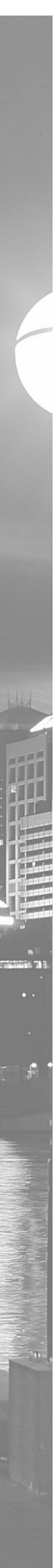


Contents

Introduction	5
Assessment	7
What is a city?	8
Geographical description	11
Natural resources	15
Manufacturing	18
Town planning	20
History	23
State government	26
The Constitution	28
Making laws	30
Meeting the needs of the people	33
Tourism	35
A city celebration	37
Your city's future	39
Appendix	41



Create A city is a fantastic way to introduce students to the structure of cities. By looking at the concepts in a real city, and then designing their own fictional cities, students can better comprehend the interrelated elements that affect every aspect of a city's development.

The interdisciplinary create a city workbook contains fourteen sequential worksheets and corresponding teacher's pages. Each student worksheet contains a specific topic (geography, history, government etc) and thinking skills and personal values are woven into the tasks. This unit of work can be used in conjunction with computer programs such as Sim-City.

Each section has a ...

Teacher's page which contains:

- List of student assignments
- Vocabulary development words
- Key concepts
- Group discussion ideas

Student worksheets containing:

- Vocabulary development exercises
- Activities
- Instructions for related practical and written assignments

Creating a city will be an exciting task for your students. It is an authentic task, and learning and assessment go hand in hand through the unit. As you work through the activities, using a real city as your example, students will grow to understand that creativity is linked with reality. We use our creativity to expand, improve and recreate what we know. Their learning about real cities will create a blend of reality and imagination as they seek to create their own imaginary city.

A great way to wind up the create a city unit and projects is to hold a city festival. Turn your classroom into a fair for a day to exhibit your students' work..

Students should have a:

- Display board showing their city
- Advertising for citizens – brochure
- Tourist advertisements
- City celebration
- Explanation of government

Parents and other classes should be invited to experience these wonderful products.

While many students will never have the opportunity to create their own cities, unless they are town planners or novelists, they will as citizens have a responsibility for the city they live in. Understanding how cities work is important for their future and present as informed and responsible citizens.

It is recommended that each student have a portfolio to keep a record of all their work. This also helps to keep the project organised. When all the activities are collated into a portfolio this provides an impressive record of a student's work, in addition to their major assessment tasks.

Major assessment tasks

There are two major assessment tasks. They are the completion of

1. a brochure advertising the city
2. the map of the city.

These may be completed as individual projects or as pair or group projects.

Checklists and rubrics (pp42–45) have been provided for these to assist the teachers and students in preparation and assessment. Checklists and rubrics should be shared with the student before the work commences.

Other assessments or activities

Apart from the major assessment tasks there are also many other activities as listed in the table below. These can be used as class activities to help develop understanding. Many of the tasks can also be assessed and provide opportunities for individual and group assessments as suggested in the table.

Worksheet 1	Activity A: City/Country senses pies Activity B: Living interdependently model map	Activity Activity	Pair/Group/Individual Pair/Individual
Worksheet 2	Activity A: Major cities fill in the table	Activity/Assessment	Pair/Individual
Worksheet 3	Activity A: Brainstorm map Activity B: Flow chart	Activity Activity/Assessment	Group Individual
Worksheet 4	Activity A: Secondary industries Activity B: PMI chart	Activity/Assessment Activity	Individual Individual
Worksheet 5	Activity A: 100 years of difference Venn diagram Activity B: Town planning council meeting points of view star	Activity Activity	Pair/Group/Individual
Worksheet 6	Activity A: Place names Activity B Naming city features	Activity/Assessment Activity/Assessment	Pair/Group/Individual
Worksheet 7	Activity A: Organisation of government ranking ladder	Activity/Assessment	Individual
Worksheet 8	Activity A: Writing a constitution	Activity/Assessment	Group
Worksheet 9	Activity A: Elections and policies	Activity/Assessment	Group
Worksheet 10	None		
Worksheet 11	Activity A: Video or poster advertisement	Activity/Assessment	Individual
Worksheet 12	Activity A: Event planner	Activity/Assessment	Individual
Worksheet 13	Activity A: Future visions	Activity/Assessment	Individual

What is a city?

Key concepts

Most cities began as smaller settlements or towns. In a city people are held together by what they can do for one another.

Student activities

1. Vocabulary development
2. Worksheet 1, Activity A: City/Country senses pies
3. Worksheet 1, Activity B: Living interdependently model map
4. Create a brochure part 1: The meaning of being a citizen

Group discussion ideas

- A What are the differences between the country and the city?
 Why do people live together in groups? What advantages are there in living among many people?
 (i) protection
 (ii) division of labour
 (iii) more opportunities
 (iv) cultural advantages
- B Civilisations form when people develop knowledge of science, agriculture, trade, government and the arts. One important characteristic of a civilisation is the growth of cities. Why do you think this is so?
- C How does division of labour help people live more efficiently? When people live in very small groups, each person must do many kinds of jobs. There are not enough people available to allow people to specialise. A farmer might have to raise crops, milk cows and make their own clothing. When people live in cities they can begin to do one job. Perhaps it is the job they do best, the job no one else wants or the only job they can get. In any case, many people do different jobs that can benefit everyone. All people must rely on others to provide goods and services they cannot provide for themselves. People who live in cities must depend on others. This is called interdependence.

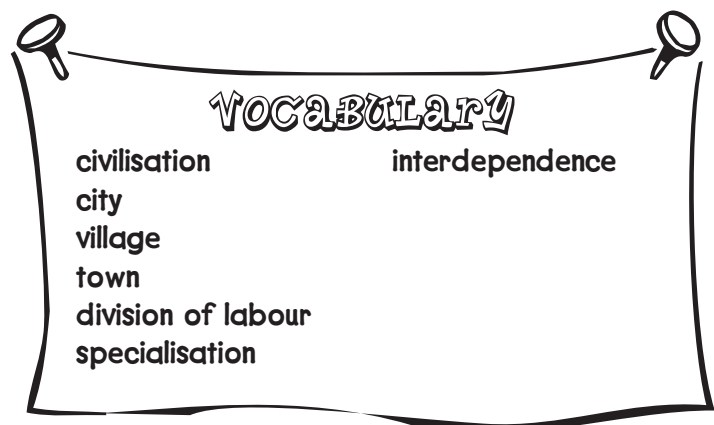
Activity

Students are asked to complete senses pies describing differences in the city and the country.

Students are asked to prepare a mind map comparing the interdependence of people who live on farms to that of people living in cities.

Major assessment task

Citizens have both responsibilities and benefits. Students are asked to complete an advertisement for the types of citizens they would like to come and live in their city.



What is a city?

Vocabulary challenge

Draw a picture to show the meaning of each of these words.

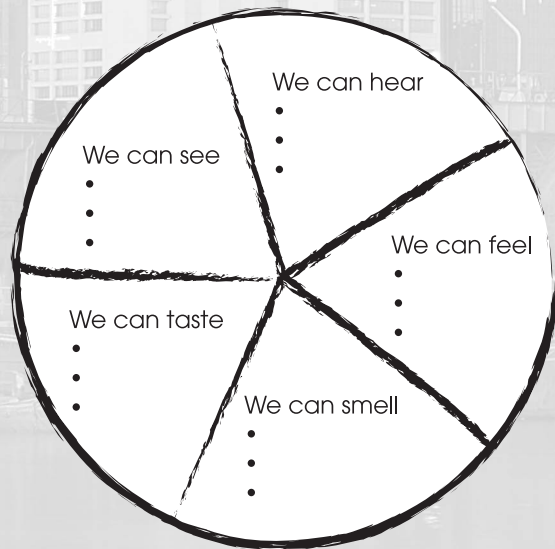


Activity A: City/Country senses pies

In the CITY



In the COUNTRY



1. Draw 2 Senses pies on a large sheet of paper.
2. Fill in each section with words and phrases. This can be done individually or in a group.
3. Which do you prefer?
4. What advantages are there to living in the city? Write a list summarising the advantages of living in the city.

What is a city? (cont.)

Activity B: Living interdependently model map

Pretend that you are living on a farm 100 years ago. You are located about 30 kilometres from the nearest shop. Draw a model map showing all the people you depend on for goods and services during the week. Then think of life today. Make a list of all the people your family depends on for important goods and services within one week.

Create a brochure part 1

In this unit you will be asked to create your own city. What sort of citizens do you want living in your city? Create a full-page advertisement for the local papers giving details of the people you would like for your city.

Consider the following ...

What ages? Families?

What qualities of character should they have? (eg. honesty, responsibility)

What qualifications or skills do they need?

What attitudes would you like people to have? (about work, about other people, change etc)