

European Cities

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Suggested Grade Level: 11th and 12th Grades

Class Length: Three 50-minute class periods

Connection with Curriculum Standards and Skills:

Standard 1: How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective

Standard 2: How to Use Mental Maps to Organize Information About People, Places, and Environments in a Spatial Context

Standard 3: How to Analyze the Spatial Organization of People, Places, and Environments on Earth's Surface

Standard 4: The physical and human characteristics of places

Standard 5: That people create regions to interpret Earth's complexity

Standard 10: The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics

Standard 11: The patterns and networks of economic interdependence on Earth's surface

Standard 13: How the Forces of Cooperation and Conflict among People Influence the Division and Control of Earth's Surface

Standard 17: How to Apply Geography to Interpret the Past

Standard 18: How to Apply Geography to Interpret the Present and Plan for the Future

Inquiry Question:

What characteristics enhance or detract from the quality of life in a city?

Objectives: The student will:

- Identify characteristics of a European city from slides
- Evaluate the characteristics of a European city
- Create a brochure promoting the city
- Write a letter proposing future plans to improve the city

Materials Needed: Slides of a European city showing transportation, facilities, housing, shopping, infrastructure, and recreation

Markers/colored pencils

Paper

World atlas and/or city maps

Curricular Context: part of a unit on the regional geography of Europe or a unit on urbanization. In any case, this could be a culminating activity.

Related Questions:

1. What are the assets of a European city?
2. What are the shortcomings?
3. How can a city emphasize its assets and amend its shortcomings?

Getting Started

1. In a large group discussion talk about the assets and limitations of the community that students live in.

2. Explain that students will be looking at an unfamiliar city to try and figure out its strengths and weaknesses.

Procedure

1. Show 10-15 slides of a European city.
2. Students write a brochure as a promotion for tourism and/or business for the city.
3. Students write a letter to city officials describing suggestions for improving the appeal of the city.

Assessment

Quality of products. Rubric might include such things as variety of descriptors, quality of supportive detail, realistic assessment of city, positive “spin” on city qualities, reasonable projection of assets or needs of the city into the future.

Extensions/Interdisciplinary Activities

1. In groups, have students prepare similar brochures on their own community. Have these brochures sent to or presented to the city council or city government.
2. Using another medium of expression (poetry, painting, music), have students talk about the virtues or problems of the European city that they analyzed.

The City – Lesson Handout

CRUCIALS: Compare the positive and negative interactions between human and physical systems and recognize that interpretation of these can change; examine knowledge of people, places, and environments to understand the past and present and interpret the future.

SCENARIO: You work for a consulting company that assists cities in planning for their future: specifically, promoting the city for business and tourism and helping city officials plan for the future of the city.

You've been hired by a European city to analyze its strengths and weaknesses, to promote those strengths to tourists and businesses, and to propose plans to address and amend the weaknesses in the future.

TASK: You'll be shown a series of slides of a European city. After identifying and analyzing the slides, you'll create 2 things:

1. A brochure promoting the positive elements of the city to businesses and/or tourists;
2. A plan for the future of the city to develop its positive assets and correct its problems.

As the slides are presented, you'll want to identify what the slides are about and to analyze any positive or negative aspects of the city based on the slides (you won't turn in this part of the assignment, however). Then you'll make a brochure that identifies positive aspects of the city and describes how a tourist or business might take advantage of those aspects.

Finally, you'll write a letter for the city "fathers and mothers," telling specifically what problems currently exist and proposing ways to deal with those problems in the future.

RESOURCES: You may use the information gathered from slide presentations. You may also use Goode's World Atlas. You may also work with *one* other person, if you wish.

CLASS TIME:

DUE:

STANDARDS FOR GRADING:

Proficient:

- Clear interpretation of data in identifying city's strengths and weaknesses
- Realistic "picture" in promoting city's strengths
- Realistic plans for addressing city's needs
- Future plans based on actual needs of the city
- Consideration of rules of city growth patterns in development of future plans

Advanced:

- Detailed (>5 each) examples of both city's strengths and weaknesses

- Multiple ways of promoting the city's strengths as a center of business and/or tourism
- Multiple ways of addressing the city's needs for the future
- Illustrations/graphics/maps included in brochure and future plan