Rock Partnership collection.
 - Historical context for the Little Rock River Market District:
[https://honors.uca.edu/wiki/index.php?title=Little Rock River Market District](https://honors.uca.edu/wiki/index.php?title=Little_Rock_River_Market_District)

Suggested Activity

Sketch of an ideal section of your city:

[Think - pair - share]:

- A. Blank piece of paper - students draw sketches of what they would like to change about an area of their city (neighborhood, park, business center, etc.) [limited instructions] - draw a sketch of an ideal part of your city - share with your partner and list what you two included in the city - students share with all
- B. Topography - clay, playdough, etc.
- C. Electronic - with a tablet [apps]

- D. Wooden blocks and Legos
- E. Shoebox - students find objects outside and use what they found
- F. Alternative media [performance; spoken word; poetry]
- a. Teacher discusses what students include in their city sketches. Do they remain in your city or area?
- b. Teacher explains the types of maps and city plans and what information they convey [commerce, population, ethnicity, etc.]. Refer to the Main Street 1969 sketches and maps as needed.

| City Concept Activity | | |
|--|----------------|------------|
| Criteria | Ratings | Pts |
| Includes an area in the student's city (neighborhood, park, mall, etc.) | | 5 / 5 pts |
| Includes parts of the area in the student's city that they want to change | | 5 / 5 pts |
| The student shares the city concept with a partner. | | 2 / 2 pts |
| Student shares the city concept with the class. | | 3 / 3 pts |
| Total Points: 15 | | |

Assessment

Suggested assessment:

- A. Higher level; written response on urban change over time
- B. Exit ticket: [Used to think, now I think...]: What is the city? [How has your definition changed/ add something new]
- C. Exit ticket: Answer the essential question: Why do cities change?
- D. Homework: Revise a map of your city
- E. Self-assessment

9) Reflection ("How has your thinking changed or has it stayed consistent, why?")

- a. Journal entry [learner reflection]: Writing prompt [other things that students can think of that belong to the city - where did you start and where are you now?
- b. Talk to someone you know and ask them what they like and dislike about cities [their city]

Extension relevance

Check the news for what is happening in your city (or a city you know/visited).