

Introducing the Lesson to Students

CALTOPIA'S CHANGING NEIGHBORHOOD

Neighborhoods are constantly in flux. Adults who return to the neighborhoods of their youth are amazed by the changes that have occurred over the years. Sometimes change is beneficial and uplifting to an area; other times change is degrading to an area, and renewal and redevelopment are needed.

This exercise is designed to expose you to the changing character of communities over time by showing a land use pattern in 25-year increments. While Caltopia is a mythical community, the changes that occur are not unusual for many older communities in this country.

The enclosed maps contain up to ten different land uses in the twelve block area of the Caltopia neighborhood. The maps are designed to illustrate change in a community over a period of years, to introduce you to the array of city services needed in cities, and to be a brainstorming activity by which you are introduced to the study of local government.

FOCUS QUESTIONS:

You have been selected to serve on a committee that will be charged with recommending changes in Caltopia's General Plan (a state-mandated document that details projections for a community's future land use changes) to the City Council of Caltopia. In analyzing changes on the four land use maps of Caltopia, consider the following questions about changes in the neighborhood over the past few years:

1. Speculate on the factors that led to the National Guard Armory being demolished prior to 1940.
2. In large cities, most recent emphasis has been on locating professional sports parks and arenas in downtown areas, such as Oriole Park at Camden Yards in Baltimore, Maryland. Is there an area in the 1990 scene that would accommodate a baseball park? Why did you select the area you have chosen? Why would a downtown location be advantageous to the community? Why do you think the Ralston Street Baseball Park was razed?
3. There has been only one religious facility in the entire area, despite its many changes. Why do you think there is only one?
4. Select one of the four years (1915, 1940, 1965, 1990) as the time in which you'd most like to live, based on land uses in the area, and explain your choice.

Teacher Notes

STUDENT OBJECTIVES:

Students will understand the dynamics that result in changes in neighborhoods and local communities over long periods of time. Students will learn:

- ◆ How to analyze and describe changes on maps depicting a community over a period of 75 years.
- ◆ How to develop a community profile based on the types of structures and businesses in a particular neighborhood.
- ◆ How to make judgments about present and future needs in communities based on changes occurring in those communities over a period of years.
- ◆ What community services need to be provided by the local government agency to improve the quality of life for area residents.

LESSON TIME: Two to Three Days

MATERIALS NEEDED FOR LESSON:

1. An introduction on Caltopia's Changing Neighborhood and sample focus questions (page one) to use as discussion starters for the map set.
2. Handout #1 (Land Use in Caltopia, 1915 and 1940) and Handout #2 (Land Use in Caltopia, 1965 and 1990), a set of four maps, reproducible for small group use in class. Have students color code each type of land use to make comparisons among the four maps easier for analysis.
3. Handout #3 (Caltopia's Changing Neighborhood) on which each map's land use patterns are charted.
4. Handout #4 (Neighborhood Comparisons) on which students are asked to provide their analyses on the changes in economic, social, recreational and personal characteristics of the neighborhood.
5. Handout #5 (City Locale) to begin discussion of changes.

LESSON ACTIVITIES:

1. Have your students read the introductory material on page one and examine maps on Handouts #1 and #2 (Land Use in Caltopia) during the four time periods shown. Have them respond to the focus questions as a means of analyzing the maps.
2. Have students complete Handout #3 (Caltopia's Changing Neighborhood) in class individually or in small groups. Brainstorm in class the reasons for the changes which have occurred over the years.
3. Have students complete Handout #4 (Neighborhood Comparisons) and have them explain their choices.
4. Use the questions found in Handout #5 (City Locale) to begin a discussion of changes in government service needs that may occur in a changing neighborhood. You may wish to invite a community resource person to discuss changes made in your immediate area.
5. As a concluding exercise, have students create their own twelve-block area for Caltopia as they would expect it to look in the year 2010. They might also create a community in the same twelve-block area as they would wish to see it at some future date.

NOTES FOR FOCUS QUESTIONS:

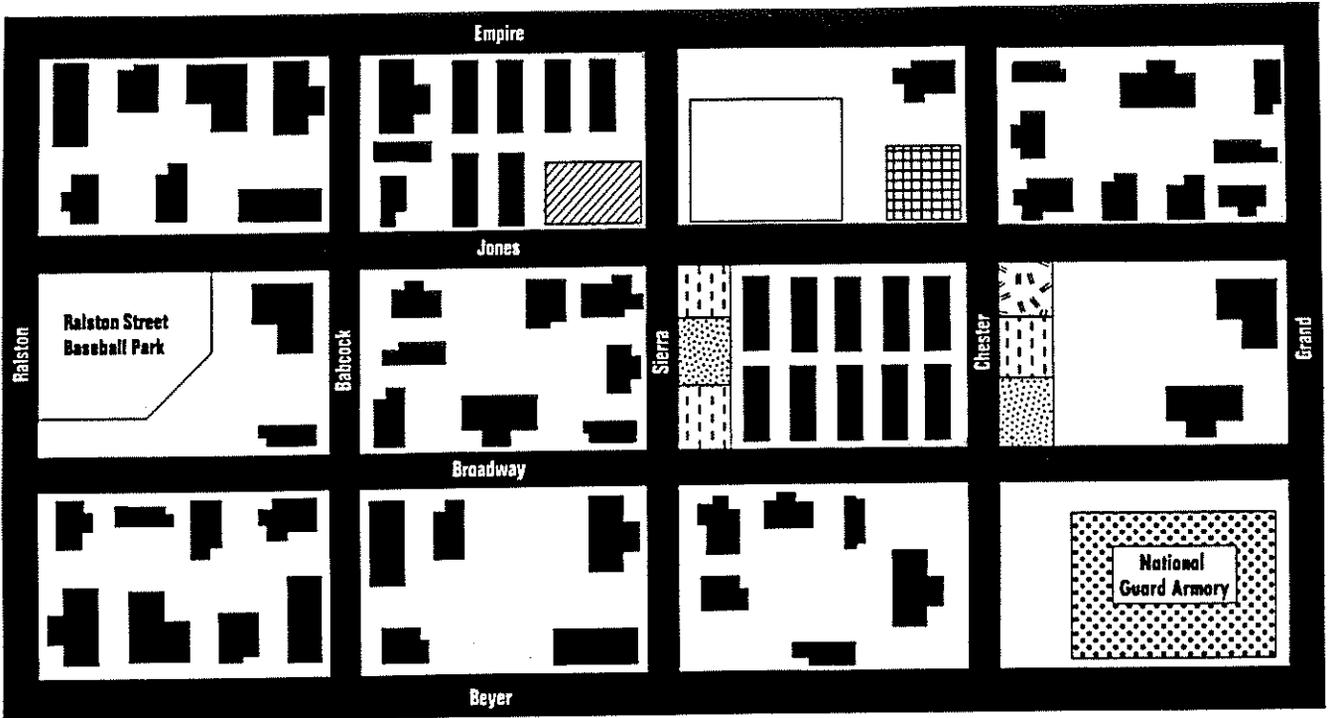
Have the students examine the four map sets and respond to the focus questions either individually or in groups. Some possible responses to the focus questions:

1. An armory was originally a more appropriate use for a residential area serving as a community center. As the area became more commercially-oriented, land values increased, and an occasional use of a facility was an under-use of the valuable property; National Guard activities probably relocated to the U.S. Army facilities.
2. Answers will vary for the location of new ball park, but areas that would displace the fewest people would be preferred. Downtown locations for ball parks have the potential to rejuvenate an area, bring customers to stores and restaurants, spur other upgrading activities, and reduce reliance on private autos to travel to games by placing parks within walking or public transit districts. The Ralston St. Baseball Park was probably razed because of age, size and amenities factors.
3. Most likely the original religious facility was sufficient, possibly because the area originally housed persons of the same ethnic/religious background. As time progressed, the area tended to become more commercial than residential and newer religious facilities would have been built in outlying areas.
4. Answers will vary. Have your students consider different circumstances such as age, marital status, family status and employment position when making a judgement about the most favorable time frame.

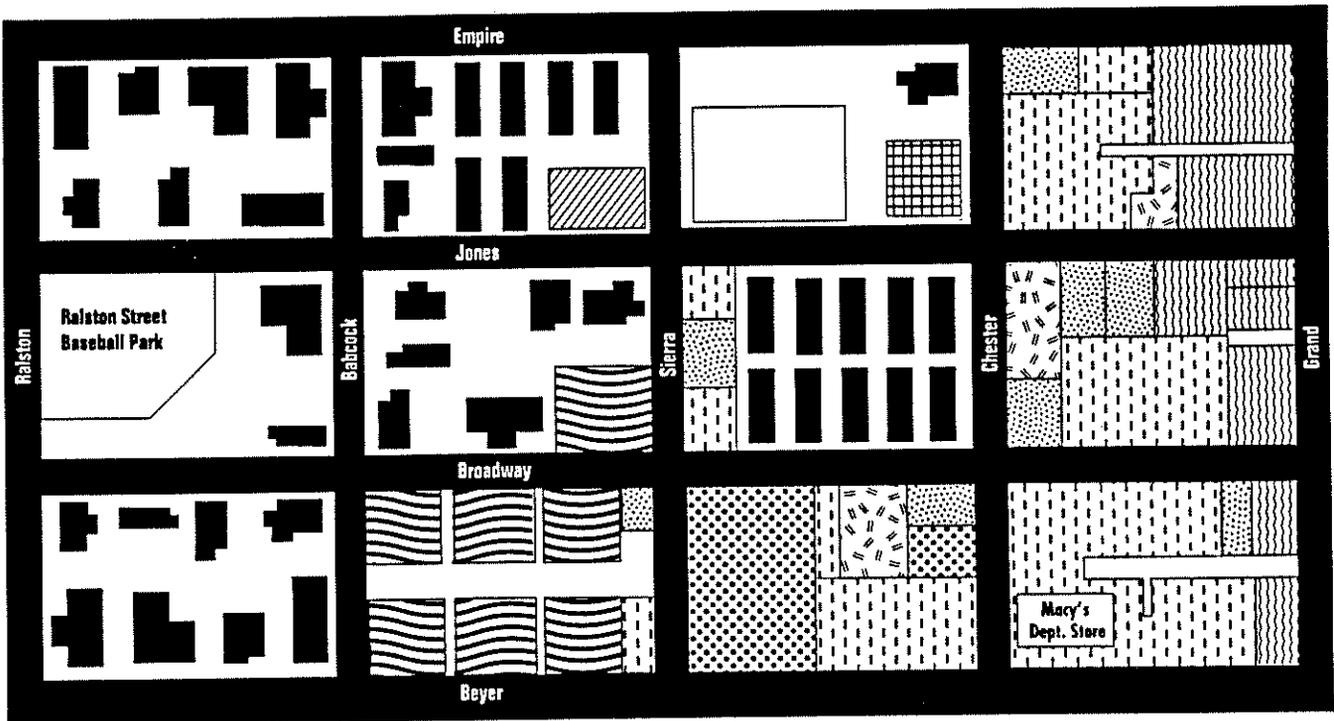
COMMUNITY RESOURCE PERSON NOTES:

1. If the agency or organization has an organizational chart, please have the guest provide student copies so that the class can see how his/her position relates to your organization.
2. Discuss one or two changes made by local government in the past 10 years in your school district area in response to residents' needs. Examples might include new city/county streets, installation of traffic signals, a beautification project, flood control project, funding of a health clinic, etc.
3. If possible, provide before and after maps of project areas, so students can see illustrations of changes in their area, and how those changes have benefitted the residents.
4. Explain how residents can take action to get the local government services they believe are necessary. Explain some of the competing forces involved in the decision-making process. Indicate the services that may be necessary in the local community in the year 2010 and beyond.

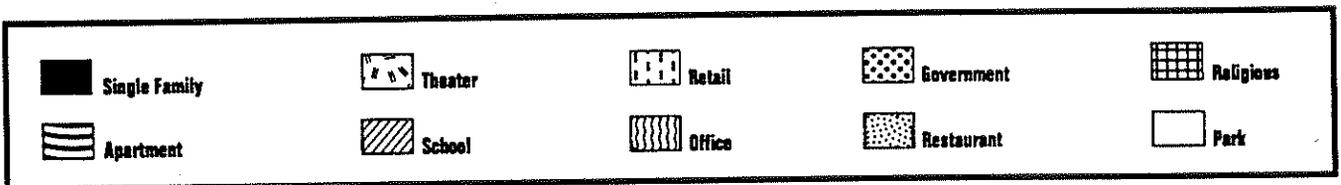
LAND USE IN CALTOPIA



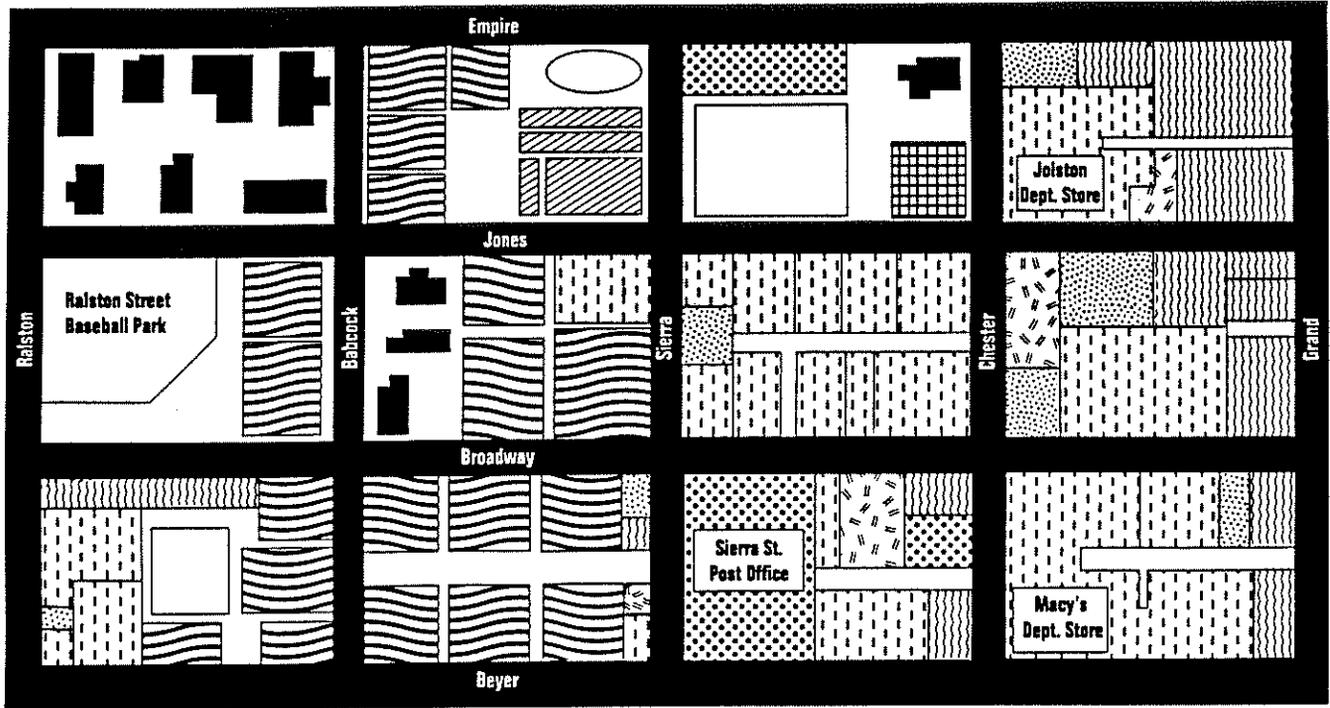
1915



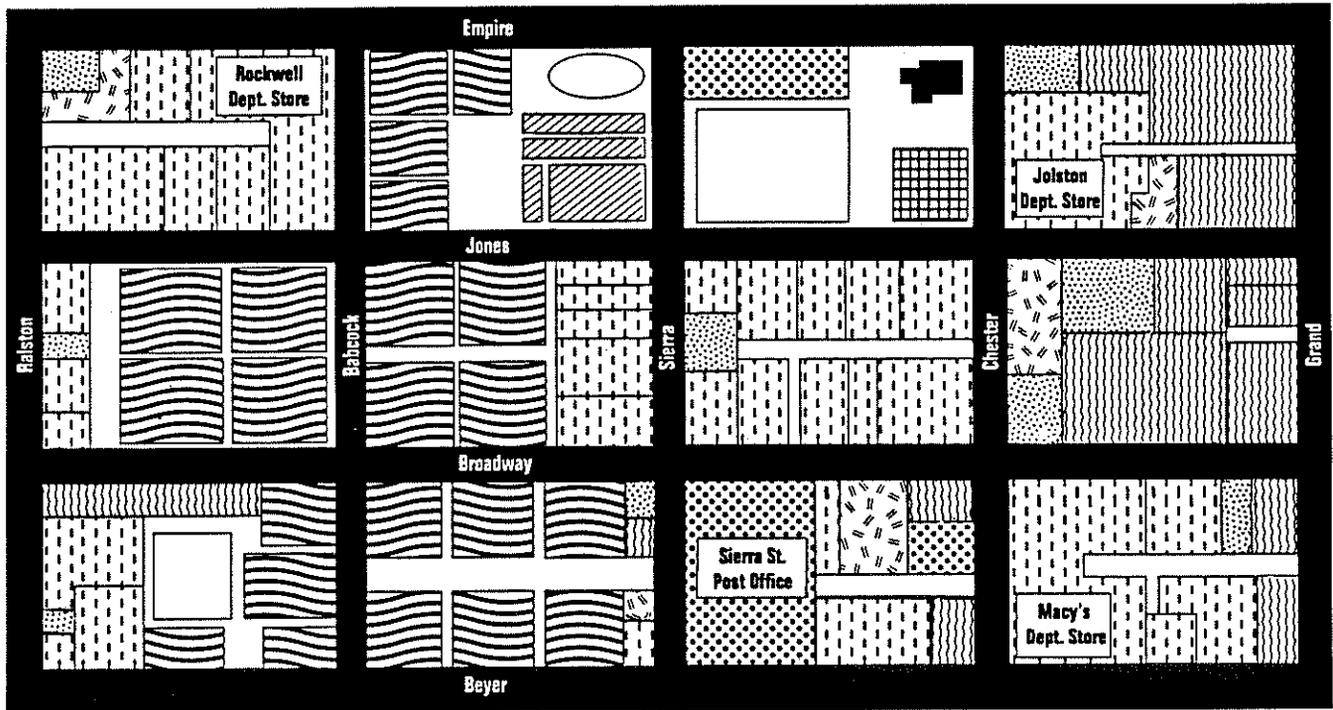
1940



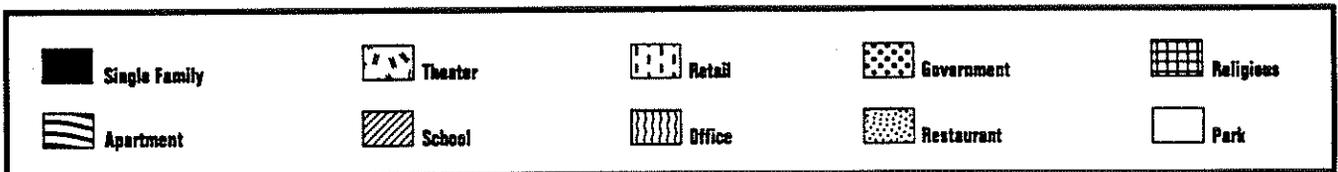
LAND USE IN CALTOPIA



1965



1990



Name: _____ Class: _____ Date: _____

CALTOPIA'S CHANGING NEIGHBORHOOD

YEAR: _____

Number of:

Single-Family Residences _____
Apartments _____
Theaters _____
Schools _____
Retail Stores _____
Offices _____
Government Buildings _____
Restaurants _____
Religious Buildings _____
Parks _____

YEAR: _____

Number of:

Single-Family Residences _____
Apartments _____
Theaters _____
Schools _____
Retail Stores _____
Offices _____
Government Buildings _____
Restaurants _____
Religious Buildings _____
Parks _____

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Name: _____ Class: _____ Date: _____

NEIGHBORHOOD COMPARISONS

A. In which time frame do the following comments seem to be most accurate?

KEY: A = 1915 C = 1965
 B = 1940 D = 1990

1. _____ Area caters mostly to single-family residences.
2. _____ Has the least amount of park land/open space.
3. _____ Would most deserve the classification of a downtown commercial area.
4. _____ The period showing the greatest drop in single families residing in the area from the area 25 years before.
5. _____ The school in the district was probably most crowded during this period.
6. _____ The school in the area was probably least crowded during this period.
7. _____ The greatest number of changes in the land use of the area ended with this period.
8. _____ The large park area between Empire and Jones probably received the greatest use by area inhabitants during this period.
9. _____ The period that seems to offer the best balance of land uses, offering area residents the most complete ranges of activities and services.
10. _____ The greatest amount of sales tax revenue to the city would be generated by the land uses in this period.

Name: _____ Class: _____ Date: _____

CITY LOCALE

The maps on Handouts #1 and #2 cover several blocks within the city of Caltopia during various time frames. You can see the specific changes in commercial, residential, recreation and other uses of the land. Consider the following:

1. What economic and social changes are reflected in this set of maps?
2. What local government services to this locale are illustrated on the maps? Which services are likely to be provided but are not explicitly illustrated on the maps (e.g., sewers)?
3. From your list of services in the question above, choose four services in order of importance for each time period, just as you think the people living in those times would have ranked them. Describe the reasons for your choices.
4. Explain what changes might occur by the year 2000. Choose the four services you believe will be most in demand in the year 2000 and rank them in order of importance. Support your answer.