

Lesson Plan: The Economic Landscape of Cedar Falls, Iowa: A Case Study

Annalee Hollingsworth

University of Northern Iowa

Grade Level: 11-12

Content Area(s): Geography, History, Economics

Time Frame: 50 mins.

Standards:

NGS 11.1a: Economic Activities: Explain how economic activities change over time

NGS 13.1b: Territorial Divisions: Compare the reasons for and consequences of different systems for dividing and controlling space

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Goal: In this lesson, students will use aerial photos taken from a recent balloon launch as well as aerial photos and traditional maps for each decade going back 100 years in Cedar Falls, Iowa. Student will use this information to hypothesize about what factors, economic or otherwise, led to the changing landscape of the town over this time.

Materials Needed:

Aerial photos of Cedar Falls from recent balloon launch

Past aerial photos

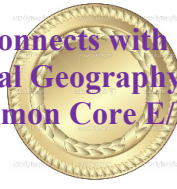
Past traditional maps

Textbook

Formative Evaluation: Informal. Before distributing the materials students, ask them what they expect will have changed: will the town have gotten bigger, smaller, or stayed the same? What industries or other economic activities in Cedar Falls do they think might have driven any changes? How active was the city government in driving any changes?

Supported By: NASA-Iowa Space Grant Consortium, Geographic Alliance of Iowa, National Geographic Society Education Foundation, and the University of Northern Iowa

Connects with the
National Geography Standards
And Common Core E/LA Standards

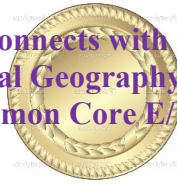


Instructional Sequence:

1. Introduce students to lesson and conduct formative evaluation. “Today we will begin our unit on mapping the economic landscape of Cedar Falls. In this unit, we will be using evidence from photos taken at our recent balloon launch, as well as photos and maps from previous decades, going back 100 years, to determine how the landscape of Cedar Falls has been changed in that time. We will use this evidence to hypothesize *why* we think the landscape was changed, then we will research those hypotheses. You will conduct that research using city government records, such as city council meeting minutes and tax records, as well as conducting interviews of local citizens and visiting the historical society. By the end of this unit, you should be able to identify what forces caused the changes in the landscape of Cedar Falls. Before I hand out the materials, what changes do you think you will see in the photos and maps, and why?” This should take between 5-10 minutes.
2. The students will already be assigned into groups of 2-3. Instruct them to get into their groups now.
3. Have one representative from each group come up to receive the materials (already sorted for each group)
4. Instruct the students to begin by noting what changes occurred in their photos/maps over time: what is the land being used for? If there are businesses on the land, what services do the businesses provide? Did the businesses change over time? If the land is agricultural, can they tell what the land is used for, such as for crops (which ones?) or animal husbandry (what animals?).
5. After the students have determined what the land was/is used for, they should hypothesize at least three (or two, if there are only two students in the group) reasons why they think it changed (or didn’t change, if that’s the case).
6. After the group has decided, each member will select one of the hypotheses to research.

Summative Evaluation: To be completed using attached rubric.

**Connects with the
National Geography Standards
And Common Core E/LA Standards**



Group Planning -- Research Project : Lesson Plan: The Economic Landscape of Cedar Falls, Iowa: A Case Study

Teacher Name: **Ms. Hollingsworth**

Student Name: _____

CATEGORY	4	3	2	1
Ideas/Research Questions	Researchers independently identify at least 3 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 3 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some adult help, at least 2 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, 1 reasonable ideas/questions to pursue when doing the research.
Plan for Organizing Information	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
Group Timeline	Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g., planning, research, first draft, final draft) will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline.	Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline.
Delegation of Responsibility	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
Quality of Sources	Researchers independently locate at least 2 reliable, interesting information sources for EACH of their ideas or questions.	Researchers independently locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with some adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with extensive adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.