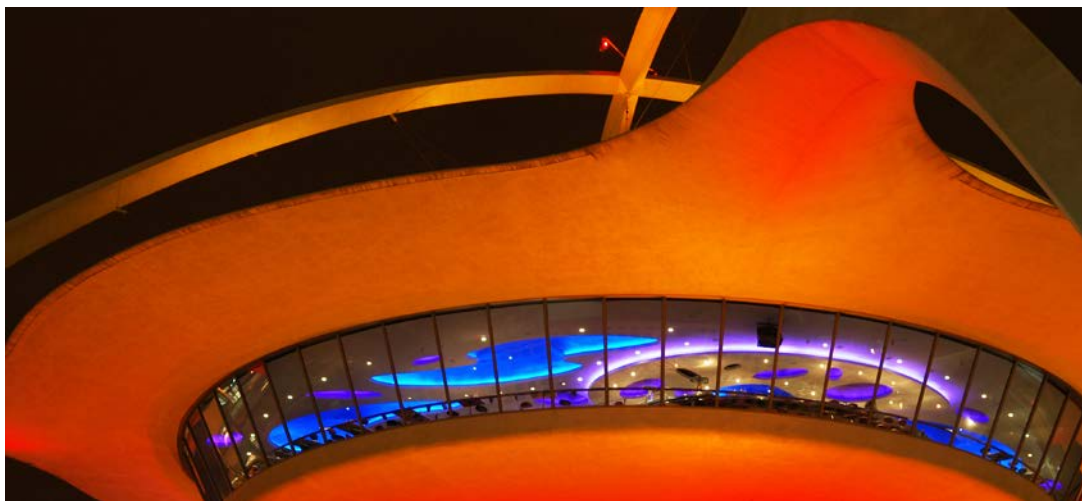# UTOPIAN DESTINATION



SOCIAL STUDIES

## 3

GRADE 3

This guide links the *Utopian Destination* unit to the Texas Essential Knowledge and Skills (TEKS) for third graders. *Utopian Destination* is a social studies unit that allows students to study the formation and history of cities and act as urban planners for a city of their imaginations. *Utopian Destination* also has interdisciplinary connections to English Language Arts and Reading and Fine Arts. For example, students will organize and present their research findings and compose persuasive texts, as outlined in the English Language Arts and Reading TEKS. Students will also visually communicate ideas about self, family, school, and community, as described in the Fine Arts TEKS. The following document includes the applicable TEKS and the details of the *Utopian Destination* unit. The final section of this document presents the applicable Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

## Description of Unit

*Utopian Destination* allows students to imagine, research, plan and design the city of their dreams. Through hands-on activities and explorations building off of the history of the local community, students gain awareness of ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation. Students compare and contrast urban and rural locations, as well as study how cities evolve over time. Additionally, students examine how humans modify or adapt to their environments and how cities form around natural resources. Student learning culminates in a proposal and presentation for a new city, complete with a charter, governance structure, services outline, transportation plan, maps, and materials for promoting tourism and business development.

## Goals

Students will meet these goals in their explorations:
- Become familiar with the concept of urban planning

- Gain awareness of how communities form to provide for the needs of individuals
- Explore the history of their local community
- Have opportunities to generate ideas of an ideal city
- Research an array of topics related to city planning such as governance, community services, culture and societal norms, natural resource protection, and business development
- Develop the essential skills of communicating, creative problem solving, and logical thinking

# Phase I. Learning Experiences

1. Open the unit by explaining that the classroom is going to become a "city for the afternoon," with each student's desk serving as a building. Ask students to draw and label the type of building they want their desk to become in this scenario. Be sure students work independent of any group discussion. Once the drawings are complete, lead the group on a tour of the classroom-city and ask each student to describe his/her work. Help students notice the functions of the buildings and how they might meet people's needs. How many students chose to create the same type of building? What buildings might be missing from this "unplanned" city in the classroom? How might a city be much more than a collection of buildings? How might students define what a city is to them?

2. Introduce the concept of urban planning. See http://wonderopolis.org/wonder/what-is-city-planning/. Possible books include *My Town* by Rebecca Graves or *The Great City Search* by Usborne Books. Lead a large group discussion on why people might choose to live in cities and guide students in identifying various functions for buildings, infrastructure (e.g., roads, plumbing), transportation, communication and governance systems that occur in cities. Ask students to identify how building cities enables people to meet certain needs. You may wish to read a story such as *Abel's Island*, by William Steig to help students connect the needs of an individual with the environment in which he lives.

3. Create a comparison chart listing the differences between life in a large city versus life in a small town, village, or suburb. What are some of the similar characteristics between villages and cities? What are some differences? You may wish to read stories such as *Tar Beach*, by Faith Ringgold or *A Country Far Away* by Nigel Grey*.*

4. Create a second comparison chart documenting changes in cities over history. Collaborate with the local librarian to provide maps and other historical documents for the local town. Possible resources for this activity include *House, House* by Jane Yolen.

5. Invite a guest speaker from the local government, library, or historical society to share a historical timeline for the local community.

6. In small groups, ask students to research the history of their local community:
   - For who was the city or town named? Why?
   - Who were some of the individuals that contributed to the town's growth and development over the years?

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- How does the town or city's local government function? What individuals are in charge of the various agencies or organizations that provide services for the city? Services can include:
  - o safety and law enforcement,
  - o trash removal and waste services,
  - o energy and water,
  - o roads and transportation,
  - o health and recreation,
  - o arts and culture, and
  - o and business development
- What geographic elements exist within the city and how was the city located relative to certain natural resources?
- In what ways has the map of the city changed over time and what were some of the reasons for these changes (e.g., population growth, natural disasters such as flooding or fires)?
- What changes to the environment have community members made over time?
- How has the community attracted businesses to the area and provided for a good living environment for its citizens?
- What are some of the cultural celebrations the city supports?
- What common needs do all individuals share? How do communities meet these needs?
- What needs to communities (or groups of individuals) have that may sometimes be at odds with the needs of individuals?
- How does the city expect its citizens to act and contribute to its prosperity?

7. Explore a city-planning simulation such as through a game like Sim City. See:
   - http://games.download3000.com/play/urban-plan-2001
   - http://download.cnet.com/City-Life/3000-2119_4-10590933.html
   - http://www.povertyplanningpolitics.com/2009/06/city-planning-games.html

   How do certain changes in the environment impact other parts of the city?

8. Introduce the concept of a Utopia. What are the elements of a utopian community? See:
   http://www.encyclopedia.com/topic/Utopian_communities.aspx

# Phase II. Independent Research

## A. Research process

1. Selecting a topic. Form small groups. Using a map of the local community as a starting place, students will brainstorm, design, and develop plans for a "utopian destination" — the best possible city they can imagine.

2. Asking guiding questions. Each group formulates questions crucial to the high-level planning for the city such as:
   - How will the city be governed?

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- What services will be available to citizens (i.e. to meet needs such as safety, clean water, trash removal, fire protection)?
- What modes of transportation will community members use to navigate the city and how will they know where they are and where they are going?
- What is the expected behavior of the community members? How will community members know how to act? What happens if they "break the law or code of conduct?"
- What type of arts and cultural activities will occur in the city? What will be the main celebrations, how will they be conducted, and for what purposes?
- What types of buildings exist in the city? What other human-made elements exist (e.g., bridges, tunnels, canals)?
- Why will people want to move to this city?
- Why will businesses want to locate in the city and how will the city support business interests?
- How will the city protect the natural environment?
- How will the city protect the rights of individuals?
- What will health services look like in this city?
- For what recreational activities will the city become known?

3. Creating a research proposal. In developing answers to the guiding questions, student groups outline their proposal for this "Utopian Destination."

4. Conducting the research. Students will research their local community as well as other towns and cities to inform the development of the following for their Utopian Destination:
   - Town charter
   - Local governance structure
   - Tourism information (brochures, webpages, posters, television ads)
   - Transportation plans
   - Maps (aerial view street maps, topographic maps)

5. Sharing findings. Each group of students presents their city to an audience, as if they are "selling their city" or encouraging audience members to move there. Presentations should include an overview and visuals for the documents described in #4 above.

## B. The product

Each group develops a plan for their vision of the ideal city—a Utopian Destination. Student groups develop a town charter, identify and document the structure of government, identify critical services the city will provide, develop transportation plans, and generate maps and brochures that help describe their city to a to someone from another place.

## C. Communication

Each group presents the city concept to the class and conducts a brief question and answer session. If time and resources allow, students may construct small three-dimensional mock-ups of their city using cardboard, foam board, or building toys such as Legos®. Alternatively,

students may use 3-D rendering programs such as Google Sketch-Up to model their city on the computer. By using such programs students can demonstrate what it might be like to walk through their city's streets as an inhabitant.

### D. A completed project consists of:

1. Comparison chart of city living versus rural/small village living
2. Comparison chart of local city in the past versus present
3. Research notes on local community history
4. Utopian Designation: City Proposal
5. Utopian Destination Product Plans such as

- Town charter
- Governance structure and services
- Transportation plan
- City street and topographic maps, and
- Tourism brochures and advertisements
- Video or audio of the presentation, including the Q&A session

# Internet Resources

*Know Your Hometown History: Projects and Activities by* Abigail Jungreis
*House, House* by Jane Yolen
*Anno's U.S.A.* by Mitsumasa Anno
*Metropolis* by Albert Lorenz and Joy Schleh
http://education.nationalgeographic.com/education/news/urban-planning/?ar_a=1
http://digitalcommons.pace.edu/elem_soc/4/
http://www.planning.org/resourceszine/articleview.htm?ArticleID=9302
http://wupcenter.mtu.edu/education/land_use/index_looks_count.htm
http://www.sketchup.com/intl/en/product/gsu.html
http://www.wisegeek.org/what-is-urban-planning.htm
http://futurecity.org/
http://www.thc.state.tx.us/
http://www.texasalmanac.com/
http://www.tshaonline.org/handbook/online
http://amhistory.si.edu/onthemove/learning/classroom.html
http://portal.hud.gov/hudportal/HUD?src=/program_offices/comm_planning
http://portal.hud.gov/hudportal/HUD?src=/i_want_to/get_involved_in_my_community

# Texas Essential Knowledge and Skills

The unit may address the following TEKS:

| English Language Arts and Reading: |
| --- |
| 3.2      Comprehends a variety of texts drawing on useful strategies as needed |
| 3.3      Reads grade-level text with fluency and comprehension |

3.4      Understands new vocabulary and uses it when reading and writing

3.13      Analyzes, makes inferences and draws conclusions about expository text and provides evidence from text to support their understanding

3.14      Analyzes, makes inferences and draws conclusions about persuasive text and provides evidence from text to support their analysis

3.15      Understands how to glean and use information in procedural texts and documents

3.17      Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text

3.21      Writes persuasive texts to influence the attitudes or actions of a specific audience on specific issues

3.22      Understands the function of and uses the conventions of academic language when speaking and writing

3.23      Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions

3.24      Spells correctly

3.25      Asks open-ended research questions and develops a plan for answering them

3.26      Determines, locates, and explores the full range of relevant sources addressing a research question and systematically record the information they gather

3.28      Organizes and presents their ideas and information according to the purpose of the research and their audience

3.29      Uses comprehension skills to listen attentively to others in formal and informal settings

3.30      Speaks clearly and to the point, using the conventions of language

3.31      Works productively with others in teams

## Mathematics:

3.1      Uses mathematical processes to acquire and demonstrate mathematical understanding

3.6      Applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties

3.8      Applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data

## Science:

3.7      Knows that Earth consists of natural resources and its surface is constantly changing

3.9      Knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments

## Social Studies:

3.1      Understands how individuals, events, and ideas have influenced the history of various communities

3.2      Understands common characteristics of communities, past and present

3.4      Understands how humans adapt to variations in the physical environment

3.5      Understands the concepts of location, distance, and direction on maps and globes

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| | | |
|---|---|---|
| 3.6 | Understands the purposes of earning, spending, saving, and donating money | |
| 3.7 | Understands the concept of the free enterprise system | |
| 3.8 | Understands how businesses operate in the U.S. free enterprise system | |
| 3.9 | Understands the basic structure and functions of various levels of government | |
| 3.11 | Understands characteristics of good citizenship as exemplified by historical and contemporary figures | |
| 3.12 | Understands the impact of individual and group decisions on communities in a constitutional republic | |
| 3.13 | Understands ethnic and/or cultural celebrations of the local community and other communities | |
| 3.17 | Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology | |
| 3.18 | Communicates in written, oral, and visual forms | |
| 3.19 | Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings | |

## Fine Arts:

*Art*

| | |
|---|---|
| 3.1 | Develop and organize ideas from the environment |
| 3.2 | Express ideas through original artworks, using a variety of media with appropriate skill |
| 3.3 | Demonstrates an understanding of art history and culture as records of human achievement |
| 3.4 | Make informed judgments about personal artworks and the artworks of others |

# Texas College and Career Readiness Standards

This unit may address the following Texas College and Career Readiness Standards:

## English Language Arts:

| | |
|---|---|
| II.A.1 | Uses effective reading strategies to determine a written work's purpose and intended audience |
| II.A.2 | Uses text features and graphics to form an overview of informational texts and to determine where to locate information |
| II.A.11 | Identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme |
| II.B.1 | Identifies new words and concepts acquired through study of their relationships to other words and concepts |
| II.B.2 | Applies knowledge of roots and affixes to infer the meanings of new words |
| III.A.2 | Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes |
| III.B.1 | Participates actively and effectively in one-on-one oral communication situations |
| III.B.2 | Participates actively and effectively in group discussions |
| III.B.3 | Plans and delivers focused and coherent presentations that convey clear and distinct |

perspectives and demonstrates solid reasoning

| IV.A.3 | Uses a variety of strategies to enhance listening comprehension |
| IV.B.1 | Listens critically and responds appropriately to presentations |
| IV.B.2 | Listens actively and effectively in one-on-one communication situations |
| IV.B.3 | Listens actively and effectively in group discussions |
| V.A.1 | Formulates research questions |
| V.A.2 | Explores a research topic |
| V.A.3 | Refines research topic and devises a timeline for completing work |
| V.B.1 | Gathers relevant sources |
| V.B.2 | Evaluates the validity and reliability of sources |
| V.B.3 | Synthesizes and organizes information effectively |
| V.C.1 | Designs and presents an effective product |
| V.C.2 | Uses source material ethically |

## Mathematics:

| III.A.1 | Identifies and represents the features of plane and space figure |
| III.A.2 | Makes, tests, and uses conjectures about one-, two-, and three-dimensional figures and their properties |
| III.C.3 | Makes connections between geometry and measurement |
| VIII.A.1 | Analyzes given information |
| VIII.A.2 | Formulates a plan or strategy |
| VIII.A.3 | Determines a solution |
| VIII.A.4 | Justifies the solution |
| VIII.A.5 | Evaluates the problem-solving process |
| VIII.C.1 | Formulates a solution to a real world situation based on the solution to a mathematic problem |
| VIII.C.2 | Uses a function to model a real-world situation |
| VIII.C.3 | Evaluates the problem solving process |
| IX.B.1 | Models and interprets mathematical ideas and concepts using multiple representations |
| IX.B.2 | Summarizes and interprets mathematical information provided orally, visually, or in written form within the given context |
| IX.C.1 | Communicates mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words |
| X.A.2 | Connects mathematics to the study of other disciplines |
| X.B.1 | Uses multiple representations to demonstrate links between mathematical and real-world situations |
| X.B.2 | Understands and uses appropriate mathematical models in the natural, physical, and social sciences |
| X.B.3 | Knows and understands the use of mathematics in a variety of careers and professions |

## Science:

| | |
|---|---|
| I.C.1 | Collaborates on joint projects |
| I.E.2 | Uses essential vocabulary of the discipline being studied |
| V.E.1 | Uses models to make predictions |
| V.E.2 | Uses scale to relate models and structures |
| X.D.2 | Understands the types, uses and regulations of the various natural resources |
| X.E.1 | Describes the different uses for land |

## Social Studies:

| | |
|---|---|
| I.A.1 | Uses the tools and concepts of geography appropriately and accurately |
| I.A.2 | Analyzes the interaction between human communities and the environment |
| I.A.3 | Analyzes how physical and cultural processes have shaped human communities over time |
| I.A.6 | Analyzes the relationship between geography and the development of human communities |
| III.A.2 | Connects regional or local developments to global ones |
| III.A.3 | Analyzes how and why diverse communities interact and become dependent on each other |
| III.B.1 | Applies social science methodologies to compare societies and cultures |
| IV.A.2 | Situates an informational source in its appropriate contexts |
| IV.A.4 | Understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments |
| IV.A.5 | Reads narrative texts critically |
| IV.A.6 | Reads research data critically |
| IV.B.1 | Uses established research methodologies |
| IV.B.3 | Gathers, organizes, and displays the results of data and research |
| IV.B.4 | Identifies and collects sources |
| IV.C.1 | Understands/interprets presentations critically |
| V.A.1 | Uses appropriate oral communication techniques depending on the context or nature of the interaction |
| V.A.2 | Uses conventions of standard written English |
| V.B.1 | Attributes ideas and information to source materials and authors |

## Cross-Disciplinary Standards:

| | |
|---|---|
| I.A.1 | Engages in scholarly inquiry and dialogue |
| I.A.2 | Accepts constructive criticism and revises personal views when valid evidence warrants |
| I.B.1 | Considers arguments and conclusions of self and others |
| I.D.1 | Self-monitors learning needs and seeks assistance when needed |
| I.D.2 | Uses study habits necessary to manage academic pursuits and requirements |
| I.D.3 | Strives for accuracy and precision |
| I.D.4 | Perseveres to complete and master tasks |
| I.E.1 | Works independently |

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| I.E.2 | Works collaboratively |
| I.F.4 | Understands and adheres to ethical codes of conduct |
| II.A.1 | Uses effective prereading strategies |
| II.A.2 | Uses a variety of strategies to understand the meanings of new words |
| II.A.3 | Identifies the intended purpose and audience of the text |
| II.A.4 | Identifies the key information and supporting details |
| II.A.5 | Analyzes textual information critically |
| II.B.1 | Writes clearly and coherently using standard writing conventions |
| II.B.2 | Writes in a variety of forms for various audiences and purposes |
| II.C.1 | Understands which topics or questions are to be investigated |
| II.C.2 | Explores a research topic |
| II.C.3 | Refines research topic based on preliminary research and devises a timeline for completing work |
| II.C.4 | Evaluates the validity and reliability of sources |
| II.C.5 | Synthesizes and organizes information effectively |
| II.C.6 | Designs and presents an effective product |
| II.C.7 | Integrates source material |
| II.C.8 | Presents final product |
| II.D.1 | Identifies patterns or departures from patterns among data |
| II.D.2 | Uses statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data |
| II.D.3 | Presents analyzed data and communicates findings in a variety of formats |
| II.E.1 | Uses technology to gather information |
| II.E.2 | Uses technology to organize, manage, and analyze information |
| II.E.3 | Uses technology to communicate and display findings in a clear and coherent manner |
| II.E.4 | Uses technology appropriately |